

Oklahoma
EARLY LEARNING
GUIDELINES FOR
INFANTS, TODDLERS
AND TWOS
Ages Birth through 36 months



Child Care
Services



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Oklahoma Early Learning Guidelines

A taskforce convened by the Oklahoma Department of Human Services Child Care Services developed the Oklahoma Early Learning Guidelines. A Review Workgroup was formed in September 2016 and met monthly to revise the Early Learning Guidelines. This was initiated due to comments and suggestions from the field, the 2016 Head Start Performance Standards, and the development of the Oklahoma Academic Standards which has replaced the PASS standards. Revision Committee members included representatives from the Center for Early Childhood Professional Development, Oklahoma Child Care Resource and Referral Association and its affiliates, Oklahoma Head Start/Early Head Start, Oklahoma State Department of Education, Oklahoma State Department of Health, Oklahoma State Regents for Higher Education, Oklahoma Tribal Child Care Association, child care programs, community colleges and universities. Additional resources including other state's Early Learning Guidelines were also added. This document has been developed to be used by all who touch the lives of Oklahoma's infants, toddlers and two year olds. The word 'teacher' is used in the guidelines to represent parents, family members, educators, caregivers, program staff and caring adults who offer instruction, support and guidance to young children.

These guidelines are intended to assist adults at all levels of knowledge and experience regarding what children may know and be able to do. The purpose is to enhance learning experiences for Oklahoma's youngest children and help provide a safe, nurturing and developmentally appropriate environment. The Early Learning Guidelines provide examples of experiences that can be used to build relationships, develop purposeful play and guide program development. They should not be used as a curriculum or assessment.

Infants, toddlers and two year olds are born ready to learn, and their capacity to learn is enriched by the teacher and the environment around them. Situations will arise throughout the day that can be considered 'teachable moments' or unplanned learning opportunities. These guidelines will assist parents and teachers in finding new ways to introduce everyday experiences and enhance teachable moments. Each section includes an area that will help the parent and teacher provide learning experiences. When or if materials are needed they may be purchased or homemade.

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Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos were created to serve as a foundation to connect what is taught with what is appropriate for very young children. They also provide a framework to encourage consistency among early childhood programs across Oklahoma. These guidelines were revised in 2017 and align with the Oklahoma Early Learning Guidelines for Children Ages Three through Five, the Oklahoma Academic Standards and Head Start & Early Head Start Program Performance Standards effective 11/7/2016.

The guidelines are a resource including commonly held expectations and widely accepted best practices for children in various age groups. At the same time, the guidelines are flexible enough to meet the needs of individual children and groups of children.

Guiding Principles:

This document presents a broad view of the child development continuum reflecting commonly used and widely held expectations so teachers and parents can plan for typical developmental progression. The guiding principles are as follows:

- ★ Value the parents as the child's first teacher.
- ★ Respect that every child develops as an individual and at his/her own pace.
- ★ From the time the embryo is forming to the time the child is three years old, rapid growth and development occurs. All learning and interactions with adults that take place during this time pave the way for future success of the child, both developmentally and in preparation for school and life.
- ★ All of a child's development (social/emotional, gross/fine motor, cognitive and language) is woven together to complete the whole child.
- ★ Children learn through self-initiated play and teacher-directed activities that are developmentally appropriate.
- ★ Recognize that close relationships between teacher and child are developed during routine caregiving activities (such as diapering and feeding).
- ★ Respect the child's family and recognize that culture (language, traditions, etc.) influences who the child is and who he/she will become. This must be embraced as part of the child's early learning experiences.
- ★ Knowledge and responsiveness to the child and his/her family is a key to positive growth and development in the child.

- ★ Knowledgeable teachers who apply understanding of child development are essential to enhance a child's learning.
- ★ Each child's basic needs (For example: health, safety and nutrition) must be met for the best possible learning to occur.

The guidelines represent all areas of development (domains). The guidelines are separated into concept areas including domains but are not exclusive. Each concept area is separated into developmental ranges that overlap: young infant (zero to eight months), mobile infant (six to 18 months), and toddler (16 to 36 months). Some skills developed during this time period are listed. The skills are listed in order but are not exclusive to that age range. Children grow and develop at different rates, resulting in a wide range of normal development.

Organization:

This document contains not only the concept areas and standards, but also an area of development in the sections entitled 'THE BABY MAY' and indicators of an infant's progress in areas under 'THE BABY MIGHT'. Suggestions are given as examples of what 'THE TEACHER CAN' do to encourage growth and development. The domains are interdependent and support one another. Each of the sections is organized into the five areas:

- 1) Introduction provides a brief description of the area of development and the purpose for including it in the guidelines.
- 2) Standard agreed upon framework of skills within each domain that infants, toddlers and twos need to experience to develop a foundation for additional learning.
- 3) 'THE BABY MAY' identifies what infants, toddlers and twos are likely to know or do in relationship to each standard.
- 4) 'THE BABY MIGHT FOR EXAMPLE' specific observable skills or actions showing what an infant, toddler or two might do.
- 5) 'THE TEACHER CAN' examples of activities, environments, daily routines, interactions and play to encourage the development of skills in all domains.

Elements of a Quality Program for Infants, Toddlers and Twos:

The following are considerations necessary to provide a quality program for infants, toddlers and twos. These elements provide the critical foundation for human development and lifelong learning; therefore, all aspects of a program must be thoughtfully and deliberately developed.

Inclusion for All Children

Using knowledge of each child, teachers plan learning experiences by taking into account children's differing abilities, temperaments, developmental levels and approaches to learning. Responsiveness to individual children is evident in teacher/child interactions, activities and classroom environment. Teachers make sure each child has opportunities to actively participate and make contributions. There are resources to assist providers with quality inclusive child care; some are located in the Resource Section.

- ★ Inclusion is broad in scope and may include medical, physical, learning, behavioral, family and environmental stress. Some children may have needs identified by Individual Family Service Plans (IFSP).
- ★ Knowledge of child development is used in providing services for children. Knowledge of individual capabilities must be used in making decisions about children. For additional resources and guidance on developmental milestones, red flags or concerns see the additional resources section on page.
- ★ Children benefit from being in a classroom of diverse learners. Every child has strengths and challenges and learns to appreciate and accept each other.
- ★ As much as possible, children who have been identified as needing additional supports and/or resources, can receive therapeutic or other services within their natural settings to maintain their sense of stability and support their feelings of belonging and acceptance.
- ★ The Council for Exceptional Children/Division of Early Childhood uses the term "young children (0-8) who have or are at risk for developmental delays and disabilities" in their Division of Early Childhood Recommended Practices which was updated in 2014. The reference to a term often used, 'special needs', has been replaced.

In inclusive programs teachers:

- ★ Work closely with family members and other professionals to support children's health, safety and behavior. Teachers observe children in natural settings and record activities, behaviors and development in order to plan relevant, individualized learning opportunities.
- ★ Work with children who have advanced skills and knowledge by offering activities to meet each child's individual abilities.

- ★ Use adaptive equipment to assist children in learning a skill or participating in a activity. (For example: loop scissors for a child who does not have hand strength or provide a beanbag chair at circle time so a child in a wheelchair can sit on the same level as others in the room.)
- ★ Develop strategies to encourage children's active participation in activities. An example would be to pair children who are having difficulty with at a task with friends who are successful. Children may select activities based on readiness, learning style and interest.
- ★ Create an adaptable environment for the flow of activities that can be adjusted. Arrange the play space so activity areas are clearly defined and provide children who may be easily overwhelmed an opportunity to use unfamiliar equipment. Materials and activities encourage all children to participate actively.
- ★ Modify materials as needed for children to participate as independently as possible. Use picture cues, simplified language, or the child's primary language when possible and lower the easel or provide a chair for the child who has difficulty standing.
- ★ Modify activities to be less or more complicated depending on children's abilities. Break activities such as cooking projects or games into parts by describing and making pictures of the steps, and sequence or prepare art experiences with individual children in mind.
- ★ Provide adult assistance in an activity or routine to support children's participation. (For example: provide hand on hand assistance for some activities, and position an adult near children who may need more assistance).
- ★ Seek resources to understand each child's abilities and disabilities. Teachers are in regular communication with families and may consult with appropriate specialists to ensure each child receives needed specialized services.

Relationships

Learning during this period of a child's development happens within the context of relationships with nurturing, supportive adults. Research documents the importance of relationship based care in infant, toddler and two's to enhance learning and development. Children should receive care limiting the number of transitions between caregivers in a day to allow for continuity in care and relationships.

Teacher-Family Relationship

1. Teachers understand and respect the family as the primary source of knowledge concerning the child.
2. Teachers understand the importance of parent-child attachment and support the family-child relationship.
3. Teachers and families are partners in ongoing communication about the child's care and development.
4. Teachers respect and support family preferences, culture and values in teaching behaviors.
5. Teachers develop supportive relationships with the whole family. Teachers assist and encourage family members in developing parenting skills, understanding the growth and development of their children and accessing community resources.
6. The first resource is the child's family. Everyone benefits when teachers learn about the family's cultural practices. (For example: related to caregiving routines: feeding, toilet learning, sleeping/naps and encouragement for children to gain independence).

Teacher-Child Relationship

1. Teachers nurture and respond to the individual needs of infants, toddlers and twos. Trust and emotional security develop when very young children are responded to promptly and consistently in a positive manner.
2. Teachers' knowledge of child development is used to provide appropriate interactions with very young children throughout the day. Teachers learn and respond to each child's unique way of communicating and their interests; give the child individualized attention, especially during caregiving routines; and model the behavior they want to teach.
3. The program supports positive relationships and secure attachments between the caregiver and infants, toddlers and twos by providing low adult/child ratios, promoting continuity and responsive caregiving, and assigning a primary teacher for each child.

Child-Child Relationship

1. Teachers model appropriate interactions with adults and with children.
2. Teachers recognize emerging social skills and respect the limitations of very young children. Positive relationships between children are encouraged.
3. Opportunities for socialization are offered through various groupings.

Environment

The environment is critical to the well-being of children in an early care program. Learning through play in a healthy, safe environment with an adequate number of caring adults who are sensitive and responsive to children are at the core of quality environments for infants, toddlers and twos.

Physical

1. Both materials and equipment in indoor and outdoor environments meet the developmental needs of each child in the group in a safe and healthy manner.
2. The physical environment provides separate and appropriate space for sleeping, eating, diapering/toileting, handwashing, and for movement and play. The atmosphere is homelike and comfortable for infants, toddlers and the adults who care for them.
3. The physical environment for toddlers provides interest areas where materials with similar use are placed together. Child-sized furnishings are provided to promote independence and self-help skills.
4. In a mixed-age grouping, special attention is made to keep the environment safe and structured to meet individual needs for infants, toddlers and twos.
5. Some children may need specific environmental adaptations such as ramps, railings, extra space between furniture.
 - Additional requirements may be found in Child Care Requirements and in Quality Rating Improvement Systems (QRIS).

Program

1. The daily program includes materials and activities designed to meet the individual needs of each child. Children are assisted with toilet learning and self-feeding skills based on individual needs. Children experience appropriate transitions between activities.
2. Prevention and redirection are the primary techniques for guiding behavior. Management of behavior is based on an understanding of infant/toddler development, realistic expectations and appropriate methods to help the child develop his or her own self-control.
3. Teachers support the child's emerging self-regulation through the environment, daily routines, positive role modeling and assisting with the development of communication skills.
4. Special considerations must be given to the use of technology with infants and toddlers. Technology should be interactive and used only in the context of human interactions with very young children.

Health and Safety

Teachers should be aware of knowledge and skills related to health and safety of infants and toddlers such as CPR/ First Aid for this age group, safe sleep, transportation and nutritional requirements. These topics should be included in orientation and ongoing professional development.

Nutrition

1. Teachers have basic knowledge of nutrition and age-appropriate feeding practices.
2. Nutritional needs of very young children are met; teachers and support staff work closely with families to ensure appropriate amounts and types of foods are served in a consistent manner.
3. Professional development may be required for teachers to support a child's alternative feeding method such as tube feeding.

Sanitation

1. Sanitary practices and guidelines are in place to prevent the spread of disease. An example is having the diapering/toileting area located separate from the areas used for food service.
2. Teachers and children wash their hands to prevent illness.
3. Bottles, utensils and food are handled in a safe and sanitary manner.

Safety

1. A hazardfree environment is maintained for infants, toddlers and twos both indoors and out. The environment is planned so materials and equipment are age-appropriate and in good repair.
2. Teachers are certified in age-appropriate CPR and First Aid and are trained in responding to emergencies.
3. Teachers are observant and engaged with children and therefore able to monitor each child's location and behavior.

Experiences

Teachers should plan activities based in play to expand learning in social and emotional development; language and communication development; cognitive development; and physical development.

Routines

1. Consistent daily routines (For example: sleeping, feeding/eating and diapering/toileting) provide opportunities for one-to-one interaction between teacher and child. Teachers talk, listen and respond to the child's cues during routines.
2. Routines such as diapering, feeding and sleeping are flexible and individualized to meet the needs of each child.
3. Floor time gives young infants experiences like tummy-time, and older infants and toddlers have time to move and explore.

Activities

1. Teachers use knowledge of child development and the children's interests to provide individualized age-appropriate activities for infants, toddlers and twos.
2. Teachers support children's play, exploration and experimentation with their environment.
3. The daily schedule permits children opportunities throughout the day to choose activities based on their own interests and care routines. Time is scheduled for both indoor and outdoor play.
4. Teachers encourage natural interests and wonder aloud about the world. Babies are born learners and have a curiosity to explore, discover and figure things out.

Sensory Experiences

1. An environment rich in experiences and materials is provided. Children can explore with all their senses, thus promoting optimal development in all concept areas.
2. Children are provided time and a variety of experiences each day to move, see, smell, hear, taste and touch.
3. Space is provided for times when a child needs a quiet location and less sensory input.

Language and Literacy

1. Teachers read and sing to infants, toddlers and twos throughout each day.
2. Teachers respond in a positive manner to individual children's communication attempts. The teacher adapts the language interactions to include cultural and linguistic differences.
3. Special attention may need to be given to children who may have a vision or hearing loss.
4. Throughout the day teachers talk with each child about objects relating to the child's daily experiences.
5. Teachers tell each child what is about to occur before a routine activity begins and describe the actions as they occur.
6. Teachers provide a culturally sensitive, print-rich environment including pictures, books and labels.
7. Teachers may act as a resource for families in accessing developmental screenings and/or assessments and where to find materials such as assistive devices such as with mobility or books on tape or in Braille.

Diversity

Cultural

1. Teachers understand culture affects childrearing practices and may therefore affect an individual child's development.
2. Teachers and programs support, appreciate and honor cultural diversity, including family and home experiences, language, beliefs, values and patterns of interaction.

Individual Differences

1. Teachers recognize and respect individuals differ in temperament, preferences, culture, development, abilities and social interactions.
2. Teachers use their observations of infants, toddlers and twos to support learning experiences in ways to accommodate each child's unique characteristics and development.

3. Teachers serve and respect all children, including those with a disability or an individual need, in a manner supporting best possible growth and development.

Teachers

1. Adhere to all state regulations including the Oklahoma Department of Human Services Licensing Requirements.
2. Are lifelong learners of child development and early childhood education.
3. Respect unique developmental, cultural and individual differences in children.
4. Promote meaningful relationships with children, families, colleagues and the community.
5. Establish a safe, developmentally appropriate environment welcoming to children and families.
6. Provide consistent routines sensitive to the needs of the children in care.
7. Provide responsive, individualized care for each child.
8. Offer a variety of activities to stimulate children's learning and development.
9. Support the development of the whole child, valuing safety as a top priority.
10. Demonstrate healthy habits for life by offering nutritious meals and ample opportunities for movement experiences indoors and out.

Families

1. The family is the child's first teacher and plays the most important role in their development.
2. Families can use these guidelines to assist them in their understanding of infant, toddler and two-year old's development, growth and potential learning.
3. These guidelines will help families build relationships with their very young children by providing resources and activities supporting learning at home.
4. These guidelines serve as a resource in the partnership between families and the early childhood community to enhance the development of infants, toddlers and twos.



APPROACHES TO LEARNING

As early as infancy, children display styles of learning that continue through life and affect later learning. Some children seem to be born well organized and bursting with initiative, while others require more structure and encouragement as they discover their unique capacity as learners. Teachers must ensure that every child has the opportunity to direct his/her own learning.

All children, regardless of innate abilities or the presence of disabilities, are able to learn. Young children gain knowledge by interacting with their environment. They learn by touching, tasting, smelling, looking, listening and playing. Children show their

curiosity, persistence, temperament and problem-solving abilities as they develop learning preferences.

Some infants, toddlers and twos will show persistence by continuing to pursue an activity such as placing blocks in a box. Others may be more hesitant and only continue when they receive encouragement from a supportive adult.

When children are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they develop their own style of learning. Nurturing and a variety of experiences allow children to learn about themselves and the world around them.

STANDARD 1

The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.

Young Infant: 0-8 months	
The Baby May: Begin to show interest in exploring his/her environment.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Notice and show interest in and excitement with familiar objects, people and events.	★ Provide opportunities for sensory exploration and describe to infant what he/she is experiencing (feeling, hearing, touching, tasting, smelling, seeing, etc.).
React to new objects and sounds by becoming more quiet, more active or changing his/her facial expressions.	★ Provide a safe, natural space for infant to explore and provide support for infants who are hesitant about new things and experiences.
Gaze attentively at teachers talking to them during caregiving routines such as feeding and diaper changing.	★ Make eye contact and use language to prepare for and describe the caregiving routine. (For example: “Susie, it is time to change your diaper. Let’s go to the diaper changing table.”)
Consistently look, reach for and mouth toys and objects. Grasp, release, re-grasp and re-release an object.	<p>★ Provide a variety of opportunities, materials and experiences that encourage exploration, movement and hands-on discovery (rattles, activity boxes, soft books, etc.).</p> <p>★ Provide infant with toys and objects that react to specific actions (shakers, balls, mobiles, etc.).</p>
Kick or grab a toy to see if it will repeat a sound and/or a motion.	★ Respond to infant’s exploration and discovery with enthusiasm and encouragement.

Mobile Infant: 6-18 months

The Baby May: Increase attention span and persist in repetitive tasks.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
<p>Show persistence by dropping a toy or object and looking for it, wanting to hear the same song or story over and over again, or repeating the same activity.</p>	<ul style="list-style-type: none"> ★ Provide safe toys for child to use for experimentation and problem solving. ★ Provide activities and experiences repeatedly if child shows interest.
<p>Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.</p>	<ul style="list-style-type: none"> ★ Provide safe toys and experiences with a variety of colors, textures, sounds, shapes, smells, etc. (For example: stacking cups, shape boxes, balls with a bell inside, etc.).
<p>Show pleasure and encourage continued interaction by vocalizing and smiling when he/she is being read to, talked to or sung to.</p>	<ul style="list-style-type: none"> ★ Respond to the child's vocalizations by continuing to communicate with the child through talking, reading and singing.
<p>Explore spatial relationships by attempting to fit his/her body in boxes or tunnels.</p>	<ul style="list-style-type: none"> ★ Encourage active play by providing equipment a child can get inside, on top of, under and beside.
<p>Demonstrate interest in new experiences such as reaching out to touch rain or stopping play to watch a garbage truck.</p>	<ul style="list-style-type: none"> ★ Offer ample time for child to observe actions or experiment with toys, objects and experiences.
<p>Pretend to do a task he/she has observed (For example: use a toy key to lock and unlock a door or feed a baby doll a bottle).</p>	<ul style="list-style-type: none"> ★ Observe child and recognize the child is finding creative solutions in his/her play.

Toddler: 16-36 months

The Toddler May: Explore relationships and the environment independently and with purpose.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Play beside other children and imitate the play of another child.	★ Provide the child with a variety of toys and objects to invite exploration. Encourage children to play near one another with small group activities.
Engage in pretend play around familiar event. Substitute objects and toys for real items such as using a block as food as they pretend to prepare dinner.	★ Provide props and objects related to familiar events to encourage pretend play.
Seek and take pleasure in new skills, independence and appropriate risktaking activities.	★ Support the child in healthy risk taking and in trying new activities and provide encouragement when a child is hesitant. When appropriate, give the child additional time to complete activities. ★ Give child choices and support them in their decisionmaking. (For example: “Do you want to play with puzzles, or do you want to play with the ball?”)
Enjoy opportunities to use art materials in various ways.	★ Expect a child to build a block tower and knock it over; or knock over a block tower another child has built. ★ Provide art materials for the child and let him/her be spontaneous, silly and messy.
Experiment with cause and effect	★ Structure the learning environment so mixing toys and materials from one learning center to another is permitted to expand and encourage complex learning opportunities.
Show curiosity by trying to figure out how something works, may try several strategies before finding what works.	★ Provide toys, objects and situations to encourage the child to play with items in a variety of ways. Provide language for feelings of success or frustration.



CREATIVE SKILLS

Creative expression is an essential element of building knowledge. Infants, toddlers and twos begin to explore and interact with materials providing opportunities to develop and express individual ideas, feelings and interests. Respect the child who wants to touch or not touch, and be aware of children with sensory sensitivities who might not like the feel of some materials. Creative art activities promote the development of self-esteem, individuality and imagination. They can also reflect the child’s culture and family experiences.

Through experimenting with sounds, movement, dramatic play and their senses, children communicate in ways uniquely their own and reveal their own learning style. Each marking on a paper, pretend scenario, or invented song provides teachers and families with a glimpse into a child’s interests and abilities. Appropriate materials encourage movement, dramatic play, sensory awareness, self-expression and exploration. The more curious a child is, the more he/she learns.

STANDARD 1

The child participates in activities to foster individual creativity.

Young Infant: 0-8 months	
The Baby May: Respond to or show interest in sights and sounds in the environment.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Look at, smile or coo at faces and simple designs.	<ul style="list-style-type: none"> ★ Place large, brightly colored pictures of people and familiar items where an infant can see them at eye level. ★ Provide objects of different colors, shapes, patterns, forms, tones, textures and sizes.
Focus on and respond to facial expression and voice tones. Respond to adult’s initiations of play activity by smiling or cooing.	<ul style="list-style-type: none"> ★ Hold and talk to the infant. Play interactive games such as “This Little Piggy” and “Pat-a-Cake”. ★ Encourage expression by making faces, gestures and sounds.
Respond to music in the environment by calming when hearing a lullaby, or turning head and moving arms and legs when hearing fast music.	<ul style="list-style-type: none"> ★ Sing, hum or chant to the infant. Watch for cues and signals from the infant, such as smiling and reaching or squirming. ★ Provide musical experiences for the infant in a variety of ways (For example: singing, musical toys, playing music). ★ Give the infant opportunities to move freely and independently to explore his/her environment within safe boundaries.
Enjoy producing music and other sounds with rattles and bells.	<ul style="list-style-type: none"> ★ Move/dance to music with the infant. In mixed-age groups, infants should share in experiences rather than watching other children.

Mobile Infant: 6-18 months

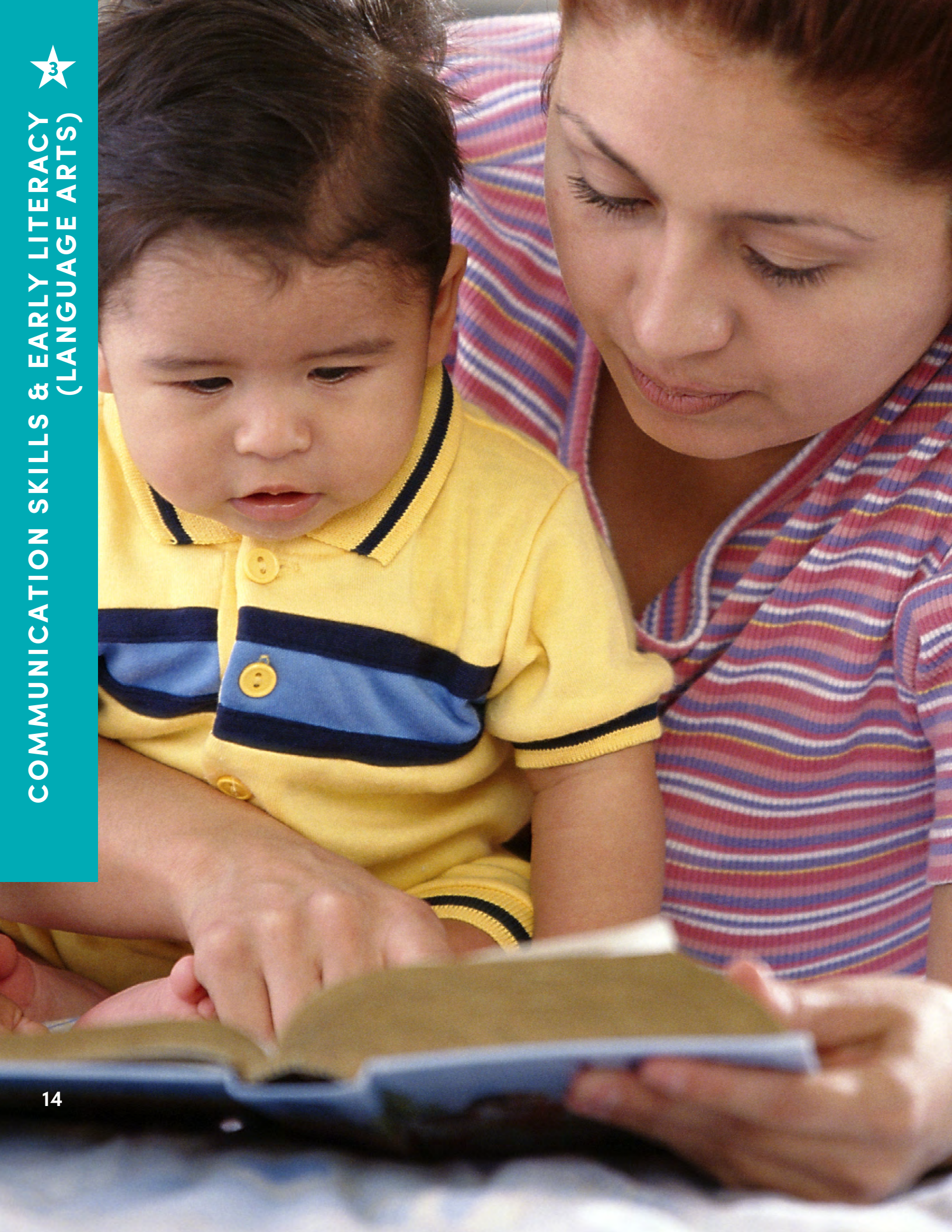
The Baby May: Begin to understand his/her world by using senses to explore and experience the environment.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Delight in ability to produce sounds (smacks lips, squeals on purpose). Start to discover musical rhythm and create sounds by banging everyday objects.	★ Encourage child's interest and participation in musical activities. Provide noisemakers, pots and pans, etc.
Respond to and show preference for familiar songs and tunes. May like to hear or sing the same tune over and over.	★ Provide the child a variety of types of music (For example: lullabies, classical, children's songs) and music from a variety of cultures, languages and tempos.
Engage in imitation play, begin to fantasize and perform simple roleplay.	★ Provide toys for roleplay (For example: dolls, bottles and blankets). ★ Provide creative movement experiences using toys and materials. (For example: use scarves, musical instruments and participate in activities including marching in a band, free dance or imitating animals). ★ Recreate a child's favorite stories or routines through finger plays, and acting out favorite parts of a story. ★ Provide toys to foster creativity and can be multi-purpose and open-ended. (For example: blocks, stuffed animals, scarves, dress-up clothes, etc).
Begin to experiment with art materials. Hold large crayons, paintbrushes, markers or chalk, move them between hands and engage in random marks and scribbling.	★ Provide safe and nontoxic art materials. (For example: colorful paper, washable markers, crayons, finger paint, smocks). Provide space and equipment where the child may be creative without over concern about messes.
Participate in and enjoy a variety of tactile/sensory experiences such as water, textures, etc.	★ Provide the child with a variety of fabrics, papers, toys and sensory experiences such as water, sand, grass, snow and ice cubes. Talk about a variety of shapes, colors and textures.

Toddler: 16-36 months

The Toddler May: Begin to express thoughts and feelings through creative movement, music and dramatic activities.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Learn words to simple songs; participate in group singing activities for short periods of time; and move freely in response to music and change of tempo.	<ul style="list-style-type: none"> ★ Provide opportunities to create or mimic movement and sequence and to sing and learn songs. (For example: “Head, Shoulders, Knees and Toes” or “Itsy Bitsy Spider”). ★ Provide and encourage movement to music with varying tempos and from a variety of types of music such as lullabies, classical, and children’s song from different cultures and languages. ★ Play copycat games with sounds, songs and rhythm.
Engage in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. Use a block for a phone or a box for a train.	<ul style="list-style-type: none"> ★ Plan for and provide opportunities for an older child to engage in dramatic play activities both indoors and out. ★ Provide puppets, dress-up clothing and other props. Encourage the child to roleplay various family and career roles.
Create art representing people, objects and places. Tell about the art they created, what it is and what the action might be. Marks on the page could be the family.	<ul style="list-style-type: none"> ★ Plan indoor and outdoor art activities to promote individual creativity as the child uses the materials in his/her own way. ★ If the child wants, display his/her work at the child’s eye level. ★ Ask the child if they want their name printed on his/her work. ★ Provide safe art materials for a child to use under supervision to create drawings, paintings, collages, three-dimensional artwork, flour and water mixture for sculptures, etc. ★ Provide varied and multi-sensory art materials. (For example: add peppermint drops to flour and water mixture; use an evergreen branch as a paint brush; go on a nature walk and collect items to create a collage. ★ Provide words when needed to assist the child in describing his/her art to others.



COMMUNICATION SKILLS AND EARLY LITERACY (LANGUAGE ARTS)

Communication skills and literacy development play an essential role in all domains of learning. Between birth and age three, children begin communicating through sounds, gestures and emotions and move to convey ideas, thoughts and feelings through beginning language. A child's cooing and raising eyebrows leads to babbling, first words and expressing him/herself using spoken language, sign language or other methods of communicating. Special consideration should be given to those young children whose primary language, the language a person acquires first in life, is not English. Assist the English Language Learner by building on what the young child may already know in his/her primary language.

An environment filled with spoken and printed language supports building children's language skills. Typically when very young children are surrounded by people talking or who talk with them, they begin to repeat what they hear and imitate conversations. When infants, toddlers and twos observe people reading and have opportunities to look at books, they learn reading is important. Marks on a page may eventually be associated with meaning and words leading young children to imitate shapes that may begin to look like letters and numbers. Early language and literacy experiences are the building blocks for life-long learning.

LANGUAGE STANDARD 1

Receptive (Listening):

The child hears and responds to sounds in the environment.

Young Infant: 0-8 months	
The Baby May: Demonstrate awareness of communication through listening and observing.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Startle or cry when a loud noise is heard.	★ Respond promptly by verbally acknowledging an infant's attempt to communicate, modeling language, gently touching or picking up the infant. Use the infant's primary language when possible.
Turn to look at teacher's face when he/she speaks or smiles in response to the teacher's smile.	★ Respond by making eye contact, using the infant's name, animated facial expressions and descriptive language.

Mobile Infant: 6-18 months

The Baby May: Begin to recognize sounds and/or spoken words for familiar objects, people and simple requests.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Look toward the teacher and smile when his/her name is spoken.	★ Use the child's name frequently during caregiving procedures and/or daily routines.
Look, point and use gestures.	★ Name and/or use hand motions for people, objects and actions throughout the day. (For example: "You are waving goodbye.")
Point to objects to draw teacher's attention.	★ Look in direction and comment, (For example: "Yes, I see the airplane.")

Toddler: 16-36 months

The Toddler May: Begin to understand more requests and detailed statements referring to positions in space, places, ideas, actions, people and feelings.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Recognize familiar songs and books. (For example: start to sing parts of a familiar song).	★ Play familiar songs and read books repeatedly.
Understand pronouns such as <i>me, mine, yours, him</i> and <i>her</i> .	★ Use pronouns with gestures. (For example: teacher points to self and says, "Bring me the blanket, please.")
Follow simple one-step, later two-step directions. (For example: pick up a cup when asked by teacher or pick up a toy and put it away).	★ Give simple one-step instructions increasing to two-step instructions, followed with praise when appropriate.
Recognize familiar places by logos.	★ Call attention to or respond to a child's recognition of familiar places. (For example: point at grocery store and name it).

STANDARD 2

Expressive (Speaking/Vocabulary):
The child expresses needs, thoughts, and interests through gestures, sounds or words.

Young Infant: 0-8 months The Baby May: Demonstrate increasing ability to express wants, needs, thoughts and feelings.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Make sounds or cries of varying intensity and pitch.	<ul style="list-style-type: none"> ★ Respond promptly by verbally acknowledging an infant’s attempt to communicate, modeling language, gently touching or picking up the infant. Use the infant’s primary language when possible.
Communicate through facial expression or body movement. (For example: turns toward sound, smiles, squeals, says ‘mmmm’ while sucking, etc.).	<ul style="list-style-type: none"> ★ Listen and respond with supportive expressions. ★ Take turns communicating by matching the infant’s sounds and facial expressions to encourage responses. ★ Provide unbreakable mirror on wall where the infant can see him/herself.
Use gestures, babbles, sounds or body language to communicate. Reach out to caregiver, point to items they can see, or coo with one or two consonants with several vowels.	<ul style="list-style-type: none"> ★ Respond to the sounds the infant makes by imitating the infant’s sounds and waiting for the infant to respond. ★ Respond to an infant’s gestures; provide language to describe attempts to communicate. ★ Use language during routines and playtime (For example: songs and finger plays such as “Peek A Boo”, “Pat a Cake”, etc.).
Laugh aloud.	<ul style="list-style-type: none"> ★ Respond to infant’s laughs and make faces or sounds to encourage continued laughing.

Mobile Infant: 6-18 months

The Baby May: Demonstrate an increasing ability to communicate.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Point and babble with inflections similar to adult speech.	<ul style="list-style-type: none">★ Build upon a child's efforts to say words. (For example: an infant says "baba," teacher responds by saying, "Bottle? Bobbie wants his bottle?")★ Talk with the child in calm, soft voice.
Attempt to sing.	<ul style="list-style-type: none">★ Provide opportunities to listen, sing along and move to different kinds of appropriate music, including music from the infant's home culture.
Communicate with gestures. Use Baby Sign Language, American Sign Language or other familiar gestures such as wave goodbye when prompted.	<ul style="list-style-type: none">★ Encourage the child to use simple gestures to communicate.★ As parent is leaving, encourage the child to wave and model waving goodbye.
Communicate with one word sentences. Begin using descriptive words such as <i>down</i> , <i>more</i> , <i>big</i> , and <i>up</i> .	<ul style="list-style-type: none">★ Expand what the child says into a complete sentence. (For example: a child says "more" and holds his/her cup up to the teacher. The teacher asks, "Do you want more milk?")

Toddler: 16-36 months

The Toddler May: Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Begin to combine two words, use simple sentences, and expand sentence length as vocabulary increases.	<ul style="list-style-type: none"> ★ Encourage language by talking with the child, asking open-ended questions, waiting for a response, repeating back and expanding what the child says.
Use language to communicate with other children and adults throughout daily activities. May show frustration when not understood.	<ul style="list-style-type: none"> ★ Respectfully acknowledge primary language the child uses. ★ Interpret what the child is trying to communicate. (For example: "I think you want to play with the blue truck, but Maria is playing with it. Would you like to play with the red airplane?") ★ Encourage toddler to use words when interacting with other children to get needs met. Encourage the child to use simple phrases such as "Stop. Mine." instead of hitting or biting.
Begin using 's' at the end of some words, such as wants, trucks and mouses.	<ul style="list-style-type: none"> ★ Model complete sentences, using the correct forms of plural words. (For example: "Did you see mice at the pet store?")
Begin to name items from pictures.	<ul style="list-style-type: none"> ★ Point to a picture in a book or of the family and ask the child to name what he/she sees.
Attempt to sing songs with words, and later sing phrases of songs.	<ul style="list-style-type: none"> ★ Sing songs, say nursery rhymes, teach finger plays, and transition activities throughout the day.

LITERACY STANDARD 3

Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.

Young Infant: 0-8 months The Baby May: Demonstrate an interest in human faces, patterns, colors and familiar pictures.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Repeatedly stare at faces or patterns on objects.	★ Attach pictures or patterns to the lower part of a wall, floor or outside the crib. Observe what the infant responds to and change pictures accordingly.
Respond in a physical way to books or other print by putting it in his/her mouth or grabbing at pages.	★ Hold an infant while actively reading and looking at children’s books or pictures; give the infant opportunities to explore books, and talk to the infant in a pleasant tone of voice about books and pictures.
Show a preference by reaching for or looking at a favorite book, page or picture.	★ Provide books (board, cloth or vinyl) within the infant’s reach. Hold books so the infant can explore.

Mobile Infant: 6-18 months The Baby May: Demonstrate an increasing awareness of familiar books, signs and symbols.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Make movements and sounds or words in response to pictures and books by pointing, patting, or kissing favorite pictures in a book.	★ Point to the pictures and name them with excitement and interest. Create photo or picture books for the child with favorite people, animals or objects.
Begin to recognize signs and symbols frequently seen by naming or pointing to logos and signs.	★ Use books with familiar and realistic photos reflecting the ethnicities of children and family. ★ State the name of the sign or the logo from familiar restaurants or retail stores, expanding on the child’s current knowledge.
Pretend to read books by holding the books and looking at pictures as if reading. Hold books upside down or backwards, turning pages from back to front.	★ Spend one-on-one time reading or looking at a book or picture. Start to turn page and ask the child to finish. Give opportunities for the child to explore books on his/her own. ★ Incorporate books into all daily activities.

Toddler: 16–36 months

The Toddler May: Demonstrate interest in and enjoyment of looking at books, participating in reading and telling stories.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Listen to a story and look at the pictures and words in print as the teacher reads a story. Ask to have the same book read several times; will carry the book around and show it to others; pretend to read.	★ Read with a child or small group of children several times a day.
Choose books independently and begins to understand how to care for books.	★ Encourage and assist the toddler to pick out books from a shelf. Have variety of books available within the child's reach.
Identify and talk about pictures in books. Say a phrase or word over and over from a book, finger play or song. Begin to anticipate what happens next in the story.	★ Provide print-rich environment by including magazines, children's books, menus and catalogs for dramatic play. ★ Read predictable books, encouraging the child to participate by asking questions about the story or pictures. Tell a story, pause and ask a child to add to the repetition of the story line or ask a child what comes next.
Start to recognize print and/or pictures in the environment. May say letter(s) in his/her name.	★ Label familiar items in the environment with printed words and pictures at child's eye level. Label child's cubby with their name and photo. Label toy shelves, cabinets, furniture, rooms, etc.
Pretend to write a letter or story.	★ Provide paper and tools such as large crayons, washable markers and chalk for pretend play.

STANDARD 4

Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.

Young Infant: 0-8 months The Baby May: Begin to respond to sounds in the environment.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Startle or turn in the direction of sounds in the environment.	★ Respond to sounds in the environment by naming sounds or narrating what is happening related to the sound. (For example: “The phone is ringing. I will answer the phone.”)
Respond to familiar words or gestures. Stop crying when an adult says <i>bottle</i> or <i>goodbye</i> .	★ Pair words with actions and objects during play activities and daily routines. Make the sounds of a toy.

Mobile Infant: 6-18 months The Baby May: Begin to follow simple directions and demonstrate understanding of home and/or English language.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Recognize familiar social games and routines.	★ Play games such as “Pat A Cake”, “Peek A Boo” or “This is the Way We Wash Our Hands”. Observe a child starting the game and the teacher joins in the play.
Respond to simple questions or requests.	★ Look for opportunities to ask a child questions such as “Can you find the doll?” or “Would you please hand me the ball?”
Point to objects, pictures and body parts as part of interactions with adults.	★ Ask the child to point to objects in the room, pictures in books or body parts during routines and playtime. (For example: “Show me the dog.” or “Where are your toes? I can hide them in your socks! Now where are your toes?”)

Toddler: 16–36 months

The Toddler May: Demonstrate understanding of the meaning of stories, social games, songs and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Demonstrate an understanding of language spoken at home.	<ul style="list-style-type: none"> ★ Have families provide descriptions in their primary language of special words related to routines, daily activity, expressions, etc. ★ Use primary language the child understands. Build on the child’s current level of communication.
Listen and respond to one and two-step directions, stories, rhymes or finger plays.	<ul style="list-style-type: none"> ★ Encourage a child to respond to action words, such as “Help me drive the truck to the shelf.” or “It is time to cover the doll with a blanket so she will be warm.” ★ Model songs and rhymes for the child to follow such as “Teddy Bear, Teddy Bear Turn Around” or “Head, Shoulders, Knees and Toes”.
Answer simple questions.	<ul style="list-style-type: none"> ★ Ask the child simple questions to encourage a give and take conversation. (For example: a child says, “Ball, ball, ball.” Teacher responds, “Can you find the ball?” A child says, “Ball, ball, ball.” The teacher responds, “Yes, you found the ball!”)
Begin to understand the sequence or order of a story. Tell a story from imagination or experience.	<ul style="list-style-type: none"> ★ Read a story to a child; show the child pictures and try to guess what the story is about; ask the child questions about what happened in a story; and provide props to act out the story.

STANDARD 5

PRE-WRITING: The child will explore different tools that will lead to making random marks, scribbles and pictures.

Young Infant: 0-8 months The Baby May: Begin to develop eye-hand coordination and intentional hand control.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Reach, grasp and put objects in his/her mouth.	<ul style="list-style-type: none"> ★ Offer a finger or another object to grasp while holding, feeding or playing with the infant. ★ Provide infant safe items of assorted colors, shapes, textures and sizes for the child to grasp, reach, release and grasp again. (For example: rattles, wash cloths, teething rings, etc.).
Bring hands together to middle of body, hold toys with both hands or pass objects from one hand to the other.	<ul style="list-style-type: none"> ★ Place objects near an infant, giving opportunity for the infant to reach with either hand or both.

Mobile Infant: 6-18 months The Baby May: Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Use his/her fingers or hand to grasp large crayon, marker or other tool with a whole fist and make strokes, lines or scribbles randomly on paper and other surfaces.	<ul style="list-style-type: none"> ★ Provide crayons and other art materials for the child to explore and use during both indoor and outdoor play, such as finger paint, variety of paper (wall paper, paint paper, drawing paper, construction paper, etc.), large crayons, markers, and chubby size paint brushes, or large sidewalk chalk. ★ Respect scribbles as early forms of writing.
Use thumb and forefinger to pick up items (pincer grasp).	<ul style="list-style-type: none"> ★ Provide opportunities for the child to use pincer grasp, such as bead mazes, knob puzzles, activity boards, finger foods, and other safe objects to handle.
Develop midline skills such as holding large crayons and transferring them from one hand to the other.	<ul style="list-style-type: none"> ★ Play “Pat A Cake” and other finger play songs with the child to help with midline skills.
Begin to recognize the relationship between familiar pictures and printed words.	<ul style="list-style-type: none"> ★ Write the child’s name on cubby and all personal items. ★ Make a photo book including pictures of each child and his/her family with names written for each person.

Toddler: 16-36 months

The Toddler May: Continue to develop small (fine) motor and large (gross) motor skills that are used in pre-writing.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Hold a large crayon or writing tool with a whole fist grasp and scribble with increasing levels of control.	<ul style="list-style-type: none">★ Introduce items to give the child an opportunity to grip, such as large crayons, child safe scissors, large piece or knob puzzles, blocks, animal or people figures, flour and water mixture, cars and trucks.★ Play a variety of music and encourage the child to randomly draw (finger paint or paint at easel) while listening to the music.★ Give opportunities for a child to draw or write in various places (outdoors, on floor, under table) and positions (standing, sitting, lying down).★ Provide prewriting experiences using different materials, such as child-appropriate foam (not shaving cream) or finger paints, sponges or various sized paintbrushes.
Explore drawing, painting and writing as a way of communicating.	<ul style="list-style-type: none">★ Provide a variety of drawing and writing materials for a child to explore and use during both indoor and outdoor play. Respect scribbles as early forms of writing and encourage efforts.★ Model the use of drawing and writing in everyday experiences.
Tell teacher about drawing.	<ul style="list-style-type: none">★ Talk with the child about his/her drawing (include the child's words or description of the picture); display his/her drawings and writings at a child's eye level.



MATHEMATICS

Through play and exploration, very young children begin developing math concepts. These concepts are much broader than counting and number experiences. Children begin to notice similarities and differences while experiencing size, shape, texture and function through his/her senses. Young children also begin to understand quantity, time and space through caregiving routines and daily activities.

As children’s abilities grow, their interests become more complex. Teachers must be observant and recognize when it is time to build on existing skills and incorporate more challenging activities. Daily routines and activities can yield unplanned learning opportunities. Cutting a sandwich, matching socks and counting toes are all examples of activities in which math concepts can be identified.

STANDARD 1

The child will begin to develop awareness of patterns in the environment.

Young Infant: 0-8 months	
The Baby May: Demonstrate expectations for familiar sequences of event.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Focus on pictures and patterns.	★ Place a variety of pictures and patterned objects at the infant’s eye level. (For example: pictures placed on the floor and covered with clear contact paper or hanging at eye-level beside the changing table).
Kick feet, wave arms or smile. (For example: when bottle is seen in expectation of being fed).	★ Talk about the sequence of caregiving routines. (For example: “Your bottle is warming. I will check to see if it is ready.”)
Pick up and mouth objects.	★ Provide appropriately-sized, easy-to-clean, durable objects of different patterns and textures.

Mobile Infant: 6-18 months

The Baby May: Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show anticipation of daily events such as move to the table after handwashing without the teacher's instruction.	★ Provide a predictable schedule and sequence of routines. Allow for flexibility when needed.
Begin to be aware of differences between shapes, colors and textures.	★ Provide groups of toys of various colors, shapes and textures. (For example: nesting cups, cube blocks, etc.).
Show preference for a special blanket, toy or activity.	★ Provide a familiar blanket or toy at rest time or other times as needed for comfort. Follow infant safe sleep practices for blankets and other items.

Toddler: 16-36 months

The Toddler May: Begin to demonstrate an understanding of patterns in the environment.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show interest in patterns in finger plays, nursery rhymes or songs.	★ Plan and use finger plays and songs with repeating action or patterns. (For example: "Where is Thumbkin?" or "Are You Sleeping?" etc.).
Recognize objects have specific places where they belong and similar objects may be grouped together.	★ Label objects in the classroom environment with pictures and written words. Label containers so the child can have the opportunity to return objects to the same place.
Match objects to pictures.	★ Provide simple matching games, puzzles and other manipulatives.
Recognize patterns.	★ Use language to help point out patterns in the environment. (For example: "Look! You have a pattern. Red. Blue. Red. Blue. I wonder what might come next.")

STANDARD 2

Spatial Awareness/Geometry : Children become aware of themselves in relation to objects and structures around them.

Young Infant: 0-8 months The Baby May: Experience differences in his/her location, his/her position and the position of objects in the environment.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show a preference for how he/she is held by the caregiver.	★ Be aware of the infant’s preference for being held. Hold the infant in his/her preferred position.
Extend his/her arms and legs to touch or kick objects.	★ Provide items within the infant’s reach to have the opportunity for touching while lying on his/her back.
Feel objects. Wrap hands around or pat a bottle during feeding.	★ Provide safe objects to hold, and talk with the infant describing the shape, texture, size, or temperature of what the infant is touching.

Mobile Infant: 6-18 months The Baby May: Begin moving with purpose.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Begin to become mobile by rolling over, sitting up, crawling, or walking. Reach for a person or a toy.	★ Provide opportunities and safe places for the child to practice moving him/herself over, under, through, in and around various objects and spaces.
Manipulate three-dimensional objects by picking up, examining and throwing.	★ Provide child safe, soft, washable toys, balls, blocks, and manipulatives with containers for filling and emptying.

Toddler: 16–36 months

The Toddler May: Explore materials and space by handling, building, moving and manipulating.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Build and explore structures of various sizes using boxes, blocks, sand molds, pots and pans.	★ Interact with the child using words like <i>on top of</i> , <i>inside</i> and <i>behind</i> .
Begin to be aware of names of shapes.	★ Provide toys and manipulatives of simple shapes. Play with the child and name the shapes.
Learn to manipulate his/her body in relation to people and objects around them. The child might sit on another child with the intention of sitting beside the child.	★ Provide language related to experiences. (For example: “You are sitting on your friend’s lap; here is another place so you are sitting beside Malik.”)

STANDARD 3

Number Sense: The child will begin to develop an awareness of quantity.

Young Infant: 0-8 months The Baby May: Begin to explore objects in the environment, developing a foundation for number awareness.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Reach for more toys.	★ Provide toys within the infant’s reach. (For example: blocks, rattles, nesting toys, etc.).
Show enjoyment when being read a book.	★ Read books including concepts of number and counting, sizes big and small or objects showing more and less.

Mobile Infant: 6-18 months The Baby May: Begin to show interest in characteristics of objects such as size or quantity.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show an interest in singing and begin to participate in songs about numbers and counting.	★ Sing songs or say rhymes to introduce counting. (For example: “Five Little Ducks Went Out to Play” or “One, Two Buckle My Shoe”)
Fill containers with objects and empty them out.	★ Provide opportunities for a child to fill and empty objects in containers at the water or sand table or on the floor.
Begin to use symbols, signs and language to show wanting <i>more</i> .	★ Respond with words, symbols, signs or language cues to incorporate numbers and counting in response to a child’s request.
Match objects one to one like finding a lid for each container.	★ Provide pots and pans with lids and talk about the activity. (For example: “You found the lid for the pan.”)
Begin to nest objects inside of one another.	★ Provide objects to place on top of or inside one another (For example: nesting cups or measuring cups or spoons).

Toddler: 16–36 months

The Toddler May: Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Match one to one with larger quantities.	★ Invite the child to help set the table for meals, giving him/her instructions such as “Put a spoon on each child’s napkin, please”.
Connect language to concept and understand the differences in specific quantity and size by saying words and phrases such as <i>more milk</i> , <i>two eyes</i> , or “ <i>He has more than me!</i> ”	★ Use mathematical terms in everyday conversation. <ul style="list-style-type: none">• Ask questions with counting, quantity and size.• Read books and sing songs including counting and matching. (For example: “Josie, please bring me two blocks.” “The story I am going to read is “<i>One Shoe, Two Shoes</i>”, or “Which bucket has more sand?”)



PHYSICAL DEVELOPMENT

During infancy through age three, children are not only growing physically in size but are also gaining control of their bodies. All children should be introduced to both indoor and outdoor space to provide a variety of appropriate physical activities. Small and large muscle skills and self-help skills increase over time. In a healthy and safe environment, children have freedom to move so they can learn and grow to their potential.

Most children naturally discover and explore how to move their bodies. When given opportunities to move freely on the floor or on a mat, they strengthen their trunk and limb muscles.

When a child learns to sit or hold an item it is the foundation for later learning. Teachers can assist by providing a safe environment, encouragement for every child and planning activities to incorporate movement.

To ensure the inclusion of a child with a disability or an individual specific need, the teacher may need to provide adaptive equipment or make adjustments or modifications with the child's positioning or movement needs.

STANDARD 1

Large Muscle Development – The child participates in activities involving large motor skills.

Young Infant: 0-8 months	
The Baby May: Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms and legs, rolling over, sitting with and without support and beginning creeping).	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Turn head from side to side.	★ Encourage the infant to turn his/her head by speaking to the side of the infant's head.
Raise head off floor.	★ Provide time and a safe space for an infant to lie on his/her stomach. (For example: sit or lie on the floor with the infant and talk, sing or read).
Kick feet and move hands.	<ul style="list-style-type: none"> ★ Encourage motor development during routine activities such as diapering, feeding and changing clothing. (For example: sings, move and stretch the infant's arms and legs and share finger plays such as "If You are Happy and You Know It"). ★ Move the infant to different positions during an infant's waking hours to provide opportunities for the infant to watch and explore.
Push head and chest up off the floor.	★ Encourage the infant to lift head by holding a toy in front of the child. Try to get him/her to hold head up and look at the toy.
Roll over.	★ Provide safe places for an infant to move freely. Encourage the infant to roll by moving a toy from one side of the infant's line of vision to another.
Sit with support.	★ Hold the infant in lap while reading a board book together or provide the infant with firm, cushioned support when seated on the floor.
Sit without support.	★ Place the infant in positions to encourage free movement during the waking hours. Avoid restrictive devices such as infant seats or swings. An exception is always use car seats while in vehicles.
Rock back and forth on hands and knees and begin to scoot and crawl. Move backward while trying to go forward.	<ul style="list-style-type: none"> ★ Provide activities to facilitate motor development by holding a toy just out of reach (without frustrating the infant), displaying pictures and hanging an infant-safe mirror at the infant's eye level. ★ Talk to the infant about what he/she is doing. (For example: "Wow! You crawled all of the way to the book area. You are ready to look at books.")
Stand firmly on legs with assistance while in teachers lap.	★ Hold the infant in a sitting position and help him/her to stand or pull up. Provide encouragement and support.

Mobile Infant: 6-18 months

The Baby May: Demonstrate basic locomotor movements.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Creep and crawl.	<ul style="list-style-type: none"> ★ Call children by their name as you play together. Provide climbers, tunnels or obstacles to crawl through or over.
Pull self to standing by holding on to furniture or a person. Stand alone with and without support.	<ul style="list-style-type: none"> ★ Place toys on a secure, stable shelf or other furniture to encourage an infant to pull up. ★ Be alert for an infant who can stand but cannot sit back down. Provide assistance when needed.
Walk with assistance.	<ul style="list-style-type: none"> ★ Provide wide-based push toys with handles. (For example: shopping carts, lawn mowers, vacuum cleaners, doll strollers or riding toys). ★ Offer a finger or hand to hold as the infant leads.
Walk without support.	<ul style="list-style-type: none"> ★ Include daily inside and outside activities involving movement and exercise.
Climb into chair and seat self.	<ul style="list-style-type: none"> ★ Be alert to increased climbing abilities by providing close supervision and safe options. Shelving should be secured to the wall.
Walk up and down stairs.	<ul style="list-style-type: none"> ★ Provide cushioned mats, balance beams, low climbers, stairs, slides and size-appropriate furniture to safely practice skills.

The Baby May: Use large arm movements (non-locomotor).

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Bang toys and objects on table or floor.	<ul style="list-style-type: none"> ★ Play together with simple block play or offer pots, pans, wooden spoons, shakers, rattles, or pounding toys for banging.
Throw balls or objects and move arms up or down with purpose.	<ul style="list-style-type: none"> ★ Provide beanbags, soft balls or stuffed socks for tossing. Use easel painting, chalkboard drawing, block play, finger paint, flour and water mixture and other sensory experiences to encourage arm movements.
Use rhythm instruments.	<ul style="list-style-type: none"> ★ Purchase or create simple rhythm band instruments such as a drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with fine sand paper), bells, tambourine or shakers located where they are accessible.

Toddler: 16–36 months

The Toddler May: Demonstrate beginning non-locomotor movements.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Sway or rock to music.	★ Hold a child’s hands to dance or sway with a variety of music.
Squat, stoop or bend.	★ Include daily music and movement activities such as stretching, bending, turning and other exercises the teacher and child create. Encourage the child to help pick up objects during daily routines.
Reach for an object on tiptoes.	★ Provide activities for a child to stretch and reach (For example: bubbles, play with the child by showing him/her how to watch and point to where the light of a flashlight moves around the room, or show how to reach for the stars while singing “Twinkle Twinkle Little Star”).
Try to balance while standing on one foot.	★ Provide activities to encourage a child to stand on one foot on a line on the floor, or to move from one stepping stone made from construction paper to another.

The Toddler May: Use large arm movements (non-locomotor).

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Use rhythm instruments.	★ Purchase or create simple child-safe rhythm band instruments for music and movement activities and free play. Examples include drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with sandpaper), bells, tambourine or shakers (cans or plastic bottles with beans, seeds or sand inside).
Throw balls or objects.	★ Provide age-appropriate balls and beanbags in various sizes and textures. Play games with the child that include throwing, pushing or rolling the ball back and forth, tossing bean bags into a box or target, or playing basketball with a child-sized hoop.
Use full arm motion to participate in sensory experiences.	★ Provide large surfaces and easels for children to engage in sensory experiences. Play in nontoxic materials such as finger paint on large paper; use large paintbrushes; use a rolling pin and pounding tools with play dough; sand/water table with scoops and pitchers.
Use blocks or other materials.	★ Provide opportunities for a child to participate in activities that require pushing, pulling, stacking, rolling, dumping with construction materials such as assorted blocks, cardboard boxes and containers.

The Toddler May: Demonstrate advancing balance, control and coordination.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Carry objects from one place to another while walking or fills a basket, bag, bucket, etc. Hold on to a favorite object.	★ Encourage the child to pick up and carry objects. (For example: a scavenger hunt, putting toys away or using a bucket to transport objects, etc.).
Dance to music, including songs with directed movement.	★ Play a variety of music demonstrating body movements the child can imitate or move freely to the music.
Jump off low objects.	★ Provide opportunities for a child to jump using a low play structure, tape on the floor or jumping in and out of a hoop. Include activities and imitate the movement of animals. (For example: hop like grasshoppers, frogs, rabbits or kangaroos).
Move on riding toys.	★ Provide size- appropriate riding toys with and without pedals to use in a large, safe environment to offer free movement.
Stop and turn while running.	★ Provide activities and an area away from riding toys for a child to run, stop and turn. (For example: an obstacle course or play “Follow The Leader”)
Walk up and down low steps with assistance.	★ Provide platforms or steps for a child to walk up or down with assistance if needed.

The Toddler May: Demonstrate spatial awareness of whole body.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Become aware of how his/her body moves through space.	<ul style="list-style-type: none"> ★ Create a series of tunnels, boxes and other materials for the child to crawl into and on top of. As the child moves, describe his/her position. (For example: when the child is in the box say, “I see you are inside the box.”) ★ Provide a variety of activities and materials to encourage movement such as scarves, hoops and parachute.
Walk backwards.	★ Provide safe push and pull toys the child can use while walking backwards. Encourage small group experiences with simple games. (For example: “Follow the Leader” or “Ring Around the Rosy”).
Climb structures.	★ Provide age-appropriate equipment for a child to utilize during free play indoors and out.
Show an awareness of dangers in the environment by asking for assistance or reaching for an adult hand.	★ Observe and offer assistance as needed if the child appears hesitant while climbing, navigating an incline or stepping off a small drop-off. Give the child time to try before asking “Would you like my help?”

STANDARD 2

The child participates in activities involving small motor skills

Young Infant: 0-8 months The Baby May: Demonstrate basic small muscle movements.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Hold on to an adult's finger.	<ul style="list-style-type: none"> ★ Offer a finger or thumb to grasp; and avoid putting objects in a very young infant's hand as he/she may be unable to release them.
Grasp and release whatever is put in his/her hand.	<ul style="list-style-type: none"> ★ Offer the infant a variety of toys which they are able to easily grasp and release. While the infant is experimenting with toys (soft blocks, musical toys, rattles). describe what the infant is doing. (For example:, "You have a tight grip on the red rattle").
Play with fingers and put them in mouth.	<ul style="list-style-type: none"> ★ Incorporate a routine for frequent handwashing. Sing a handwashing song while assisting an infant to wash hands and encourage healthy habits.
Play with grasped objects.	<ul style="list-style-type: none"> ★ Provide toys the size so the infant can grasp, chew and explore. Offer toys with washable surfaces large enough to avoid choking. If infant is in a mixed-age group, teach older children to keep small parts away from babies. Monitor environment.
Reach for and swipe at dangling objects.	<ul style="list-style-type: none"> ★ Place activity centers at the head or foot of a reclining or sitting infant. Sit beside the infant and encourage him/her to touch or move objects with hands or feet.
Rake objects with hands.	<ul style="list-style-type: none"> ★ Provide sensory experiences by placing textured objects such as activity blankets, feely boxes, or touch and feel boards on a flat surface in front of the infant.

Mobile Infant: 6-18 months

The Baby May: Demonstrate increasing control of small muscles in hands.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Reach and successfully grab objects of interest.	★ Place toys/books just out of reach but still accessible to encourage the child to reach. Items may be placed on the floor, on a low shelf or held out in an adult's hand.
Pick up objects with thumb and forefinger (pincer grasp).	★ Provide opportunities and materials to encourage an infant to use small muscles. Appropriate items may include books, nesting containers, plastic animals, thick crayons or washable markers with large sheets of plain paper, flour and water mixture for poking and pounding, and knobbed puzzles.
	★ Provide containers for filling and emptying out objects. ★ Provide opportunities for the child to feed self, using child-size utensils and appropriate finger foods. ★ Encourage the child to wave goodbye as parents, teachers and friends leave the room.
Use simple hand signs and gestures.	★ Introduce infant sign language.

Toddler: 16-36 months

The Toddler May: Develop small muscle strength and develop coordination of hands and fingers.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Continue to use both hands together and show no strong preference for a dominant hand.	★ Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk and puppets.
Begin to favor one hand over the other.	★ Offer objects to both the right and left hands of the child.
Use hands to explore sensory materials.	★ Encourage exploration of materials (nontoxic finger paint, gelatin, water, mud, fabric squares and sandpaper) to use the sense of touch.
Use hands to pound, poke, squeeze and build.	★ Provide flour and water mixture without tools at first, bubble wrap, soft blocks, sponges and bean bags for a child to pound, poke, squeeze and build.
Manipulate various art mediums.	★ Provide finger paint, collage materials, flour and water mixture and tools, washable markers, crayons, chalk, blunt scissors and paper.
Begin to snip with safety scissors.	★ Give opportunities for the child to investigate scissors using art materials such as paper plates, flour and water mixture and various types of paper.
Hold crayon, pencils and markers with thumb and finger.	★ Provide blank paper and other materials of various sizes and textures for drawing and marking. ★ Plan time for indoor and outdoor opportunities for independent and shared drawing.
Imitate finger plays with a growing complexity.	★ Say or sing finger plays often. (For example: “Itsy Bitsy Spider” or “Five Little Monkeys”).
Use both hands at the center of the body with increasing complexity.	★ Provide small interlocking cubes or large snapping blocks for play. Encourage clapping activities and exploration of musical instruments such as rhythm sticks, cymbals and sand blocks.
Exhibit increased control when using various tools and objects.	★ Provide sand/water table and tools to squeeze and pinch. (For example: turkey basters, sponges, plastic eyedroppers, tongs and chopsticks). ★ Provide art media and materials such as flour and water mixture, washable crayons, markers, paints, chalk, tape and glue. ★ Provide opportunities to fold, tear and explore various types of paper. ★ Provide a variety of books for turning pages. Begin with board or cloth books. ★ Interact with a child using puppets. The teacher can engage in turntaking conversation.
Use items for building, stacking and fitting/connecting.	★ Provide two to four piece puzzles, pegboards, stacking toys and objects to string on to straws. Match or stretch difficulty to child’s ability.

STANDARD 3

The child participates in activities requiring coordination of eye and hand movements.

Young Infant: 0-8 months The Baby May: Begin to focus and follow objects with eyes, reach for and grasp objects.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Follow people and objects with eyes.	★ Draw attention to a mobile or picture, or show the infant an object he/she can follow with his/her eyes during floor time. Talk to the infant about the mobile or picture.
Reach for and grasp objects.	★ Show the infant an object, and encourage reaching for the object and describe what is happening.
Look at objects in hand.	★ Provide wrist rattles and soft brightly patterned toys. Play “Pat A Cake” with the infant, or assist with a simple finger play.
Move objects from one hand to another.	★ Provide a variety of toys for holding, grasping or moving from one hand to another.

Mobile Infant: 6-18 months The Baby May: Begin to strengthen hand and eye coordination by making hand to object contact.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Put objects in containers, eventually matching shapes.	★ Talk with child describing colors and shapes as he/she places objects in containers.
Stack blocks and knock them over.	★ Let the child watch you stack a block and then give him/her time to stack his/her own blocks.
Place simple knobbed puzzle pieces or shapes into puzzle frame or shape sorter.	★ Play with child using large pegs and pegboards, knobbed puzzles with three to five pieces, and shape sorters.

Toddler: 16-36 months

The Toddler May: Demonstrate basic hand and eye coordination by making hand to object contact.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Play with interlocking toys.	★ Provide snap-beads, large interlocking blocks, bristle blocks, linking cubes, puzzles or peg boards.
Catch a rolling ball with both hands.	★ Sit on the floor in front of child with legs outstretched in a V and roll a ball back and forth. This may also be done as a small group activity with everyone sitting in a circle.
Scribble spontaneously; begin to imitate marks.	★ Make writing materials accessible throughout the day. Closely supervise while using the materials (For example: monitor the safe and appropriate use of paper, crayons, markers, chalk, pencils, paint, glue sticks, and ink/paint doobers).
Sort various objects by size, color, and shape.	★ Provide materials for sorting such as a shape sorter, beanbags, blocks, balls or colored plastic eggs.
Begin fastening and unfastening.	★ Provide opportunities for snapping, buttoning, zipping, wrapping or unwrapping and closing and opening containers.
Turn pages of a book one by one.	★ Provide board, cloth or vinyl books for free exploration at all times.
Build with blocks by stacking or lining up blocks end to end.	★ Provide an assortment of blocks including cardboard, wooden, hollow, vinyl or plastic.
Use hands for simple finger plays.	★ Sing songs with hand motions or model simple finger plays such as the “Open Them, Shut Them” or “Where is Thumbkin?”.
Scoop, shovel, fill, pour, and dump.	★ Provide pouring and emptying materials inside and outside such as sensory tables or tubs with water, sand and other safe and appropriate sensory materials.
Use a tool to pound objects.	★ Provide pounding benches and toy hammers, pans and lids of varying sizes, wooden spoons and plastic tubs or flour and water mixture with a small wooden hammer.
Cutting with scissors.	★ Provide childsafe scissors, scrap paper, card stock, recycled gift cards, wrapping paper and other appropriate materials.
Use thumb and fingers to squeeze objects.	★ Provide large tweezers or tongs, eyedroppers, snap-beads, chop sticks or large basters in the sensory play area.

STANDARD 4

The child participates in activities requiring the development of self-help skills.

Young Infant: 0-8 months The Baby May: Begin to participate in self-help activities.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Coordinate sucking, swallowing and breathing.	★ Respect individual differences by adjusting the pace of feeding to the infant's preference.
Develop own schedule of feeding and sleeping.	★ Recognize and follow the infant's changing patterns (time and amount needed) for eating and sleeping.
Develop self-soothing skills.	★ Be responsive to individual comfort needs to help an infant feel secure. Some infants suck their thumb or use a pacifier. (For example: participate in responsive practices such as holding, rubbing, rocking, patting, hugging, adjusting lighting and noise levels. Swaddling is ONLY for ages birth-3 months using an infant-size thin fabric such as a receiving blanket and with parental permission).
Begin to mouth and gum solid foods.	★ Consult with the family to follow pediatric guidelines when introducing solid foods.
Attempt to feed self.	★ Give opportunities for an infant to assist in holding a bottle when he/she is able.

Mobile Infant: 6-18 months

The Baby May: Demonstrate increased participation in self-help activities.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Begin to feed self by holding a bottle, imitating others, or using a spoon and cup.	<ul style="list-style-type: none"> ★ Eat and drink with the child to model feeding skills (family style dining). Provide time and appropriate utensils and equipment for self-help such as unbreakable cups with handles, small spoons, bibs, paper towels for cleanup and items designed or adapted for a child's need or disability. For mixed-age groupings, have the infant/toddler sit with the older children when he/she is able to sit up in a highchair or booster seat.
Indicate wants through gestures and vocalizations.	<ul style="list-style-type: none"> ★ Recognize and respond appropriately and in a timely manner to a child's vocalizations and gestures (For example: "I hear you fussing. Would you like your bottle?")
Attempt to undress and dress self.	<ul style="list-style-type: none"> ★ Encourage the child to pull off socks, put on or take off shoes, or put on hat, etc. Describe activities and assist the child in acquiring skills. (For example: "Help me pull off your hat, and take your shoes.")
Gain more independence and self-regulation in rest habits.	<ul style="list-style-type: none"> ★ Work with families about rest time patterns and when to transition from crib to mat/cot or a bed. ★ Provide an environment enabling a child opportunities to rest or sleep as needed. A child must be monitored while sleeping.
Begin to assist in self-care by saying 'poopie' to indicate a diaper change is needed, or by getting a diaper, wiping his/her nose or washing hands.	<ul style="list-style-type: none"> ★ Provide opportunities in the daily routine for a child to imitate and practice self-help activities. (For example: assisting with handwashing, singing a cleanup song while picking up toys, emptying plate after meals)

Toddler: 16–36 months

The Toddler May: Demonstrate and improve self-help skills.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Undress/dress first with assistance and later independently.	<ul style="list-style-type: none"> ★ Provide adequate time during routines and transitions to support growing independence from undressing with assistance or without assistance. ★ Provide dress-up clothing of an appropriate length, loose fitting, elasticized, oversized or has large zippers and buttons to practice dressing and undressing in the dramatic play area. ★ Provide dressing dolls, and other activities with zippers, buttons, snaps and loop fasteners. ★ Provide child-size accessible sinks to encourage independent handwashing before and after eating.
Feed self.	<ul style="list-style-type: none"> ★ Use child-sized unbreakable utensils and furniture. ★ Serve meals family-style, respect ethnic and cultural diversity, value family input, and give opportunities to serve his/her own food. ★ Recognize young children are curious and may experiment with how to eat his/her food. ★ Invite children to sit together at the table for eating to provide social experience. ★ Respect individual eating needs. ★ Sit with the children to extend conversations and to model appropriate eating behaviors and table manners.
Learn to use the toilet	<ul style="list-style-type: none"> ★ Provide very low potties or adaptive equipment to encourage independence. ★ Provide assistance as needed. ★ Understand this will be a progressive and regressive process. ★ Collaborate with families with understanding individual and cultural differences regarding toilet-learning readiness. ★ Work with family to provide manageable clothing. Support growing independence by offering positive reinforcement and being responsive to verbal and nonverbal signals. ★ Keep extra clothing to use as needed.
Assist with simple tasks.	<ul style="list-style-type: none"> ★ Provide access to sinks to encourage independent handwashing after toileting. ★ Provide opportunities and encouragement to pick up and put away toys, set the table, wipe the table, clean spills, fold dish cloths, etc.
Care for body.	<ul style="list-style-type: none"> ★ Assist with learning how to wipe nose, brush teeth, properly wash and dry hands, etc. as needed.
Begin to self-regulate need for sleep.	<ul style="list-style-type: none"> ★ Make provisions for a times when a quiet space or earlier naptime may be needed. ★ Create a ritual around naptime and going to sleep. Start the ritual by dimming the lights, playing soft music, the room so it suggests sleeping rather than play. The atmosphere is subdued and hushed to signal the transition.



HEALTH AND SAFETY

Very young children begin to develop awareness of self and their own abilities as they grow from infancy to age three. For optimal development, teachers see to children’s health care, supervision and nutritional needs. Providing learning experiences to encourage exploration in a safe and healthy environment and modeling appropriate actions and behaviors are also strategies to promote development.

Handwashing routines, dressing for weather, and eating nutritional foods are some health and safety

practices occurring daily in a learning environment. Teachers are responsible for creating a setting where good hygiene and sanitation are practiced; providing safe and appropriate space, materials and furnishings; and modeling good health and safety behaviors.

Teachers follow infant safe sleep program requirements and work with families to convey the importance of safe sleep practices to other caregivers such as relatives and babysitters.

STANDARD 1

The child will participate in activities that promote health, safety and nutrition.

Young Infant: 0–8 months	
The Baby May: Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Explore surroundings by reaching and seeking to touch, grab, hold or put objects in his/her mouth.	<ul style="list-style-type: none"> ★ Provide a safe environment. (For example: complete regular safety checks indoors and out, clean and sanitize the environment daily or more often as needed). ★ Closely supervise the infant and monitor physical health. (For example: conduct daily health checks and be aware of children’s allergies and/or medications). Follow safe labeling and storage practices of all medications, lotions and cleaning supplies.
Respond to repetition, adult conversation and singing during caregiving routines by cooing or smiling.	<ul style="list-style-type: none"> ★ Perform caregiving routines slowly and carefully, telling an infant what is next, being respectful of the infant’s response time and waiting for the infant to show readiness. (For example: “May I change your diaper now?” or “It is time for me to put socks on your feet.”) ★ Communicate about routines through conversation, song, sign language or pictures. ★ Model good health and safety practices, proper handwashing techniques and oral health practices. (For example: wipe the infant’s gums with a clean, soft cloth after feedings).
Show increasing interest in being fed, food and meal times by recognizing a breast or bottle or being held in the position associated with feeding, reaching for a bottle or cup, opening mouth in anticipation of food, etc.	<ul style="list-style-type: none"> ★ Respect families’ cultural or religious food preferences. ★ Follow appropriate health and safety guidelines related to child nutrition. ★ Provide accommodations for breast feeding and/or storage and safe use of expressed breast milk. ★ Hold the infant when bottle feeding and engage in eye contact and individual conversation. ★ Respond to an infant’s preferences to body positioning for eating and burping and pace of feeding. ★ Be aware of foods that may cause a choking hazard and any allergies for the infant or other individuals. Serve nutritious, age-appropriate foods.
Use different gestures and cries to indicate basic care and health needs such as hunger, sickness, sleepiness, pain, etc.	<ul style="list-style-type: none"> ★ Understand, recognize and respond positively and promptly when the infant indicates a need.

Mobile Infant: 6–18 months

The Baby May: Show increasing awareness, imitate and begin to participate in health, safety and nutrition practices.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Be ready for food transitions such as from breast milk or formula to milk or milk substitute; pureed or infant food to finger foods, etc.	<ul style="list-style-type: none"> ★ Work with families and their health care providers to coordinate the introduction of new foods. Respect food preferences and the child’s developing self-feeding abilities.
Begin eating solid foods and to show increasing ability to feed self.	<ul style="list-style-type: none"> ★ Provide safe foods and give for the child an opportunity to feed him/her self. ★ Encourage the child to establish healthy eating habits. (For example: provide drinking water throughout the day. Model handwashing).
Participate in health and hygiene activities by offering hands to be washed, holding a toothbrush, wiping the table by using a cloth, etc.	<ul style="list-style-type: none"> ★ Encourage the child’s interest and participation in basic care routines. ★ Talk to the child about the next step in the routine. ★ Make care routines an enjoyable experience by singing songs and sharing finger plays. (For example: “This is the Way We Wash Our Hands”).
Become increasingly curious, mobile and begin to explore his/her environment.	<ul style="list-style-type: none"> ★ Ensure a child-safe environment. (For example: get on the child’s eye level to check for potential safety risks; use outlet safety covers; provide locked cabinets for cleaning supplies and medications, dispose of broken toys and equipment, etc.).
Begin to respond to verbal safety warnings such as <i>stop</i> , <i>hot</i> , <i>no</i> , etc.	<ul style="list-style-type: none"> ★ Set up an activity to practice safety with the child. (For example: “Show me what to do when we are in a parking lot. Yes, you grabbed my hand.”)

Toddler: 16–36 months

The Toddler May: Show increasing understanding of and initiate health and safety practices.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show body awareness interest related to basic care routines.	<ul style="list-style-type: none"> ★ Model and provide opportunities and encouragement to learn basic health and safety practices, proper handwashing and hygiene techniques. (For example: “Hold my hand when we cross the street.” “We wash our hands when we come inside from playing.”)
Begin to recognize bodily functions and to show interest in using the bathroom instead of the diaper.	<ul style="list-style-type: none"> ★ Encourage child to participate in health and care routines. (For example: wash and dry hands with assistance; put arms out when coat is being put on; assist in cleaning up a spill).
Respond to adult guidance and reminders related to health and follow basic safety practices.	<ul style="list-style-type: none"> ★ Work with families to coordinate timing and process for toilet learning. ★ Provide a positive toilet-learning experience. (For example: “Allie, it is time to go potty.” Have child sit on the potty for a short time). Take a position in the room to observe child on the potty and other children in the room. ★ Be aware of the child’s elimination patterns in order to help him/her recognize times to use the potty until he/she can better self-regulate.
Eat independently using child-sized dishes and utensils and exhibit food preferences	<ul style="list-style-type: none"> ★ Accept spills and messes are a part of the learning process. ★ Offer foods without known choking hazards or possible allergic reactions. ★ Assist the child as needed in feeding him/herself and provide a cloth for the child to wipe his/her own face after eating. ★ Set developmentally appropriate expectations for a child in developing manners and etiquette.
Have periods of picky eating or increased appetite; have a dislike for certain textures.	<ul style="list-style-type: none"> ★ Understand children’s food preferences may change; inform families of differences in food consumption and any concerns.
Communicate interest in dramatic play materials related to food and nutrition.	<ul style="list-style-type: none"> ★ Encourage a child’s interest in and exploration of foods. Roleplay with pretend food to model appropriate practices and manners. Understand families’ cultural observances.



SCIENCE

Young children are naturally curious and learn through exploration and using their senses. They are looking, touching, smelling, tasting and listening to everyone and everything in their surroundings.

Infants, toddlers and twos react and respond to experiences and adults in the environment. Adults need to recognize and use teachable moments and encourage children to build on existing skills. All infants, toddlers and twos should have opportunities to be involved in concepts related

to sciences. Observing the fish in a fish tank, digging in the sand with a pail and shovel, making discoveries about a worm in the grass are all activities related to scientific thinking and problem solving. These experiences will assist children in acquiring knowledge on which to build a better understanding of the world. Through play, children use their senses to explore, experiment, invent, design, test solutions, and form ideas about how the world works.

STANDARD 1

The child begins to demonstrate early scientific inquiry skills by questioning, exploring, problem solving, discovering and examining

Young Infant: 0-8 months	
The Baby May: Use his/her senses to explore the environment.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Show interest in the natural world.	★ Provide a safe environment that allows children to explore by mouthing toys, books and equipment. The items are sanitized after use, are non-toxic and not a choking hazard.
Turn toward new sounds.	★ Play a variety of child-appropriate music, talk and sing to the child, play a music box, and offer musical toys and simple instruments.
Feel different textures and communicate preferences.	★ Provide toys and fabrics of varying textures. (For example: large rubber balls; soft fabric or sock balls, dolls, touch and feel books).
Learn about an object by putting it in his/her mouth.	★ Introduce new foods and spoon as child is ready. ★ Hold an infant while feeding, make eye contact while changing diapers, etc.
See faces and patterns.	★ Provide variety of objects in the environment such as color and shape patterns and toys. ★ Look in the mirror with the infant while talking about the reflection of the infant's body parts, emotions, facial expressions, etc.
Begin to understand cause and effect.	★ Add interesting toys to respond to the actions of the infant. (For example: soft balls, rattles, cloth toys, squeeze toys, plastic keys and mobiles)
Show interest in the movement of objects and discover ways to cause movement or actions of objects.	★ Provide a variety of toys and demonstrate how they can move. (For example: push a truck, roll a ball or play with a wind-up toy)

Mobile Infant: 6–18 months

The Baby May: Increasingly show interest in surroundings and gather information through senses and movement.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Continue to explore cause and effect.	<ul style="list-style-type: none"> ★ Provide sensory experiences such as water, sand, etc. As the child is ready, add tools such as a turkey baster, sifter, pitcher and cups. ★ Provide everyday objects (For example: rattles, blocks, balls, a water table) for child to safely explore, indoors and out.
Discover the motion of objects.	<ul style="list-style-type: none"> ★ Play with bubbles, flags, scarves, mobiles and demonstrate the motion each makes. Demonstrate movement of objects in the wind.
Begin to solve problems.	<ul style="list-style-type: none"> ★ Provide simple problem solving tasks such as two or three piece puzzles. ★ Provide objects a child can explore to achieve a result. (For example: shake a rattle or squeeze a toy to hear the sound, or touch the shape to cause it to light up)
Begin to notice the difference between familiar people and strangers. Reaction and responses may change.	<ul style="list-style-type: none"> ★ Provide support for a child when strangers are present, introduce them and stay near if comfort is needed. Prepare child for transitions. (For example: When a family member comes to pick him/her up, involve that person in the child's activity.
Demonstrate object permanence.	<ul style="list-style-type: none"> ★ Play games to reinforce object permanence. (For example: hide a toy under a blanket for child to find, play "Peek A Boo, or a simple game of "Hide and Seek"). ★ Provide a blanket and show how to make a toy on top of it come closer, use a small broom to sweep, feed self with spoon, push a toy cart, or play with pushbutton toys, etc.
Use simple tools in self-care and play.	<ul style="list-style-type: none"> ★ Provide toy shovels, tools, small brooms and dustpans, large spoons, pans and washcloths. ★ Provide child-sized spoons and sit and eat with the children to model meal time experiences.

Toddler: 16-36 months

The Toddler May: Begin to develop scientific skills such as observing, comparing objects and exploring the environment.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Expand understanding of cause and effect relationships.	<ul style="list-style-type: none"> ★ Provide additional opportunities for child to affect the environment. (For example: containers to pour water, scales to balance or weigh objects, sand sifters, simple cooking experiences or gardening activities).
Continue solving problems.	<ul style="list-style-type: none"> ★ Ask questions such as, “What do you think the ball will do when I drop it?” ★ Provide problem solving games and materials such as shape sorters, cardboard boxes, blocks, stacking toys and puzzles.
Continue to use senses to discover.	<ul style="list-style-type: none"> ★ Provide a variety of experiences through sensory tables with nesting cups, large bead toys, large peg boards and stacking toys, etc. ★ Talk with child about natural objects and everyday events. (For example: How does the food smell, taste, etc.?)
Use senses to observe changes in matter and combine materials to make new substances.	<ul style="list-style-type: none"> ★ Provide experiences such as mixing paint colors, combining sand & water to make mud, etc.
Expand vocabulary related to scientific concepts such as observing, exploring and comparing.	<ul style="list-style-type: none"> ★ Provide books, pictures, toys and objects to demonstrate scientific concepts. (For example: books and pictures with real photos rather than cartoon images). ★ Engage in conversations with child about what he/she is seeing and doing. (For example: “Tell me the differences between two pictures of dogs. Which bucket could hold more blocks? or Which crayon is longer?”)
Use tools such as a magnifying glass, digital camera, or light table to observe and describe objects.	<ul style="list-style-type: none"> ★ Provide objects in nature and other materials/tools each day for the child to explore, ask questions about and make discoveries. Ask the child questions and give prompts such as “I wonder.....”.
Use movement of objects to play with another child and/or adult to influence movement.	<ul style="list-style-type: none"> ★ Roll a ball, provide ramps, cars, tunnels, different kind of surfaces, for exploring motion.

STANDARD 2

The child will investigate objects with physical properties and basic concepts of the earth.

Young Infant: 0-8 months The Baby May: Begin to notice the differences in physical characteristics of objects.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Show interest in the natural world.	★ Provide opportunities for an infant to be outdoors in a safe area where he/she can be closely supervised.
Begin to recognize people and objects based on simple differences.	★ Provide opportunities to experience different properties such as cool/warm, smooth/rough and wet/dry.
Use his/her senses to experience physical properties of the environment.	★ Assist the infant to experience physical properties of objects. (For example: to hear the sound of gentle rain, to touch snow, to talk about seeing light come in the window, etc.).

Mobile Infant: 6-18 months The Baby May: Demonstrate motivation and curiosity in exploring the environment.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Show interest in, investigate and respond to the environment.	★ Provide safe opportunities for the child to explore the outside environment.
Develop an awareness of materials of the earth.	★ Provide close supervision and arrange the learning environment to include common earth materials. (For example: the feel of smooth rocks, soil, snow, leaves, etc.).
Use simple language with weather concepts.	★ Provide and expand on concepts such as when a child squints his/her eyes and the teacher says, “The sun is bright outside today.” or When a child says, “Hot.” and the teacher says, “It is hot today. We should play in the shade.”

Toddler: 16–36 months

The Toddler Might: Explore, discover, and investigate the physical properties of the earth.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Develop an awareness of seasonal changes and begin to gain understanding of weather concepts.	<ul style="list-style-type: none">★ Play outside with the child and talk about the weather. (For example: “You are wearing warm clothes and shoes because it is cold outside.” or “When you wear sandals, your toes feel warm in the summer sun.”)★ Use weather words while talking and singing.
Point to what he/she sees on the ground or in the sky and ask questions.	<ul style="list-style-type: none">★ Engage a child in safe activities to explore elements such as dirt, sand and water. (For example: “I wonder why the ground is wet? or Why are the clouds in the sky moving?”)
Identify or label characteristics of the earth’s materials.	<ul style="list-style-type: none">★ Collect objects during a nature walk to identify, examine and explore the properties. Provide magnifying glasses, paper and pencils for rubbings of leaves, or water to experiment to see what floats and what sinks.★ Provide samples of earth’s materials for the child to observe, identify and describe. (For example: a large rock with fossils, baggies of red dirt, brown dirt, sand and potting soil).★ Introduce a child to pictures of natural phenomena. (For example: pictures of an ocean, a waterspout, caves, mountains, waterfalls, forests. Talk about “I wonder....what it looks like, what it sounds like, what it smells like.....?”)
Participate in caring for the environment.	<ul style="list-style-type: none">★ Model and describe actions to help protect and preserve the environment. (For example: recycle paper after an art activity, turn off the lights when leaving a room, color on both sides of paper, or pick up a cup dropped in the grass).

STANDARD 3

The child will observe and investigate living things.

Young Infant: 0-8 months The Baby May: Notice plants, animals and other people in the environment.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Respond to the environment.	★ Hold the infant up to look out the window to watch what is outside such as snow falling. Describe for the infant.
	★ Share songs and stories from a variety of cultures including stories about animals or plants. ★ Sing songs and show finger plays such as “Head, Shoulders, Knees and Toes”, “This Little Piggy”, etc.
Look at self in mirror.	★ Provide non-breakable mirror and talk about the reflection of the face in the mirror.
Explore own body parts.	★ Play games about body parts. (For example: “Here is my nose, and here is your nose? Your arm can move up and down and now my arm is moving around and around.”).

Mobile Infant: 6-18 months The Baby May: Explore characteristics of certain living things.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Respond to and/or express curiosity about living things.	★ Go on a nature walk to observe and describe bugs in the dirt, leaves falling off the trees, or flowers starting to bloom. ★ Supervise, model, and teach respect for plants, insects and animals. ★ Provide opportunities to listen to the sounds of nature. (For example: wind chimes blowing in the wind, rain, and nature recordings, etc.).
Begin to point to own body parts when asked.	★ Play games such as “Hide and Seek” by saying, “Can you hide your eyes?” or “Where are your ears? or Where are my ears?”
Begin to recognize and point to animals in pictures.	★ Provide books and pictures of animals. Describe how they look, feel, sound, etc. Pretend to hold a kitten, and say, “Oh, how soft.” ; a puppy and say, “My puppy wiggles.”

Toddler: 16-36 months

The Toddler May: Explore and investigate physical properties of living things.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Begin to understand characteristics of their environment.	★ Take advantage of everyday events to talk about nature and science. (For example: changing weather, a growing pony, sounds made by animals or the weather, etc.).
Identify external characteristics of living and non-living things.	★ Provide books, pictures and living and non-living things with different sizes, shapes, colors and textures. Use descriptive words when talking. (For example: “Can you find a bumpy rock?”, “The fish need to be fed.” or “I see a spotted leaf.”)
Participate in simple body part games.	★ Play games such as “Head, Shoulders, Knees and Toes”.
Use sounds and simple words to describe what they find in the environment.	★ Provide a visual, print-rich environment displaying realistic photos of different types of animals, plants, and people.
Recognize plants and animals have basic needs.	★ Bring child-friendly plants and animals into the environment for taking care of, observing and exploring. Follow program guidelines and allergy restrictions of the children.
Make some animal sounds when asked.	★ Plan activities to identify and make animal sounds. (For example: “What does the pig say?” or “What animal says Moo?” Sing songs such as “Old McDonald”). ★ Share animal books and make the sounds of the animals.



SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional development is the key unlocking the door of learning. Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond appropriately to other's emotions.

When teachers develop positive, nurturing relationships with young children, the young child feels more secure in the environment and more likely

to feel comfortable learning and growing. Caring teachers make a positive, lasting impression on a child and how he/she feels about him/herself. Such relationships are likely to lead to a more emotionally secure and independent child. Social development serves as the foundation for relationships giving meaning to children's experiences at home, school and in the community. Teachers support families through frequent communication and consistent caregiving.

STANDARD 1

The child will develop social skills and a sense of security through relationships with others who consistently meet his or her needs.

Young Infant: 0-8 months	
The Baby May: Begin to form and maintain secure relationships with others.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Recognize, respond or react either positively or negatively to familiar and unfamiliar adults.	<ul style="list-style-type: none"> ★ Be a caregiver who knows and builds a trusting relationship with the infant. ★ Recognize one's own emotional state and use a calm manner when interacting with infant.
Respond to physical contact and cuddling, maintain eye contact during feeding and interactions with an adult and turn head toward familiar voice. Show a preference to not welcome physical contact.	<ul style="list-style-type: none"> ★ Talk to, smile at, or cuddle with the infant and give time to respond back. ★ Promptly acknowledge a crying infant with words and a gentle touch. ★ Follow the infant's lead and respond immediately and consistently to cries and cues. (For example: follow cues for hunger and understand how much he/she eats, sleeps and plays). Keep a written guide to be used by other infant caregivers.
Show interest in others by smiling, squealing, rapid arm and leg movement or other movements.	<ul style="list-style-type: none"> ★ Provide time for an infant to watch others for short periods without interruption. ★ Provide opportunities for the infant to initiate interaction with other adults and children.
Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively.	<ul style="list-style-type: none"> ★ Make different positive facial expressions and provide time for the infant to mimic or respond to the expressions. (For example: happy, excited, surprised, etc.). ★ Describe the infant's expression of emotion by labeling such as hungry, sad, sleepy, etc.

Mobile Infant: 6-18 months

The Baby May: Continue to strengthen relationships with adults and begin to develop an interest in other children.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Engage in social games through playful back and forth interactions.	★ Provide opportunities to engage in games such as “Pat a Cake”, “Peek A Boo”, put objects in fill and empty containers, or drop an object/ pick it up.
Show feelings of security with familiar adults. Begin to explore but look back to teacher for reassurance, smile and go to familiar adults when they enter the room, and snuggle closer to a familiar adult when an unfamiliar person tries to hold him/her.	★ Provide attentive supervision and opportunities to explore independently. (Observe closely be available when he/she looks back to the teacher for reassurance). ★ Offer reassurance when teacher transitions occur. (For example: “It is time for me to go home now, but Ms. Suzie is here to play with you.”)
Express self by using verbal and nonverbal cues, such as raising arms to show he/she wants to be picked up or held.	★ Respond to attempts to communicate needs or wants.
Begin to relate to other children.	★ Provide opportunities for interactions either near or participating with other children. (For example: play simple games like rolling a ball back and forth or play with similar toys beside each other).

Toddler: 16-36 months

The Toddler May: Continue to develop social interaction skills and begin to show independence while maintaining strong attachments with caregivers.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Watch from a distance or wait for a reaction from a familiar adult.	★ Provide reassurance through eye contact or other non-verbal responses when a caregiver is seen from a distance.
Engage in solitary play, coloring, building or looking at picture books for a few minutes.	★ Provide space and materials for indoor and outdoor play time.
Engage in parallel play by playing alongside another child, imitating action or using similar materials.	★ Provide opportunities to choose to play next to or with another child and provide more than one of the same toys and materials from which to choose.
Engage in brief social games lasting only a minute or two.	★ Provide opportunities to engage in interactive games. (For example: “Ring Around the Rosy”, “Itsy Bitsy Spider”, “Give and Take”, rolling the ball to another child/teacher, etc.).
Recognize familiar people in person or in a photograph.	★ Display photographs of the child’s family and pets at his/her eye level. Ask the child about the photos.
Express self verbally and nonverbally with gestures; become frustrated when not understood.	★ Recognize attempts to communicate through gestures and attempts to use words to express needs and desires. Caregiver should provide words to describe these attempts. (Daisy points at the block and utters “uguh”. Teacher says, “Daisy, do you want the block?”)
Respond to and initiate interaction with others. Smile or laugh in delight in response to others and show concern when others are hurting or crying.	★ When appropriate, encourage comforting others who are sad, hurting or angry.

STANDARD 2

The child will develop strategies to regulate emotions and behavior.

Young Infant: 0-8 months The Baby May: Begin to develop the skills necessary to participate in a variety of settings.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Learn to sleep through normal environmental noise such as the dishwasher running, conversations, etc.	★ Maintain normal activity while an infant is asleep. (Best practice is to meet individual needs on his/her own schedule; infants may be asleep while others are awake).
Relax when rocked gently and fall asleep when placed in crib.	★ Respond to an infant’s individual rest time needs.
Give cues by how they are responding to the environment. Stop crying or kick legs in excitement when a familiar object is given to them, turn head and break eye contact, frown, and/or arch back when there is too much noise, light or activity.	★ Learn the infant’s emotional cues and respond appropriately to his/her needs. (For example: talk in soft, soothing voice to reassure or switch from an excited to a calmer voice or reposition if the infant seems over stimulated).
Learn to calm or self-soothe when upset or tired, such as sucking fingers or a pacifier.	★ Prepare the environment by adjust the tone and volume to be responsive to a crying infant while offering supportive phrases. (For example: “I see you are tired. I will move you to your crib to rest.”)
Listen and respond by quieting, smiling and/or cooing when hearing his/ her name.	★ Use the infant’s name frequently when engaging in care-giving routines, play time, finger plays and songs.

Mobile Infant: 6-18 months

The Baby May: Begin to recognize and respond to the emotional cues of self and others.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
<p>Show comfort in having a consistent daily routine. After lunch, washes hands, anticipate diaper change and washing hands again, and go to a specific location in the room where he/she sleeps</p>	<ul style="list-style-type: none"> ★ Maintain a consistent routine.
<p>Self-soothe or cry and move toward an adult for comfort, expecting the adult will respond to needs</p>	<ul style="list-style-type: none"> ★ Maintain consistent and responsive caregiving. (For example: minimum transitions between teachers are ideal). ★ Observe and anticipate a response which may indicate teacher's comfort is needed. ★ Respond immediately, consistently and appropriately to the need for comfort. (For example: use the infant's name to acknowledge his/her needs and feelings). ★ Maintain a safe space for exploration. Use soft lighting, gentle music, soft voices, etc. ★ Store security/comfort items in a location with easy access for the infant.
<p>Respond by looking or coming when called by name.</p>	<ul style="list-style-type: none"> ★ Use the infant's name when engaging in conversation, giving directions and playing games.
<p>Begin to take care of his/her needs.</p>	<ul style="list-style-type: none"> ★ Plan opportunities to explore and practice self-help skills. (For example: ask the infant to help take off his/her socks or shoes). ★ Provide small, bitesize, non-choking foods to practice self-feeding. ★ Expect messes as an infant learns to self-feed with fingers and when learning to use a spoon.

Toddler: 16–36 months

The Toddler May: Continue to learn and accept limits while developing an “*I can do it!*” attitude.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Show anxiety over separation from teacher or family, but calms down in a short amount of time.	★ Be confident, calm, understanding and reassuring when a family member is leaving. (For example: “Mommy is going to work; she will be back later. I will take care of you now.”)
Play calmly near other children; or cry, bite or hit if another child takes something he/she has.	★ Say, “Monte wants to play with the cars, too.” Redirect Monte to other available cars.
Take a toy from another and not return it when asked by an adult.	<p>★ Give positive choices. (For example: “After you give the car back, we can play with this boat. What sound does the boat motor make?”)</p> <p>★ Talk about and model sharing and/or taking turns, using words and recognize sharing. (For example: “I will share my doll with you.” or “You gave me one of your crayons. Thank you for sharing with me.”)</p>
Begin to understand the concept of taking turns in a game or activity.	★ Play simple games practicing taking turns. (For example: “You put a block on the shelf. Now I will put a block on the shelf.” or “I can roll the ball to you. And you can roll it back to me.”)
Begin to understand the concept of property such as yours, his or mine.	★ During routines and play, model words used to describe property, such as, “This is Maggie’s diaper bag.” When putting out a snack, say, “This is your snack and this one is for Erin.”
Carry out simple directions when stated in positive and brief statements.	★ Teach following directions as a game. (For example “Follow the Leader”. “Sit on your bottom, please.” “Feet on the floor.” “Use your inside/quiet voice.” or “Please, bring me your plate.”)
Have a temper tantrum and cry, yell, hit, kick feet and refuse to stop when he/she is tired, hungry or angry.	<p>★ Anticipate actions/behaviors to prevent hurting his/herself or others. Provide a safe environment to express his/her emotions. Respond in a calm manner.</p> <p>★ Offer ways to assist with behaviors and emotions (For example: giving a teething ring to chew, a stuffed animal to hold, a quiet place to go to calm down, or a pillow to hit).</p>

STANDARD 3

The child perceives self as a unique individual.

Young Infant: 0-8 months The Baby May: Demonstrate an emerging awareness of self and others.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Express needs by crying differently based on the need. Cries vary by pitch, length and volume to indicate hunger, pain, etc.	★ Respond appropriately according to the infant’s need. (For example: “You sound hungry so I will warm your bottle.”)
Use body movements to express feelings such as kicking in excitement.	★ Follow the infant’s lead and respond to his/her body movements. When the infant is kicking and smiling, say, “Oh, you are smiling and moving your feet. I see a happy boy/girl!”
Explore own body by watching own hands in fascination and repeat body movements.	★ Lay the infant on a quilt on the floor and provide time for exploration.
Smile at mirror image even though he/she may not recognize it as an image of him/her.	★ Talk with the infant about what he/she is seeing in the mirror.

Mobile Infant: 6-18 months The Baby May: Show awareness of self in voice, mirror image, and body.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Express likes and dislikes.	★ Be aware of preferences and provide opportunities to make simple, acceptable choices between two items. ★ Provide a safe environment to express a preference. Name the emotion. (For example: “I can tell by the way you are spitting out the peas, you might not like that vegetable right now.”)
Discover new capacities and how movement and gestures can be used to communicate with others.	★ Sit on the floor with the children while they are playing; engage when a child initiates the play and provide words describing children’s movements and gestures.
Seek to draw adult’s attention to objects of interest or new physical skills and attends to adult responses.	★ Observe actions and acknowledge communication. (For example: an infant squeals and shows excitement. The teacher says, “You look happy about rolling to get that toy.”)

Toddler: 16-36 months

The Toddler May: Show behaviors reflecting child's self-concept and beginning to distinguish self from others.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Point to different parts of his/her body and name them.	<ul style="list-style-type: none">★ Sing songs naming body parts. (For example: "Head, Shoulders, Knees and Toes").★ Ask questions. (For example: "Where is your arm?" or "Can you put your arm in the jacket?")
Attempt to complete daily basic living tasks such as dressing, self-feeding, brushing teeth.	<ul style="list-style-type: none">★ Provide opportunities and encourage self-help skills such as feeding and dressing him/herself. Provide lacing and snapping books, dolls and clothes for dramatic play, etc.
Say his/her own name and point to the reflection in the mirror.	<ul style="list-style-type: none">★ Provide safe, shatterproof mirrors at children's eye level. Talk about what they see in the mirror.
Recognize they are a separate person from others.	<ul style="list-style-type: none">★ Take opportunities to help children distinguish from self and others. (For example: point to your nose and say, "Here is my nose. Where is your nose?")



SELF AND SOCIAL AWARENESS (Social Studies)

Self and social awareness for very young children include learning about self, others and the world around them. As infants, toddlers and twos are able to notice differences between themselves and others, they begin to be aware of and learn to be respectful of each other's unique characteristics, abilities and talents. Beginning concepts can be explored with questions such as, "Who are the members of my family?" "Who are our neighbors?" "Where do we live?"

Skills such as working independently, problem solving and making decisions begin when very young children engage in activities with others. These activities will be the foundation of later learning in history, geography, economics and civics.

STANDARD 1

The child will participate in play and activities that will help him/her learn about self and others while gaining an understanding of how individual roles make up the community.

Young Infant: 0-8 months The Baby May: Begin to recognize differences in people, routines and places/environments.	
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Recognize others by voice and/or sight.	<ul style="list-style-type: none"> ★ Talk during routines and activities. (For example: "I think I smell something." "It is time to change your diaper. I will wash my hands, get a clean diaper, and make you more comfortable.") ★ Use photographs and pictures to encourage responses. Familiar family or pet pictures can be hung at eye level. (For example: a picture could be covered with contact paper and placed on the floor for him/her to see).
Sense and respond to others' emotions, such as happy, sad, etc.	<ul style="list-style-type: none"> ★ Be aware of actions and voice inflection or tone used. Be calm, steady, and comforting.
Show preference for one adult over another adult; (preferences may change).	<ul style="list-style-type: none"> ★ Provide stable and consistent care. (For example, have limited transitions and/or have the same caregiver as much as possible). ★ Recognize the value of the bonding and attachments developing and appreciate the importance of this connection when an infant shows a preference for a teacher or one family member over another. ★ Say "Here is Mary's mother." or "There is Jake's daddy." when the parent arrives.

Mobile Infant: 6–18 months

The Baby May: Begin to make connections and understand his/her association with other people, places/environments and regular routines.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Show an interest in community service workers and be fascinated with large trucks, planes, trains, lawn mowers or animals.	<ul style="list-style-type: none"> ★ Provide books and pictures of cars, trains, and community service vehicles (fire truck, ambulance, police car, etc.). ★ Point out the things seen in the community. (For example: “See the dog?” “There is a fire fighter.” “Look at the garbage truck.”)
Be afraid of loud noises.	<ul style="list-style-type: none"> ★ Comfort when needed and explain what is making the noise.
Become familiar with routines, rituals and traditions relating to family and community culture.	<ul style="list-style-type: none"> ★ Inform families of community events and other child-friendly places. ★ Invite family/community members to share their family or cultural traditions either by demonstration or by storytelling. ★ Provide and discuss familiar items from the family such as a ribbon shirt (Native American) or a mailbag from a parent who is a mail carrier, etc.

Toddler: 16–36 months

The Toddler May: Begin to understand and act upon social concepts (geography, civics, history and economics) and how those concepts impact his/her environment.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Identify his/her role as a member of a family/group.	<ul style="list-style-type: none"> ★ Ask about experiences shared within the family. (For example: look at pictures of family members and engage in conversations about who is in the picture). ★ Provide opportunities to begin to participate in role-playing. (For example: props such as dolls, dress-up items, clothing, kitchen equipment, etc.) ★ Encourage family members to visit and read or share stories about family history and culture.
See a classmate on the playground and tell or go get the friend when it is time to go inside.	<ul style="list-style-type: none"> ★ Assign different age-appropriate helper jobs like putting the toys back on the shelf, wiping the table, pushing in chair, taking dirty dishes to the sink, picking up toys, feeding the pet, etc. ★ Create opportunities to recognize members of the group and/or friends. (For example: “Who is here today?” or post pictures of children in the class and ask questions about the pictures).

<p style="text-align: center;">THE TODDLER MIGHT FOR EXAMPLE:</p>	<p style="text-align: center;">THE TEACHER CAN:</p>
<p>Begin to recognize community workers and show increased awareness of their jobs.</p>	<ul style="list-style-type: none"> ★ Provide dress-up and roleplay props reflecting different types of community workers and the occupations of the children’s families. (For example: paper, pencil, envelopes, and “stamps” with a box for mailing letters; an old garden hose for the fireman, etc.). ★ Use pictures and books to show and describe different community workers, their roles, how do they dress and what equipment do they used. ★ Provide community helper block accessories for play. ★ Provide access to community workers such as a firefighter, a postal carrier, a nurse, or a truck driver.
<p>Begin to understand money is needed to purchase items.</p>	<ul style="list-style-type: none"> ★ Provide pretend money to purchase items in a dramatic play grocery store, bank, post office, etc. Assist in putting “price tags” on items. ★ Read books about using currency or bartering to purchase items, both now and in days past. (For example: Caps for Sale, Stone Soup, etc.).
<p>Develop an understanding of the concept of time by beginning to use words to describe time such as later, after snack; after rest time, no school tomorrow. Note: These words will generally reflect past, present and future and not be accurate representations of units of time as indicated by “Yesterday we went to the zoo.” meaning last week or last summer.</p>	<ul style="list-style-type: none"> ★ Use statements to reflect the concept of time. (For example: “Your Mom will be here later.” “It is your birthday today.” or “When the sun goes down and it is dark outside, it will be bed time.”) ★ Talk about daily activities and say, “First we will read a book and afterwards we will sing songs.” or “After lunch, we will brush our teeth.” ★ Use pictures to show the order of typical routines.
<p>Develop an understanding of the location of familiar places within his/her community and region. Begin to recognize landmarks on familiar transportation routes.</p>	<ul style="list-style-type: none"> ★ Provide pictures of familiar landmarks in dramatic play (such as stores and restaurants, menus, logos). ★ Discuss familiar places in the community, region or state in pretend play. (For example: “This weekend we are going to Stilwell for the Strawberry Festival.” while pushing a toy car. “Where are you going?”)
<p>Begin to include representations of roads, bodies of water and buildings in his/her play.</p>	<ul style="list-style-type: none"> ★ Provide a variety of blocks during block, sand, and dirt play. Use these to build a bridge to drive toy cars over the water or on a road in the sand.
<p>Begin to use words and identify pictures to indicate directionality, position, location and size.</p>	<ul style="list-style-type: none"> ★ Create opportunities to verbalize location of hidden objects. (For example: “Hide and Go Seek” with objects.). ★ Use descriptive words during activities. (For example: “When it snows, we will go sledding down the big hill.”) ★ Label shelves with pictures and words to assist in putting toys and supplies where they belong.





ADDITIONAL RESOURCES

American Academy of Pediatrics <https://services.aap.org/en/search/?k=early%20childhood>

Oklahoma Chapter of American Academy of Pediatrics <http://www.okaap.org>

Birth to Five <https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive>

Center for Disease Control and Prevention

Child Development <https://www.cdc.gov/ncbddd/childdevelopment/index.html>

Disability Overview <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>

Vaccines and Immunizations <https://www.cdc.gov/vaccines/index.html>

Center for Early Childhood Professional Development at University of Oklahoma (CECPD) <https://cecpd.org/>

Center for Inclusive Child Care <https://www.inclusivechildcare.org/>

Center on the Social Emotional Foundations for Early Learning (CSEFEL) <http://csefel.vanderbilt.edu/>

Child Care Warmline https://www.ok.gov/health/Community_&Family_Health/Child_Guidance_Service/Child_Care_Warmline/

Child Development Tracker <http://nunu.pbs.org/parents/childdevelopmenttracker/>

Council for Exceptional Children <http://www.cec.sped.org/Search?q=Early+Childhood>

Early Childhood Learning and Knowledge Center <https://eclkc.ohs.acf.hhs.gov/>

Early Head Start National Resource Center <https://eclkc.ohs.acf.hhs.gov/programs/article/early-head-start-programs>

Good Health Handbook Oklahoma State Department of Health https://www.ok.gov/health/Community_&Family_Health/Maternal_and_Child_Health_Service/Child_and_Adolescent_Health/Early_Childhood_Good_Health_Handbook/

High Scope <https://coradvantage.com/about/>

Infant/Toddler Resource Guide <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide>

Institute for Childhood Education <https://forchildhoodeducation.com/>

Institute for Building Early Relationships (IBear) <https://humansciences.okstate.edu/hdfs/ibear/index.html#>

National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/>

National Association for Family Child Care <https://www.nafcc.org/>

Office of Child Care Technical Assistance System <https://www.acf.hhs.gov/occ/ta>

National Center on Child Care Data and Reporting

National Center on Early Childhood Development, Teaching and Learning

National Center on Early Childhood Health and Wellness

National Center on Early Childhood Quality Assurance

National Center on Early Head Start-Child Care Partnerships

ADDITIONAL RESOURCES (Continued)

National Center on Parent, Family and Community Engagement

National Center on Child Care Subsidy Innovation and Accountability

National Center on Tribal Early Childhood Development

National Center on Quality Assurance

National Child Care Information Center <https://www.icf.com/resources/projects/social-programs/national-child-care-information-center-nccic>

National Indian Child Care Association <http://www.nicca.us/>

National Infant and Toddler Child Care Initiative <http://nitcci.db.zerotothree.org/initiativesp/home.aspx>

Office of Head Start <https://www.acf.hhs.gov/ohs>

Oklahoma Child Care Resource and Referral Association <https://www.oklahomachildcare.org/>

Oklahoma Child Care Services Department of Human Services information on child care licensing, child development, laws, rules, consumer education, etc. <http://www.okdhs.org/services/cc/Pages/ChildCare.aspx>

Oklahoma Cooperative Extension Services <https://humansciences.okstate.edu/fcs/>

Oklahoma Department of Mental Health and Substance Abuse Services: Children, Youth & Family Services https://www.ok.gov/odmhsas/Mental_Health_/Children,_Youth,_and_Family_Services/

Oklahoma Infant Mental Health Association (OK-AIMH) <http://www.okaimh.org/>

Oklahoma Partnership for School Readiness <http://smartstartok.org/oprs>

Oklahoma State Department of Education <http://sde.ok.gov/sde/>

Oklahoma State Department of Health <https://www.ok.gov/health/>

Oklahoma State Regents for Higher Education Scholars for Excellence <http://www.okhighered.org/scholars/>

Ounce of Prevention <https://www.theounce.org/>

Parents as Teachers National Center <http://parentsasteachers.org/>

Program for Infant/Toddler Care (PITC) https://www.pitc.org/pub/pitc_docs/home.csp

Public Broadcast System Early Childhood <https://www.pbs.org/search/?q=early+childhood>

SoonerStart Early Intervention <http://sde.ok.gov/sde/soonerstart>

Special Quest <http://www.specialquest.org/>

Teaching Strategies <https://teachingstrategies.com/>

Zero to Three <https://www.zerotothree.org/>



GLOSSARY OF TERMS

Approaches to learning – a foundation for how children go about learning new skills and concepts.

Appropriate – suitable for the age and ability of the child.

Child development – the study of physical, intellectual, emotional and social changes that occur in children from conception through adolescence.

Characteristics – a trait or quality of the child.

Cognitive development – how children use their minds to explore the world around them.

Comprehension – the act of understanding fully.

Creativity – originality, imagination, putting things together to make something different.

Culture – customary beliefs, social forms and material traits of a racial, religious or social group.

Curiosity – showing an interest or fascination in someone or something. (For sensory exploration, see “sensory experience”).

Developmentally appropriate – expectations or an activity that take into consideration children’s ages and individual abilities.

Diversity – the inclusion of people of different abilities, races or cultures.

Domain – an area of child learning and development.

Dual language learners – children learning two or more languages at the same time.

English language learners – person who is learning the English language in addition to his/her primary language.

Environment – the space, circumstance or conditions surrounding a person.

Expressive language – the process of using sounds, words, and body movements to communicate. Children use words, gestures and signing or communicate using adaptive equipment.

Eye-hand coordination – refers to the control of eye movement and the processing of what is seen to guide bodily movement.

Family-style dining – serving food to children seated at a table in which dishes are brought to the table in child-sized serving bowls or on plates passed between the children.

First language – used to describe the language a person acquires first in life; sometimes referred to as primary, native or home language.

Geometry – mathematical study dealing with measurement and properties of objects and shapes.

Hands-on – activities requiring children to use their hands as well as their minds.

Home language – the language a person acquires first in life. It is sometimes referred to as the first, native or primary language of a child.

Homelike – the quality of looking warm, cozy and inviting.

Inclusion – to take in as a part of a whole or group.

Individual Family Service Plans (IFSP) – plans made with families and teachers to assist identifying and meeting individual family goals. Specialists may also be included as needed.

Interaction – give and take conversation and activities between individuals or groups.

Initiative – taking the lead; self-starting with or without prompting.

Large muscle – muscles used to make large movements such as crawling and reaching.

Literacy – to have knowledge and competence in reading, writing and understanding.

Locomotor – moving from place to place.

Manipulate – move with hands.

Manipulatives – objects designed to be manipulated and provide hands-on experience.

GLOSSARY OF TERMS

(Continued)

Media Center – a library where individuals have access to a variety of resources. (For example: books, magazines, CDs, etc.).

Midline – the median line of the body such as the middle of the chest.

Mobile infant – 6 to 18 months.

Native Language – used to describe the language a person acquires first in life; sometimes referred to as primary, first or home language.

Non-locomotor – movement without moving from place to place.

Non-typical – not the expected characteristic of development.

Number sense – the understanding of numbers and their quantities.

Object permanence – the understanding that objects continue to exist even when they cannot be seen, heard or touched.

Open-ended – flexible options without a definite correct answer; there are several ways to do something.

Oral language – expressing thoughts or feelings with sounds, words, sign language or gestures.

Pincer grasp – fingers and thumb come together to hold an object.

Primary language – the language a person acquires first in life; sometimes referred to as the home, first or native language.

Print awareness – the ability to understand that print on a page represents words that can be read aloud.

Problem solving – trial and error and working through the process of solving a challenge or problem.

Receptive language – ability to listen to words and develop understanding without necessarily being able to speak or express understanding.

Relationships – a significant connection or association between two or more people, objects or ideas.

Roleplay – to act or pretend a person is someone else or an object is something else.

Self-help skills – skills developed to help oneself with problems or obstacles without the aid of others.

Self-regulation – the process for controlling emotions, thoughts, feelings, and physical aspects of oneself.

Sensory experiences/exploration – experiences that activate the use of one or more of the senses, such as touching textures, tasting food, or smelling fragrance.

Sets – a group of items related to each other, or share a common attribute (these things are all red, all used in the kitchen, etc).

Small muscle – muscles used to make small movements or motions such as squeezing and grasping.

Spatial awareness – awareness that objects and people occupy space.

Teachable moment – a time when natural, free activity leads to the teacher pointing out something new or different that the child may not have seen or participated in before.

Toddler – 16 to 36 months (up to age 3).

Typical – the average or expected characteristic of development.

Young infant – 0 to 8 months.



REFERENCES

***Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs 3rd ed.* 2011.** Collection of 686 national standards that represent the best practices, based on evidence, expertise, and experience, for quality health and safety policies and practices for today's early care and education settings.

***Head Start Early Learning Outcomes Framework.* 2015.** *The Head Start Early Learning Outcomes Framework: Ages Birth to Five* presents five broad areas of early learning, referred to as central domains.

***Head Start Program Performance Standards.* 2016.** Office of Head Start, Administration for Children and Families, Department of Health and Human Services.

***Little Texans Big Futures.* 2008.** Early learning guide for infants, toddlers and three-year olds. Texas Early Learning Council, The University of Texas Health Science Center at Houston. Children's Learning Institute.

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Oklahoma Academic Standards. Oklahoma State Department of Education. Content area standards from 2014–2018.

***Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos Ages 0 through 36 months.* 2011.** Oklahoma Department of Human Services Child Care Services. Revisions to this guide were made concurrently with ELG for 3–5 to guide content consistency across ages and domains.

***Oklahoma Early Learning Guidelines for Children Ages Three Through Five.* 2011.** Oklahoma Department of Human Services Child Care Services.

***Washington State Early Learning and Development Guidelines Birth through 3rd Grade.* 2012.** Washington State early learning and development benchmarks: A guide to young children's learning and development. Thrive by Five puts focus on early learning.

***WIDA Early English Language Development Standards.* 2012.** The WIDA Early English Language Development (E-ELD) Standards were specifically developed to help support the unique language needs of children ages 2.5–5.5 years who are in the process of learning more than one language. They also include connections to State ELGs/Standards as well.

Zero to Three Early Connections last a lifetime. The mission of Zero to Three is that all babies and toddlers have a strong start in life.



FEEDBACK FORM

Oklahoma Early Learning Guidelines Infants, Toddlers and Twos

A taskforce convened by the Oklahoma Department of Human Services Child Care Services developed the original Oklahoma Early Learning Guidelines. An ELG Review Workgroup was formed in September 2016 and met monthly to revise, edit and update the Early Learning Guidelines. Task force members included representatives from the Oklahoma State Department of Education, Oklahoma Tribal Child Care Association, Oklahoma Head Start Association, the Center for Early Childhood Professional Development, Oklahoma Colleges and Universities, Approved Professional Development Educators, Oklahoma Child Care Resource & Referral Association, SoonerStart, Oklahoma Regents for Higher Education, and child care facilities. This was initiated to align with changes from the 2016 Head Start Performance Standard, revisions to the Oklahoma Academic Standards, and from comments and suggestions from the field. These

guidelines are designed to align with Oklahoma Early Learning Guidelines for 3-5 year olds.

This document was developed to enrich learning experiences leading to children's success in school and to be used by all who touch the lives of Oklahoma's children. The word teacher is used in the guidelines to represent parents, family members, caregivers, program staff and caring adults who offer instruction, support and guidance to young children.

Please provide comments based on your experience with the guidelines. Provide the corresponding page number for suggested language revisions and comments. Also note if the standards are understandable and whether they are useful when planning activities for children. All comments will be reviewed by the Task Force. Revisions will be made to the guidelines based on feedback and early education research. Thank you for your assistance.

Name (optional)

Job Title

Program:

- Parent/Guardian/Family
- Child Care Center
- Pre-Kindergarten
- Community Member
- Child Care Home

- Kindergarten
- School
- Head Start / Early Head State
- Program
- Other (describe) _____
- Early Childhood Special Education

1. Are the Guidelines understandable? Yes Somewhat No

Comments:

2. Are the Guidelines useful? Yes Somewhat No

Comments:

3. Are you able to use the Guidelines to help develop curriculum and daily activities for your program? Yes Somewhat No

Comments:

4. Are you able to use the Guidelines to help you determine child's progress? Yes Somewhat No

Comments:

FEEDBACK FORM (cont'd)

Please provide detailed comments. Feel free to attach extra pages if needed. Thanks for your assistance.

Page No.	Section or learning Domain	Specific Comment	Specific Suggested Change

5. What additional guidance or resources would be helpful for you to implement these early learning guidelines with your children?

Feel free to copy and distribute this form and the Oklahoma Early Learning Standards to co-workers, colleagues, and early childhood professionals for review.

Please fax this form to: 405-522-2564, or
Mail to: Department of Human Services
Oklahoma Child Care Services
P.O. Box 25352
Oklahoma City, OK 73125, or
Return by email to: childcare.occs@okdhs.org.



Child Care Services

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