

ACTIVITY CARDS

0-24 months

These cards are designed for teachers of infants and one-year-olds





General #1

Teacher Toolbox

How to fill your GELDS Toolbox

1 Remove the shrink wrap from the tab set.

Tab set in domain colors

2 Remove the shrink wrap from the card set.

3 Insert the general cards first. Next, insert each tab card in front of the first matching domain-colored activity card.

4 Bright IDEAs cards, activity cards and index cards follow the domain cards.

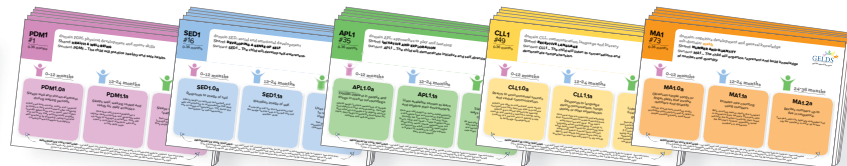
5 Your ready-to-use Toolbox will look like this.



The card set includes:

General information cards

Activity cards organized by domain



Bright IDEAs cards

Activity cards

Activity index cards

Book title index cards



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General #2

Teacher Toolbox

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General #2

Teacher Toolbox

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Teacher Toolbox

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General #3

Teacher Toolbox

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Frequently asked questions

About Georgia Early Learning and Development Standards (GELDS)

What are early learning standards?

Early learning standards are guidelines that identify what children from birth to age five should *know* and be able to *do*. By providing a clear framework, they help all stakeholders ensure that children meet learning and development milestones.

Why do we need early learning standards?

They promote higher-quality learning experiences for children from birth to age five. They support each child's individual rates of development, approaches to learning, and cultural context. Early learning standards help families and teachers understand the developmental progress of each child and they help support the early identification and referral of children with disabilities. They help to set clear and realistic goals for success. Common early learning standards ensure that children are

receiving a consistent, high-quality education across all programs in Georgia. Of course, standards are not the only thing needed to guarantee a child's learning and development, but they provide an accessible framework for teachers, families, and other stakeholders.

What was Georgia's process for revising the state's early learning standards?

Georgia's process began in 2010 when the Georgia Department of Early Care and Learning (DECAL) commissioned an alignment study of their early learning standards, the CCGPS for K-3, The Head Start Framework and Work Sampling Online. Drs. Sharon Lynn Kagan of Columbia University and Catherine Scott-Little of UNC-G conducted a comprehensive analysis of these documents. Based on their recommendations, DECAL put together a team of stakeholders who drafted the new Georgia Early Learning and

Development Standards (GELDS). A review of the draft standards was completed by Drs. Kagan and Scott-Little. After a series of three more analyses and corresponding revisions, DECAL posted the GELDS for public review and feedback in February 2013. The GELDS were finalized and ready for implementation June 2013.

Who was involved in writing the GELDS?

DECAL initiated the GELDS revision and alignment project. However, stakeholders from across the state were involved throughout the process. The work groups consisted of Pre-K teachers, Pre-K directors, Pre-K consultants, Infant/Toddler teachers, Infant/Toddler directors, Infant/Toddler specialists, DECAL staff, technical college instructors, ECE college professors, childcare directors, early interventionists, inclusion specialists, ELL specialists, Kindergarten teachers and principals.

Frequently asked questions

About Georgia Early Learning and Development Standards (GELDS)

What do the GELDS mean for students with disabilities and English Language Learners?

The structure of the GELDS provides educators with a clear progression of each skill. The age-appropriate indicators are divided into five age groupings: 0–12 months, 12–24 months, 24–36 months, 36–48 months, 48–60 months. This structure gives teachers the flexibility to assess where children are on the continuum and adapt instruction to meet the individual needs of each child.

Who should use the GELDS?

One of the goals with this revision project was to create a universal language that all stakeholders would be able to use when discussing children's learning and development needs. The GELDS are not just for teachers. The GELDS are for families, directors, pediatricians, principals, early interventionists, and any other stakeholders

who work with or on behalf of young children birth to age five.

What will the GELDS mean for children's school readiness?

The GELDS cover all essential domains of school readiness and provide clear expectations for children. They will ensure consistent exposure to high-quality learning experiences through curriculum, instruction, assessment and teacher preparation, among other supports for student learning. With more emphasis on higher-order thinking and problem solving skills, the GELDS will help prepare children for success in Kindergarten and beyond.

Will the GELDS keep teachers from deciding what or how to teach?

Early learning standards do not tell teachers how to teach, but they do help teachers figure out

the knowledge and skills children need. In that way, the GELDS serve as the first building block and will help teachers build the best lessons and environments for their classroom. The GELDS are a clear set of shared goals and expectations for what will help children succeed. Teachers, directors, principals and others will decide how the standards are to be met. Teachers will continue to write lesson plans, assess learning, and tailor instruction to the individual needs of the children in their classrooms. Each program will continue to make decisions about curriculum and how their programs are operated.

For information, contact gelds@dec.al.ga.gov or 404-656-5957

PDM1

#1

0-36 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



0-12 months

PDM1.0a

Sleeps well and shows alertness during waking periods.

Infants will look around, notice and respond to things in their environment after sleeping soundly. When they are in quiet, alert states and not fussy, they will physically engage with teachers by grasping, rolling and later crawling toward people and objects.



12-24 months

PDM1.1a

Sleeps well, waking rested and ready for daily activities.

One-year-olds have established a regular sleep schedule and generally wake up ready to engage in activities. They still need a consistent schedule, with one or two daily naps.



24-36 months

PDM1.2a

Sleeps well, waking rested and ready for daily activities.

Two-year-olds are generally sleeping through the night, usually about 12 hours. They engage actively in the daily schedule.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

PDM1 – The child will practice healthy and safe habits.



0-12 months

Reach for it!

Place awake, alert infant on his/her back on the floor. Place a floor gym over the infant with rattles and small toys hanging overhead. Encourage the infant to look at and reach for items. **PDM1.0a**

Tummy Time 2

Lay awake, alert infant on his/her stomach on the floor. Lay on your stomach facing the infant. Talk to the infant and encourage eye contact and cooing while participating in tummy time together. **PDM1.0a**

Rolling Away

Roll a ball slowly for the infant to “chase.” This will keep him/her alert and engaged. **PDM1.0a**



12-24 months

Bedtime Stories

After all the children have eaten lunch and are ready to nap, turn down the lights slightly. Read a short bedtime story such as *The Going to Bed Book* by Sandra Boynton or *Naptime* by Elizabeth Verdick, to the children as they lay on their mats/cots. This activity can be done as part of the daily routine. **PDM1.1a**

Wake-Up Time!

Play mellow, upbeat music as the children begin to wake up and as you are turning on the lights. Encourage the children to stretch their bodies to the music as they wake up. **PDM1.1a**

Beach Ball Fun

Blow up a large beach ball and encourage the children to push it and chase it as it rolls. You can show them how to kick it too. **PDM1.1a**



TEACHER TIP

To encourage crawling for an infant, play a musical toy a short distance away. Encourage the infant to crawl to the sound.



24-36 months

Toddler Yoga

Have the children practice yoga poses such as Downward Dog, Child’s Pose, Cat and Cow. These are great stretches that often help relax the body for nap or wake the body up after nap. You can look up how to do these poses online. **PDM1.2a**

Naptime Helpers

Have the children help put out their own mats, cots and/or blankets before naptime. After naptime, have them help put everything away. **PDM1.2a**

Laundry Basketball

Place a large box or laundry basket on its side in an open space. Put something sturdy behind it. Place a few medium-sized balls nearby. Encourage the children to kick the balls into the target. **PDM1.2a**

★ BRIGHT IDEA

For the children who have difficulty kicking, have them sit on the ground and roll, throw or “bowl” the ball.

Sleepy Time!

Provide baby dolls, blankets and small mats in the dramatic play area. Encourage the children to follow the classroom’s rest time routine with the dolls. **PDM1.2a**

PDM1 #2

0-36 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



0-12 months

PDM1.0b

Initiates active play and engages in some physical activity.

Infants want to interact with others and often initiate active play by waving arms or cooing to get attention.



12-24 months

PDM1.1b

Actively participates in physical activity for three to five minutes at a time.

One-year-olds are interested in exploring and interacting with their world to learn new things. Their short attention spans keep them moving from one thing to another.



24-36 months

PDM1.2b

Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.

Two-year-olds are active and busy, and can stay with an outdoor activity for longer periods of time.

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- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

PDM1 – The child will practice healthy and safe habits.**0-12 months****Rolly Ball**

Place a ball on the floor in front of the infant. Encourage nonmobile infants to roll the ball with their hands for you to return it to them. Encourage mobile infants to roll the ball and then crawl or walk to get the ball after they roll it. **PDM1.0b**

Clothespin Can

Sit on the floor with the infant. Place an empty container and several old-fashioned, wooden clothespins without springs on the floor. Demonstrate how to place clothespins in the container, and encourage the infant to imitate. **PDM1.0b**

Side to Side

Sit with the infant on a comfortable mat on the floor. Lay the infant on his/her back and put a toy that makes noise on the floor to the left side of his/her head. Shake the toy and see if the child turns his/her head towards it. **PDM1.0b**

Making Faces

Sit with the infant facing you, either on the floor or in your lap/arms. Make faces while looking at the infant, such as sticking your tongue out or smiling. Encourage the infant to mimic your expressions. **PDM1.0b**

**12-24 months****Beanbag Toss**

Place a box on the floor next to a wall or the back of a shelf. Give the children beanbags to toss into the box. **PDM1.1b**

Activity Cube

Create an activity cube with a different movement on each side. During group play have a child roll the cube and have all the children perform the movement. Include movements, such as bunny hops, froggy jumps or jumping jacks. **PDM1.1b**

Go For a Ride

Set out a large box or basket to make a “car.” Show the children how to take their favorite animals or dolls for a “ride” by pushing the box around the room. **PDM1.1b**

**24-36 months****Chasing Bubbles**

Blow bubbles in an open area (either indoors or outdoors). Encourage the children to chase the bubbles and pop them with either their hands or feet. **PDM1.2b**

Nature Hunt

Give the children buckets and encourage them to find nature items, such as leaves, small sticks or bugs. Place the nature items in a bucket. Encourage the children to look up and down for items. **PDM1.2b**

Feet To Feet

Gather several medium-size balls. Invite pairs of children to sit on the ground “feet to feet” with their legs spread apart. Give a ball to each pair and show them how to roll it back and forth gently. **PDM1.2b**

**TEACHER TIP**

When you have a few minutes between activities, put on some music and watch the children dance, dance, dance! Look for children’s music by The Laurie Berkner Band, Greg & Steve, Ella Jenkins and Putamayo Kids, for example.

PDM1 #3

0-36 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



0-12 months

PDM1.0c

Responds to verbal or physical signal of danger.

Infants notice distress from both parents and teachers. While learning to cope with stress themselves, they also look to teachers for reactions and security when they are unsure of situations.



12-24 months

PDM1.1c

Identifies and tries to avoid dangers with assistance.

One-year-olds are beginning to be able to identify dangerous situations such as an electrical outlet or staircase. They might look to a teacher when approaching an area they have been warned about.



24-36 months

PDM1.2c

Pays attention to simple safety instructions and avoids dangers with assistance.

Two-year-olds can begin to listen and pay attention to simple safety rules. They can understand what it means to get hurt. They still need assistance and supervision because they enjoy independence, exploring and testing.

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PDM1 – The child will practice healthy and safe habits.



0-12 months

Safety Talk

Make it a habit to talk about safety even though the infants do not fully understand. Talk about things being “safe” or “unsafe,” such as when you take away a broken toy with a sharp edge, tell the infant how sharp edges are “not safe.” **PDM1.0c**

Signal to Stop

When you see an infant approaching something dangerous, move quickly in the infant’s direction to stop him or her. Develop a signal to use such as clapping. Clapping and saying the infant’s name will get his/her attention and alert him/her to a dangerous situation. Very young infants will not react to clapping and calling his/her name. You will need to redirect or remove him/her from a dangerous situation. **PDM1.0c**



12-24 months

Hold My Hand

Take a small group of the children for a walk down the hall or outside. Encourage the children to hold your hand and remind them it is to keep them safe. You can even make a fun “Hannah (or Henry) hand” puppet out of an old glove or mitten to make holding hands more fun. **PDM1.1c**

Twinkle, Twinkle Traffic Light

Sing this song to the tune of “Twinkle, Twinkle Little Star”:

*Twinkle, twinkle traffic light,
Round the corner shining bright,
Red means stop, Green means go,
Yellow means very, very, slow.
Twinkle, twinkle traffic light,
Round the corner shining bright.*

Make a traffic light out of a cereal box, with construction paper cutouts and point to the different colors as you sing the song with the children. **PDM1.1c**



24-36 months

Keep Baby Safe

Play with the children using baby dolls. Show the children ways to keep their babies safe from harm, such as buckling them in the highchair or stroller, carrying the baby properly and not letting the baby choke. **PDM1.2c**

Red Light, Green Light

Have two signs ready, one red and one green. Have the children hop, skip or walk across the carpet when you hold up the green “Go” sign and stop when you hold up the red “Stop” sign. **PDM1.2c**

Stop

Cut a large stop sign with eight sides out of cardboard and let the children paint it with red paint and sponges. Write STOP on it with white paint. Explain what the sign means and why we have signs for safety. Let the children use the sign outside with the riding toys. **PDM1.2c**

Stop, Drop and Roll

Demonstrate the stop, drop and roll procedure for a small group of children. Lightly tape orange paper (representing fire) to a child’s clothing. Have the child demonstrate the procedure until the paper falls off. The activity can also be done without the paper. **PDM1.2c**



TEACHER TIP

Watch the children in your group carefully to see what additional safety measures you should take. Get on the floor and look at the room from the child’s “point of view.”



TEACHER TIP

Use reminders to help the children understand unsafe behaviors in the classroom. If you see a child climbing on the table say, “It is not safe to climb on the table. Please keep your feet on the floor.”

PDM1 #4

0-36 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



0-12 months

PDM1.0d

Reacts to simple directions to support safety.

Infants respond to teachers when given directions.



12-24 months

PDM1.1d

Communicates beginning understanding of dangerous situations.

One-year-olds notice things in the environment that are not safe. After being taught and reminded consistently, they begin to repeat actions and words that signify danger.



24-36 months

PDM1.2d

Verbalizes simple safety rules.

At two, some children are just beginning to say more than two words together. "No," however, is a powerful word most children understand and are able to say at an early age. They will say "no" when aware of a dangerous area or situation.

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PDM1 – The child will practice healthy and safe habits.



0-12 months

One, Two, Three... Crawl!

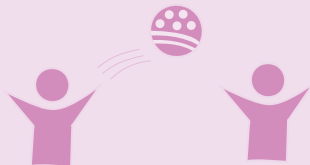
Read the book *One, Two, Three...Crawl!* by Carol Thompson to older infants. After you read, remind the infants where it is safe to crawl and where it is not safe to crawl. You can get down on the floor and crawl with them. **PDM1.0d**

Ball Chase

Roll a ball away from the infant. Encourage him/her to crawl after the ball. After he/she reaches the ball, call to the infant to “come back” to you. **PDM1.0d**

Follow the Leader

Crawl on the floor. Encourage the infants to follow after you by telling them to “come here,” and motion them toward you. **PDM1.0d**



12-24 months

Pretend Dangers

Set up items in the dramatic play area that are typically hot or cold. As the children play with the items say, “Oh! That’s hot!” or “Brrr... that’s cold!” Encourage the children to say “hot” and “cold” or “no touch” for the stove. **PDM1.1d**

Story Time

Read a book about injuries and/or safety, such as *Elmo’s Boo Boo Book* by Sesame Street Elmo or *Buzzy’s Boo Boo* by Harriet Ziefert. Talk about dangerous situations and how the characters handled these situations in the book. **PDM1.1d**

Fire Drill

Prepare the children for a fire drill by practicing in the classroom with them. You can go through the process of lining up and walking to the door. The same activity will work for a tornado drill as well. **PDM1.1d**



24-36 months

Emergency!

Discuss with the children different situations when they may need to call 911. Provide phones for the children to practice calling 911. **PDM1.2d**

Story Time

Read a book about strangers, such as *The Berenstain Bears Learn About Strangers* by Stan and Jan Berenstain. Have the children explain the safety rules that the characters obey in the book. **PDM1.2d**

Unsafe Pictures

Find pictures of unsafe acts, such as running down the hallway or climbing up the slide. Ask the children if it is okay to engage in the activity. Encourage the children to say “No” and show or explain the safe way to play. **PDM1.2d**

Put Your Helmet On

Clap and use this chant with the children prior to using tricycles on the playground.

*Put your helmet on your head,
Make sure it fits nice and tight.
You must wear a helmet
When you ride a trike.* **PDM1.2d**



TEACHER TIP

Model safety rules and state them in as few words as possible. Remember that young children are just learning to understand what you say. Be positive by showing them what to do instead of what not to do. Show them what you mean when you say “walk” instead of “don’t run.”

PDM1 #5

0-36 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**



0-12 months

PDM1.0e

Shows beginning awareness of personal health and self-care needs.

Infants show a basic understanding of self-care needs.



12-24 months

PDM1.1e

Makes adult aware of health and self-care needs and seeks assistance.

One-year-olds might begin to notice and care when their hands are dirty or they need personal assistance from a teacher. They begin to respond to a teacher's cues or routines that encourage personal hygiene and cleanliness.



24-36 months

PDM1.2e

Attends to personal health routines and self-care needs with some assistance from an adult.

Two-year-olds are becoming more independent. They are able to help dress themselves and begin potty training.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

PDM1 – The child will practice healthy and safe habits.



0-12 months

This is the Way We Wash Our Hands

Encourage the infant to assist you in the hand washing routine. Have the infant help turn on the water, get child-safe soap and dry hands. **PDM1.0e**

Feeding Time

Encourage the infant to hold his/her own bottle while you hold the infant during feeding time. Continue to hold and encourage the infant to feed him/herself when fully capable. **PDM1.0e**

Talk to Me

When you feed, dress and change an infant's diaper, make eye contact and use simple words to talk about what you are doing. Say, "I am changing your diaper because it is wet. This wipe will feel so good on your skin and clean you off. Now you are dry and ready to play!" **PDM1.0e**



12-24 months

Sleeve Surprise

Hold up the child's shirt or jacket sleeve. Tell him/her there is a "surprise" hidden up his/her sleeve. Invite the child to reach all the way in the sleeve to find the surprise. Put two of your fingers into the bottom opening of the sleeve. As the child pushes their arm all the way into the sleeve, gently tickle the palm of their hand. **PDM1.1e**

What's Wrong?

When a child cries because he/she has a need that is unmet, ask if he/she is hungry or tired. You may need to give clues to the younger children to help them answer. **PDM1.1e**

What's Next?

Have the children fingerpaint, and when they are done prompt with the question, "Now, what comes next?" Cue the children to look at their hands and ask if something needs to be done. If they don't answer appropriately, remind them that hands have to be washed. **PDM1.1e**



24-36 months

Potty Time

Read a book such as *Dora's Potty Book* by Melissa Torres or *Fuzzy Bear's Potty Book* by Dawn Bentley. Explain that everyone uses the bathroom. Take a few children on a tour of the bathroom. Point out and describe all the things you see. Say, "As you become big boys and girls you can tell someone when you need to go to the potty and they will help you!" Remember to avoid putting pressure on the children. They have their own developmental timetable for successful potty training. **PDM1.2e**

Bundle Up

Teach the children how to independently put on their jackets before going outside. One method is to lay the jacket on the floor, with the neck at the child's feet, outside. Have the child put his/her hands in the sleeve holes and pick up the jacket, then flip it over their heads sliding arms into holes as they put the jacket over their head/back. **PDM1.2e**

Washing and Singing

Sing a song while washing hands to encourage the children to follow the proper hand washing procedure. Encourage them to do as much of the routine independently while you are near to assist when needed and ensure that the children wash their hands correctly. Here is an example of a song you can use to the tune of "If You're Happy":

*If they're dirty and you know it,
wash your hands.*

*If they're dirty and you know it,
wash your hands.*

*If they're dirty and you know it,
then your hands will surely show it.*

*If they're dirty and you know it,
wash your hands. **PDM1.2e***



TEACHER TIP

Describe steps of primary care routines with the children throughout the day as you complete them, and explain why they are important.

PDM2 #6

0-36 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**



0-12 months

PDM2.0a

Explores food with fingers.

Infants will explore food using their hands and fingers. Teachers should encourage this type of play as it allows infants to discover new textures and tastes.



12-24 months

PDM2.1a

Distinguishes between food and non-food items.

One-year-olds explore and learn by putting things in their mouths. With trial-and-error and reminders, they can begin to distinguish what items can be eaten and what items are “not food.”



24-36 months

PDM2.2a

Prepares nutritious snacks with adult assistance.

Two-year-olds have developed food preferences. Offering only healthy and nutritious snacks encourages them to prefer such foods. Giving older toddlers the opportunity to help prepare snacks gives them a feeling of independence. They are more likely to try foods that they have helped prepare.

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PDM2 – The child will participate in activities related to nutrition.



0-12 months

Feed Me

During snack time, provide the infant with family-approved food items, such as applesauce, puffs or bananas. Encourage infant to explore the texture of the food as you narrate his/her experience. “The applesauce is squishy!” or “Oh, you like the crunch of the puff?” **PDM2.0a**

Mashed Potato Play

During mealtime, give the infant a spoonful of cool mashed potatoes if appropriate for age. Let him/her explore the potatoes on his/her highchair tray or small plate at the table. You can have the infant pick some up and eat off the tray or plate. **PDM2.0a**

Pass the Peas

During mealtime, give the infant some peas on the highchair tray or a plate, as well as a small bowl. Model for the infant how to pick up the peas and put them in the bowl. **PDM2.0a**



12-24 months

Yummy Yucky

Read the book *Yummy Yucky* by Leslie Patricelli. Talk to the children about what you are reading such as, “We eat blueberries but not blue crayons.” **PDM2.1a**

Food or Not?

Place a collection of toys in front of the children, including pretend food and non-food items, along with two bins/buckets. Designate one for food items and one for non-food items. Have the children help sort the items into appropriate bins. **PDM2.1a**

Food Book

Create a book with photos of the children and teachers in the class. Have a picture of a child/teacher on one side of the page and a picture of a food item on the other. The caption would read something like, “We don’t bite Ms. Smith; we bite strawberries!” **PDM2.1a**



24-36 months

Yummy, Yummy

Gather fresh fruit items. Cut hard fruit such as apples into bite-sized pieces. Encourage the children to cut soft fruits, such as bananas, into small pieces using a child-safe plastic knife or spoon. Have the children help place the items into a large bowl and stir. Enjoy! **PDM2.2a**

Applesauce Fun

To make applesauce, mix together in a crockpot:
6 diced apples
1 teaspoon cinnamon
1½ cups water
1 teaspoon sugar
¼ teaspoon salt

Place crockpot out of reach of the children while the applesauce cooks. Have the children eat applesauce for snack when it is ready. **PDM2.2a**

Rainbow Toast

Have the children paint a piece of bread with milk colored with food coloring. Once they paint their bread, toast it briefly in the toaster or put it in the oven to toast. Once done, have the children eat their painted toast. **PDM2.2a**

Anytime or Sometimes?

Place a variety of toy foods in front of the children. Discuss which foods are healthy choices that can be eaten “anytime” and which are less healthy that should only be eaten “sometimes.” Have the children name a favorite “anytime” food. **PDM2.2a**



TEACHER TIP

Provide a variety of food choices and encourage the children to explore food using their senses.

PDM2 #7

0-36 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**



0-12 months

PDM2.0b

Shows preference for food choices.

Beginning at four to six months, teachers will introduce solid foods to infants. It quickly becomes apparent what foods babies like and dislike.



12-24 months

PDM2.1b

Shows interest in and tries new foods.

More teeth mean that one-year-olds can try more foods. They are also beginning to feed themselves. Offering a variety of familiar and new healthy choices gives a one-year-old the opportunity to taste different foods.



24-36 months

PDM2.2b

Eats a variety of nutritious foods and recognizes healthy foods.

Two-year-olds will eat what is available to them. Having only nutritious options and telling children that certain foods are good for their bodies helps them to develop healthy eating habits.

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PDM2 – The child will participate in activities related to nutrition.



0-12 months

Infant's Choice

Offer an infant two food choices, for example green beans or carrots, during mealtime. Have the infant make the choice of which item he/she will eat. **PDM2.0b**

More, Please

When feeding an infant, say "more" when giving another spoonful. After several times, pause before giving more, encouraging the infant to ask for more. In younger infants this may be just a look or an outstretched hand. Encourage older infants to say "more." **PDM2.0b**

Finger Foods

As infants are ready for finger food, place a couple of different ones on the tray of the highchair or on a plate at the table. As he/she picks and chooses, talk to the infant about what he/she is eating. Say, "I see you picked up a strawberry. You also have bananas on your plate." **PDM2.0b**



12-24 months

Taste Test

Provide a small amount of different foods, such as sweet, sour or savory. Encourage the children to taste new foods as you name and describe them. **PDM2.1b**

Which Food?

Add new/different food items to the dramatic play area. Ask the children if they recognize any of the new foods. Name the foods for the children and pretend to eat them, telling the children how yummy the food is. Encourage the children to pretend to taste the new foods. **PDM2.1b**

Food Talk

Place three food items that the child enjoys in front of him/her. Recite the following poem with them as they eat:

*Raisins, yummy! Cookies, yummy!
Apple juice, too, Apple juice, too!
Yummy, yummy, yummy down in my tummy,
Good for you, good for you.*

Try this with new foods to expose the children to different types of food. **PDM2.1b**



24-36 months

Is This Healthy?

Make cards with pictures of different food items, such as pizza, broccoli, apples or ice cream, and ask the children if it is healthy or not. This can also be done with toy food items in dramatic play. **PDM2.2b**

Food Books

Read stories with the children about healthy food choices and discuss which are healthy foods and which are "sometimes" foods. Book examples include *Growing Vegetable Soup* by Lois Ehlert or *The Very Hungry Caterpillar* by Eric Carle. **PDM2.2b**

Yogurt Bites

You will need a container of fruit yogurt, wax paper, a cookie sheet and a pastry bag with tip for this activity. Place the wax paper on the cookie sheet and the yogurt in the pastry bag. Have the children help you squeeze out dots of yogurt onto the wax paper. Once done, place in freezer until firm. Then have the children eat it as part of the snack. You can try with fruit yogurt as well as plain yogurt and see which the children prefer. **PDM2.2b**



TEACHER TIP

If families send or bring in food to the classroom, encourage them to make healthy choices.



TEACHER TIP

Take a pitcher and small paper cups to the playground and encourage the children to come for a drink when they are thirsty.

PDM3

#8

0-36 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**



0-12 months

PDM3.0a

Moves body through space.

Infants are beginning to gain control of their body movements. They move from waving arms and legs to creeping to crawling.



12-24 months

PDM3.1a

Acts and moves with intention and purpose with some adult assistance.

One-year-olds are growing stronger and are able to coordinate more body movements as they become more mobile. They are able to see objects they want and control their heads, hands and bodies to move in a general direction with assistance.



24-36 months

PDM3.2a

Acts and moves with intention and purpose.

Two-year-olds are able to coordinate even more body movements as they become more mobile. They are able to independently coordinate their bodies to move in a specific direction.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.



0-12 months

Reach for the Stars

Sit with a young infant lying on his/her back on the floor. Hold a rattle, ball or doll over the infant, moving it a little to catch his/her attention. Encourage the infant to reach for the item above him/her. **PDM3.0a**

Scarf Dance

Sit on the floor with infants in a comfortable position. Older infants may want to stand. Turn on music and move scarves to the beat. Encourage younger infants to move toward and/or reach for the scarf. Encourage older infants to dance and move their scarves on their own. **PDM3.0a**

Stop and Go

While an infant is on his/her back, move their legs back and forth (as you recite the chant). Move the infant’s legs according to the directions of the chant:

*You kick and you kick and you kick
and you STOP.*

*You kick and you kick and you kick
and you STOP.*

Kick fast, kick slow.

*Then you kick and you kick and you kick
and you STOP. **PDM3.0a***



12-24 months

Dump and Fill

Give each child a container with five to 10 toys, such as blocks, connectors, links or sensory balls. Encourage the children to tip the container over so that the toys fall on the floor, then pick the toys up and put them back in the container. **PDM3.1a**

Ring Around the Rosie

Have the children stand in a group. Some may be ready to hold hands in a circle. Sing “Ring Around the Rosie” and encourage the children to walk around in a circle and fall down at the appropriate time. **PDM3.1a**

In and Out

Take a large paper bag and put a child’s favorite toy inside. Help the child find the toy and put it back in the bag. Continue to play the game over and over, saying, “Inside, outside.” **PDM3.1a**



24-36 months

Obstacle Course

Set up an obstacle course in your room or on the playground. Have the children crawl through tunnels, up stairs, down slides, under tables and chairs or around shelves. **PDM3.2a**

Action Songs

Sing or play songs that require the children to move to the words, such as “Hokey Pokey,” “Animal Action,” “Do Your Ears Hang Low?” and “A Sailor Went to Sea, Sea, Sea.” **PDM3.2a**

Clap Your Hands

Read the book *Clap Your Hands* by Lorinda Bryan Cauley, and have the children mimic the movements as you read. You can change things up by reading the book slowly and then faster. **PDM3.2a**

Teddy Bear, Teddy Bear

Sing the following song with the children and encourage them to do the movements:

Teddy bear, teddy bear, turn around!

Teddy bear, teddy bear, touch the ground!

Teddy bear, teddy bear, jump up high!

Teddy bear, teddy bear, touch the sky!

PDM3.2a



TEACHER TIP

Use opportunities throughout the day to recognize the children’s movements. Help the children understand and acknowledge accidental acts by saying things such as, “She didn’t mean to hit you. She tripped and lost her balance.”

PDM3

#9

0-36 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**



0-12 months

PDM3.0b

Exhibits body awareness and starts to move intentionally.

Infants are just discovering their bodies and begin to move with a purpose.



12-24 months

PDM3.1b

Uses trial-and-error to discover how the body fits and moves through space.

One-year-olds enjoy the discovery of their bodies and how they move. They will attempt to crawl in tight spaces and climb on and through objects as they learn what their bodies can do.



24-36 months

PDM3.2b

Demonstrates awareness of his/her own body in space.

Spatial concepts are learned through movement and exploration. This helps two-year-olds learn how their bodies move. Setting up exploratory activities that allow them to jump, climb and reach will help them figure out what their bodies can do.

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PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.



0-12 months

You Can Reach It

Place the infant on the floor with toys just out of reach. Encourage the infant to reach for and grab the toys. Look for toys that make sound or light up when touched. **PDM3.0b**

Stand Up

Place toys on top of a small shelf. Support older infants as they attempt to pull up to a standing position to reach the toys. **PDM3.0b**

Who Is That Baby?

Sit in front of a mirror with the infant in your lap. Ask, “Who is that?” Wave his/her hand and say, “Hi, hand!” Ask, “Where’s your foot?” Wave the infant’s foot and say, “Hi, foot!” Continue asking questions and moving different parts of the infant’s body. **PDM3.0b**

Heads Up!

While an infant is lying on the floor on his/her back, hold a colorful object in his/her line of sight. Move the object up and down, as well as side to side, encouraging the infant to move his/her entire head. **PDM3.0b**



12-24 months

Through the Tunnel

Place a tunnel in the room or on the playground. Encourage the children to crawl through the tunnel one at a time. **PDM3.1b**

Bear Cave

Provide a large cardboard box with an archway cutout to resemble a cave. Make sure there are no staples on the box. You can have the children use markers or washable paint to color the cave. Encourage them to crawl in, out and around the cave. You can also do this activity as an igloo. **PDM3.1b**

Climb a Mountain

Set up foam/vinyl shapes or pillows for the children to climb up, over and around. Be sure you use the positional words such as up, down, over, under and around. **PDM3.1b**



TEACHER TIP

To encourage movement in infants, provide lots of time to move freely on the floor. Sit on the floor with infants and have lots of close contact so that they feel more comfortable and reassured.



24-36 months

Big Art

Have the children lie on their tummy on a large piece of butcher paper, with a crayon in each hand. Play music and have them move their arms back and forth to color the paper as the music plays. When the music stops have them switch crayon color. Repeat several times and then have the children stand up and look at their artwork. **PDM3.2b**

Jump Time

Turn on music with a fast beat and encourage the children to jump up and down to the music. Some children will need assistance from the teacher to jump, while others will be able to experiment with jumping on one foot. **PDM3.2b**

Soccer Time

On the playground, encourage the children to kick the ball back and forth to each other or to a teacher. You can also encourage them to kick the ball toward a net or fence. **PDM3.2b**

★ BRIGHT IDEA

For the children who have difficulty kicking a ball, have them roll the ball or toss the ball to a friend or to an adult.

PDM4 #10

0-36 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**



0-12 months

PDM4.0a

Responds to what he/she sees, hears, touches, tastes and smells.

Young infants respond to faces and are able to track a moving object. They can discriminate between voices and respond well to a sing-song voice. They may prefer the taste of sweeter foods such as applesauce. They explore touch through different textures and toys.



12-24 months

PDM4.1a

Engages in some sensory experiences.

One-year-olds are eager to explore with their senses. They love to touch and squeeze toys, sing along to favorite songs and discover new smells and tastes.



24-36 months

PDM4.2a

Participates in a variety of sensory experiences and differentiates between the senses.

Two-year-olds are able to participate in a variety of activities to explore their senses. They learn best by actively exploring an object. Encourage toddlers to explore a banana by looking at it first, then smelling it, tasting it and experiencing the texture by mashing it up.

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PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.



0-12 months

Where's the Bee?

Sit while holding the infant in your arms. Hold your finger in the air and make a buzzing sound. Move your finger around as you buzz. The infant's eyes will follow the "bee." Land the "bee" on the infant with a slight tickle. Repeat many times. A bee finger puppet could enhance the activity.

PDM4.0a

Tummy Time Fingerpaint

Put several dollops of fingerpaint on a piece of paper and seal it in a zip-top plastic bag. Secure with masking tape on a hard surface. Lay the infant close enough so that he/she can reach the paper and spread the paint.

PDM4.0a

Fabric Feel

Rub the infant's arms and legs with different textures like silk, velvet, satin, wool, flannel and terrycloth. Describe each one as you gently touch the infant.

PDM4.0a



12-24 months

Bubble, Bubble, Pop

Put bubble solution and a little bit of water in the sensory bin/table. Stir the water around to make bubbles. Encourage the children to pop the bubbles with their hands.

PDM4.1a

Playing with Play Dough

Make or use nontoxic play dough. Encourage the children to manipulate the play dough with their hands and with tools such as plastic utensils, cookie cutters and rollers.

PDM4.1a

Crunchy Paper

Crunch tissue paper, newspaper or any other paper that makes good crunching sounds. Encourage the children to listen to the crunching sounds and then make some sounds of their own with the various paper types.

PDM4.1a



24-36 months

Sand and Water Play

Place sand and/or water in a sensory table. Provide a variety of tools for the children to use in the sand/water such as scoops, cups, spoons, sand molds and/or plastic animals.

PDM4.2a

What's the Smell?

Make or use nontoxic play dough and add scented oils. Encourage the children to manipulate play dough with their hands and with tools such as plastic utensils, cookie cutters and rollers.

PDM4.2a

Feely Boxes

Use mystery "feely boxes" for the children to guess what is inside. You can use tissue boxes and put different fabric pieces or small toys in the box for them to feel.

PDM4.2a

Giant Sensory Box

You will need a box large enough for one or two children to sit inside. Turn the box so the opening is facing out and can be easily supervised. Line the inside of the box with different textured fabrics such as burlap, carpet, velvet and silk. Encourage the children to sit inside the box and explore the different textures. You can use this as a dramatic play prop.

PDM4.2a



TEACHER TIP

Infants and toddlers love to explore the environment with their mouths! Make sure you keep small and unsafe objects out of reach to prevent choking and poisoning.

PDM4 #11

0-36 months

domain PDM: physical development and motor skills

Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**



0-12 months

PDM4.0b

Manipulates objects to see what will happen.

Infants gain knowledge about actions when they manipulate objects or toys. A milestone occurs when infants realize that just because they cannot see an object does not mean it does not exist.



12-24 months

PDM4.1b

Tries a new action with a familiar object.

One-year-olds begin to experiment with objects and try out different ways to manipulate them.



24-36 months

PDM4.2b

Tests objects to determine their purpose.

Two-year-olds use their senses to go beyond exploring objects to using them as tools. For example, they might use a shoe box as a garage for toy cars. They also explore the world in more complex and creative ways.

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PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.



0-12 months

Hide and Seek

Hide objects under a blanket or scarf. Encourage the infant to move the blanket or scarf to find the hidden object. **PDM4.0b**

Peek-a-Boo

Play Peek-a-Boo with the infant using either your hands or a blanket. Encourage the infant to imitate your actions. **PDM4.0b**

Keys Please

Infants love keys! Hold real or plastic keys in your hand and say, "One-two-three. Let's drop the keys!" Drop the keys on the floor and make sure the infant is watching you. Put the keys in the infant's hand and open the infant's fingers so the keys will drop. After a few times, the infant will know what to do and will delight in this game. **PDM4.0b**



12-24 months

Pom-Pom Ice Cream

Have small bowls or cone-shaped cups and a variety of large pom-poms in a bowl. Have the children use an ice cream scoop to serve the pom-pom ice cream during center time. **PDM4.1b**

Kitchen Band

Use kitchen items such as bowls, pots, pans and spoons as musical instruments. Encourage the children to make music on the "new instruments." **PDM4.1b**

Sock It to Me

Roll a pair of adult tube socks into a ball. Toss the "sock ball" to a child. Encourage him/her to toss it back to you. Encourage the children to come up with other uses for the tube socks. **PDM4.1b**



24-36 months

Sink or Float?

Place water and a variety of items in the sensory table/bin. Have some heavy items that will sink and some lightweight items that will float. Talk about what each item does when placed in the water. **PDM4.2b**

★ BRIGHT IDEA

If the children find the ice cream scoop difficult to use, provide them with a ladle or a measuring cup with a handle to use to scoop up the pom-poms.

Painting with Cars

Place paint on paper plates. Give the children cars to roll through the paint. Make tracks on paper with the car after it is rolled through the paint. **PDM4.2b**

Pipe Cleaner Fishing

Take pipe cleaners and twist them into shapes that resemble fish. Take additional pipe cleaners and make a hook on the end of each one. Place the fish in a plastic container and have the children use their hooks to catch fish. Have the children experiment with making hooks differently to attempt to catch fish. **PDM4.2b**

Mirror, Mirror

Place a variety of unbreakable reflective surfaces such as a foil pie plate, a CD, a large metal spoon, a metal cup or bowl and a plastic mirror in front of a small group of children. Demonstrate how you can see your reflection in each item. Encourage the children to explore the items and look for their own reflections. **PDM4.2b**



PDM5 #12

0-36 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**



0-12 months

PDM5.0a

Develops control of head and back, progressing to arms and legs.

One of the major tasks in gross motor development is locomotion, the ability to move from one place to another. The first gross motor skill infants usually learn is to lift their head and shoulders. This is followed by sitting, creeping and crawling. As they are able to support more weight, they move from standing to cruising (walking while holding on to furniture or other objects) to walking.



12-24 months

PDM5.1a

Gains control and coordination of body movements.

One-year-olds are usually very active and develop a variety of gross motor skills. They can run fairly well and negotiate stairs by holding on to a banister with one hand and putting both feet on each step before going on to the next one. Most can climb and begin to kick and throw a ball.



24-36 months

PDM5.2a

Develops gross motor control for a range of physical activities.

Two-year-olds stop “toddlers,” or using the awkward, wide-legged robot-like stance that is the hallmark of new walkers. As they develop a smoother gait, they also develop the ability to run, jump and hop. Children of this age can participate in throwing and catching games with larger balls.

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PDM5 – The child will demonstrate gross motor skills.



0-12 months

Tummy Time

Lay a young infant on his/her stomach on the floor. Place an object or another infant in front, and encourage the infant to lift his/her head to look at the object or each other. **PDM5.0a**

Play Ball!

Support an older infant in a standing position. From behind, wrap your arms around him/her just under the arms. Place a ball at the infant's feet and show how to kick the ball. **PDM5.0a**

Roly Poly

Use a large ball. Place the infant on the ball with their tummy on the ball and your hands holding him/her securely. Slowly roll the ball back and forth while you sing to the tune of "Row, Row, Row Your Boat":

*Roll, roll, roll the ball,
Back and forth we go.
Merrily, merrily, merrily, merrily,
Back and forth we go.* **PDM5.0a**



12-24 months

Popcorn

Sing a song or play music and encourage the children to stoop/crouch down, then stand up with the music. **PDM5.1a**

Pumpkin Crawl

Gather a few large pumpkins. Set them up around the room and encourage the children to crawl around the pumpkins. Model how to weave in and out of the pumpkin maze. Play Hide and Seek around the pumpkins. If you do not have pumpkins, you may use a variety of items for this activity. **PDM5.1a**

Let's Pull

Sit on the floor, facing the child. Take one end of a long scarf and give the other end to the child. Start by pulling gently on the scarf and show the child how to pull back. When he/she begins to pull hard, pretend to fall over. **PDM5.1a**



24-36 months

Crab Walk

Have the children sit on the floor, putting their hands behind them on the floor, then lifting their bottom up. Using hands and feet, move body forward or sideways like a crab. **PDM5.2a**

Looby Loo

Play the song "Here We Go, Looby Loo" and have the children follow the given movements in the song. **PDM5.2a**

Bunny Hop

Have the children pretend to be bunnies, hopping around the room. This can be done as frogs as well. **PDM5.2a**

Bubble Wrap Stomp

Secure a large section of bubble wrap to the floor or rug. Have the children take off their shoes, and play upbeat music such as, "Shake My Sillies Out" by Raffi. Encourage the children to follow the movements of the song while dancing on the bubble wrap. Have the children describe how the bubble wrap feels and talk about the noise it makes when the bubbles pop. **PDM5.2a**

★ **BRIGHT IDEA**

For the children who prefer not to dance, provide a small piece of bubble wrap that they can hold and pop as they listen to the music.



PDM5 #13

0-36 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**



0-12 months

PDM5.0b

Develops emerging coordination and balance, often with support.

Infants are beginning to learn balance and support as they learn to roll over, sit up and eventually balance enough to stand.



12-24 months

PDM5.1b

Develops emerging coordination and balance.

As one-year-olds learn to walk, they are gaining more coordination. They can now use their arms and legs to help keep themselves balanced.



24-36 months

PDM5.2b

Develops coordination and balance.

Balance and coordination skills are developed over time as two-year-olds move and play. These skills are necessary for more complex physical activities such as jumping, kicking and throwing.

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PDM5 – The child will demonstrate gross motor skills.**0-12 months****Supported Sit**

Sit on the floor with the infant. Support the infant in the seated position using your body and legs. Place objects/toys in front of you and the infant, encouraging the infant to reach for and play with the toys. **PDM5.0b**

Roll the Ball

Sit an infant up on the floor across from you. Gently roll a large ball to his/her right side and have him/her roll it back to you. Next, roll the ball to his/her left side and so on, alternating sides each time. **PDM5.0b**

Let's Climb

Pile pillows on the floor. Put the infant in front of the pillows and place a favorite toy at the top of the pillows. Support the infant as he/she climbs up the pillows to get the toy. **PDM5.0b**

**12-24 months****Follow the Leader**

Walk around the room with the children behind you. Encourage the children to imitate your actions as you walk. For example, wave your arms over your head or do marching steps. Older children may want to take turns being the leader as well. **PDM5.1b**

Egg Hunt

Place plastic eggs around the room. Have the children crawl and/or walk around the room to find the eggs. Place the eggs in easy-to-see locations. You could try this activity with many different types of objects. **PDM5.1b**

Animal Tracks

Attach bear prints or any other animal footprints to the floor, leading outside. Point to the tracks and encourage the children to follow them. **PDM5.1b**

**24-36 months****Don't Ring the Bell**

Attach a bell at the top of a hula-hoop. Hold the hula-hoop and have the children crawl through it without ringing the bell. To make it more challenging, attach two bells spaced a couple of inches apart. **PDM5.2b**

Stomp the Bubbles

Blow bubbles and encourage the children to pop them with their feet when the bubbles reach the floor. **PDM5.2b**

Simon Says

Play Simon Says with the children. For younger children, do not try to trick them by not saying "Simon Says" before the action. **PDM5.2b**

★ BRIGHT IDEA

When playing Simon Says, some children may need you to model the movement and give them extra time to watch and imitate your movements or those of their peers. Be sure to pause and give them time to complete the movement.

Pool Noodle Putt Putt

You will need pool noodles cut in half and medium-size foam balls for this activity. Have the children use the pool noodle as a club to hit the ball, similar to hitting a golf ball. Encourage the children to follow the path of the ball and hit it again. **PDM5.2b**

Balance Beam

Place a balance beam or a series of long blocks on the floor, no more than 2 inches off the ground. Encourage the children to walk along the beam, supporting them as needed. **PDM5.2b**

PDM6 #14

0-36 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**



0-12 months

PDM6.0a

Develops grasp reflex.

Infants will gain more control over their arms and progress from reaching with both hands to reaching with one hand. As voluntary movement emerges, become capable of grasping and holding objects. Around four months, they can squeeze and hold objects in a closed fist. By six months, they begin to pick up small items such as raisins. By 12 months, they will pinch and hold objects between their thumb and index fingers, transfer objects from one hand to the other and release objects from their grasp at will.



12-24 months

PDM6.1a

Gains control of hands and fingers.

One-year-olds are developing fine motor control. They work hard to position their hands to grab a toy, eventually using one hand and then just fingers to grab smaller objects. The child will often alternate hands for activities. They will begin to move fingers independently of other fingers – for example, to poke bubbles or point – and will use whole-arm movements to color, holding a crayon in a closed fist with thumb pointing up. A child's sitting balance improves to where he/she no longer need arms for support.



24-36 months

PDM6.2a

Coordinates the use of hands and fingers.

Two-year-olds are becoming more coordinated. They are not only using their hands to grab objects, but are able to recognize that their fingers are an extension of their palms which can curl around objects to help secure an item. Switching hands to draw continues at this age. As muscles strengthen during this year, two-year-olds will be able to make more intentional marks on paper using a variety of writing tools.

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PDM6 – The child will demonstrate fine motor skills.**0-12 months****Shake, Rattle and Roll**

Have the infant hold a rattle and attempt to shake it. Younger infants may need assistance.

PDM6.0a

Tops in a Box

Give the infant baby food tops. Encourage him/her to pick up the tops and place them in a box or to simply pick them up and explore them.

PDM6.0a

Squeaky Toy

With the infant in your lap, squeeze a squeaky toy. Place the toy in the infant's hand. He/she will grasp it as a natural reflex and be surprised when it squeaks. Keep giving the infant the toy and he/she will realize he/she is making it squeak.

PDM6.0a

**12-24 months****Tear It Up**

Give the children newspaper or tissue paper. Encourage them to tear the paper into pieces.

PDM6.1a

Making Marks

Provide the children with paper and a variety of large crayons or three to four small crayons taped together. Encourage the children to pick up crayons and make marks on the paper.

PDM6.1a

Unwrapping Game

Wrap a toy in colorful paper. Give the wrapped item to the child and have him/her remove the paper.

Use different types of paper each time you play this game.

PDM6.1a

**24-36 months****Noodle Game**

Place some pipe cleaners and a colander with large holes on the table. Demonstrate how the children can place the pipe cleaners in the holes, and have them complete the task.

PDM6.2a

Lacing Beads

Sit with the children on the floor or at a table. Provide them with large lacing beads and strings. Encourage the children to lace the strings through the beads.

PDM6.2a

★ BRIGHT IDEA

For the children who have difficulty lacing beads, provide them with yarn and paper towel tubes, cut into 2- to 3-inch sections to lace instead.

Egg Carton Sort

Give each child an empty egg carton and several small wooden blocks. Have the children pick up the blocks and place one block in each cup of the egg carton.

PDM6.2a

Folding Paper

Give the children each a piece of paper. Have them fold the paper in half as many times as possible, then unfold it and try again!

PDM6.2a

Egg Puzzles

Provide a basket with a variety of plastic eggs. Demonstrate for the children how to put the eggs together and pull them apart. Encourage the children to continue to practice putting the eggs together and taking them apart.

PDM6.2a

Finger Drawing

Fill a zip-top bag with colored hair gel. Tape the top shut for safety. Place the bag on a flat surface. Show children how to draw designs with one finger in the gel.

PDM6.2



PDM6 #15

0-36 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**



0-12 months

PDM6.0b

Coordinates motions using hands and eyes.

Infants' visual skills continue developing during this stage. Initially they will learn to coordinate their heads and eyes to move up and down together. Soon afterward, they will watch their own hands and eventually be able to find an object visually, then purposefully reach for it.



12-24 months

PDM6.1b

Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination.

One-year-olds are developing eye-hand coordination skills. This means that they are developing the ability of the eyes to guide the hands in movements. They need lots of practice with this skill and a variety of items to pick up, push, press and pull.



24-36 months

PDM6.2b

Performs simple fine motor skills.

During this stage of development, a child's balance and trunk stability lead to greater control of hand muscles. Two-year-olds will be able to draw horizontal and vertical lines, and eventually circles. They typically use both hands to open and close scissors. By the time they are three, they should be able to snip paper with the scissors and cut a piece of paper into two pieces.

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PDM6 – The child will demonstrate fine motor skills.**0-12 months****Use Two Hands**

Have the infant use two hands to pick up or grab a ball, then roll the ball across the floor. **PDM6.0b**

Stacking Rings

Provide a set of stacking rings or cups. Have the infant attempt to place the rings or cups on top of each other. **PDM6.0b**

Now It's Three

Sit on the floor with the infant facing you. Give the infant a small toy to hold in his/her hand. Once he/she has a good grasp of the toy, give him/her a second toy to hold in his/her other hand. Once he/she is able to hold a toy in each hand, offer him/her a third toy. The infant will try to grasp the third toy with full hands but will soon figure out how to put down one toy to pick up the other. **PDM6.0b**

Point and Turn

While reading a story to the infant, encourage the infant to point to different pictures and to turn the page in the book. **PDM6.0b**

**12-24 months****Leaf Hunt**

Take the children outside to gather leaves. Have the children bend down and pick up leaves to place in a bag. Make a big pile with all the leaves and encourage the children to walk and/or crawl through the pile of leaves. **PDM6.1b**

Finger Painting

Place paper on the table with fingerpaints. Have the children use their fingers to spread the paint around on the paper. **PDM6.1b**

Milk Caps

Collect large screw-on milk caps. Have the children place the milk caps in a small container or in a larger one with a slit in the top. **PDM6.1b**

Beanbag Toss

Tape a large piece of construction paper to the floor. Have the children toss beanbags toward the paper, trying to land them on the paper. **PDM6.1b**

**24-36 months****Jars, Jars, Jars**

Provide a variety of plastic jars and screw-on lids. Have the children match up and screw on the correct lid for each jar. **PDM6.2b**

Worms

Provide home-made or nontoxic play dough. Encourage the children to break small pieces off and roll them between their fingers to make "worms." **PDM6.2b**

Pool Noodle Lacing

Take pool noodles and slice them into round pieces. Provide the children with lengths of rope and have them lace the pool noodles onto the rope. **PDM6.2b**

Q-tip® Painting

Place small cups of paint on the table along with Q-tips. Have the children use the Q-tips instead of paintbrushes. **PDM6.2b**

**★ BRIGHT IDEA**

Cut a small square of sponge and tape it to the corner of pages in a board book to make turning pages easier for the infants.

SED1 #16

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED1 – The child will develop self-awareness.**



0-12 months

SED1.0a

Responds to image of self.

Infants begin to respond nonverbally and with vocalizations to acknowledge that they see an image of themselves. This forms the foundation for self-awareness.



12-24 months

SED1.1a

Identifies image of self.

A one-year-old has the awareness that the image he/she sees is herself and not another child.



24-36 months

SED1.2a

Uses gestures and actions to reference self when interacting with others.

Two-year-olds learn that they are separate from others. They learn ways to communicate their new independence nonverbally.

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SED1 – The child will develop self-awareness.**0-12 months****Who Is That?**

Lie on the floor with the infant. Hold a hand mirror just above you. Point to the infant and ask, “Who is that?” and then use the infant’s name and say, “I see you, Tyrese.” **SED1.0a**

Fingers and Toes

During routine care and play, recite the rhyme, “Here are your fingers, here are your toes. Here is your chin and here is your nose.” As you say the rhyme point to each of the body parts. As infants develop you can add other body parts such as ears, eyes, cheeks and tummy. **SED1.0a**

Peek-a-Boo Mirror

Place an unbreakable mirror on the ground or low enough on a wall that the infant can see it. Using a small cloth, hide the infant’s face and play Peek-a-Boo in the mirror. **SED1.0a**

**12-24 months****Photo Exploration**

Display photos of the children engaged in play throughout the day. Post the photos of the children at eye level and encourage them to explore and find their pictures. **SED1.1a**

Take a Selfie!

Use a digital camera and show the children how to hold it to take a selfie photo. Then have the children view the photo on the viewfinder of the camera. **SED1.1a**

Picture This

Give each child a half-piece of construction paper and some crayons. Have him/her color the paper. Next, place a photo of the child in the middle of the paper, similar to a photo in a frame. You can use these framed photos as labels for the children’s cubbies. You could also attach them to a book ring and let the children flip through the photos to find their own picture. **SED1.1a**

**24-36 months****Only One Me**

Recite this fingerplay with the children:

*In this whole wide world
(Make circle with arms.)
I can clearly see
(Put fingers around eyes, looking through.)
There is only one you!
(Point to another person.)
And there is only one ME!
(Point to self.)* **SED1.2a**

Who Ate the Cookie?

Place photographs of each child on a cookie-cutter-shaped paper cutout. Put the cutouts in a container such as a cookie tin or animal cracker box. Choose one of the “cookies” and chant, “Who ate the cookie in the cookie jar?” Show the picture to the children and ask the child pictured to stand up. Using the child’s name, say, “____ ate the cookie in the cookie jar.” Hand the child his/her cookie and continue until you have pulled out all of the children’s cookies. **SED1.2a**

Good Morning Song

Sing the following song during large group and have the child come to the middle of the circle when his/her name is called. Sing “Good Morning Song” to the tune of “Good Night, Ladies”:

*Good morning, Sarah,
Good morning, Justin,
Good morning, Meghan,
We’re glad you’re here today.*

Continue singing, substituting the children’s names until all the children have had a turn to come to the middle. **SED1.2a**

Time for Coats

As you prepare to go outside, go to one cubby at a time and take a jacket. Ask, “Whose jacket is this?” Pause to give the children time to identify their jackets and respond. **SED1.2a**

SED1 #17

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED1 – The child will develop self-awareness.**



0-12 months

SED1.0b

Responds to his/her name.

Through interactions with teachers and hearing name repeated, an infant begins to recognize when his/her name is called.



12-24 months

SED1.1b

Says his/her name.

Toddlers can differentiate their names from other words and names. With increasing verbal skills, a toddler is able to communicate this verbally as he/she builds a foundation for self-identity.



24-36 months

SED1.2b

Uses pronouns such as I, me and mine.

Two-year-olds like to communicate about individual wants, needs and desires to strengthen sense of self.

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SED1 – The child will develop self-awareness.



0-12 months

Name Game

Starting from one part of the room and using your name, say, “Ms. ____ (your name) is looking for ____ (infant’s name).” Watch for the infant to respond to his/her name being called. Repeat as you move closer to where the infant is playing. **SED1.0b**

Teacher Tummy Time

Lie next to the infant during tummy time. While the infant is exploring the area, use parallel talk to describe what the infant is doing. For example, say, “Rachel, I see you stretching your legs. Now you’re looking at your hands!” **SED1.0b**

Infant “I Spy”

As you are feeding or changing infants, play “I Spy” using the infant’s name and individual characteristics. Say, “I spy a little boy in a green shirt. Tug has brown hair and brown eyes. I see you, Tug.” **SED1.0b**



12-24 months

Ring a Bell

Provide each child with a bell or tambourine. Have the children listen as you call out their names. When a child hears his/her name, the child shakes the bell or tambourine to make it sound. **SED1.1b**

When I Point to You

Sing the following to the tune of “London Bridge”:

*When I point to you, say your name,
say your name, say your name.*

*When I point to you, say your name,
because we’re glad you’re here!*

Point to a child and have that child say his/her name out loud. Continue singing until all the children have had their names called. **SED1.1b**

Shout Out Loud

During outdoor time, have the children say their names using different voice volumes. Start by whispering. Then use “inside voices.” Finally, have them shout their names out loud. **SED1.1b**



24-36 months

In My Family

Use the story starter “In my family…” and have the children complete the sentence. Write down what each child dictates. You may have to prompt the child with questions such as, “Does your family have a pet?” or “Do you have a brother or sister?” **SED1.2b**

Here Is My…

Recite and model this fingerplay with the children. Use voice inflection to emphasize the word “my” throughout the fingerplay.

*Here is my book. I can open it wide
(Hold palms together, open wide.)*

To show the pictures that are inside.

*Here is my ball so big and round
(Form fingers into a ball.)*

That I toss in the air or roll on the ground.

*Here’s my umbrella that keeps me dry
(Hold hand above head.)*

When the raindrops drop from the cloudy sky.

*And here is my kitty – just hear her purr
(Pretend the left hand is kitty and stroke it with right hand.)*

When I gently stroke her soft, warm fur.

SED1.2b

Me I Am!

Read the book *Me I Am!* by Jack Prelutsky. Afterward, ask each child to think of one thing that is special about him/her. Prompt thinking by asking questions such as, “What color is your hair?” or “Do you have freckles?” **SED1.2b**



TEACHER TIP

When speaking with children, use their names often. This helps them to learn their name and builds self-confidence.

SED1 #18

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED1 – The child will develop self-awareness.**



0-12 months

SED1.0c

Aware of his/her own abilities/preferences.

With adult guidance, infants are exposed to new and different experiences. Through these experiences, infants start to develop awareness of their own abilities and preferences.



12-24 months

SED1.1c

Shows knowledge of his/her own abilities/preferences.

With the support of adults, one-year-olds need to explore their environment and see options in order to identify their abilities and form preferences.



24-36 months

SED1.2c

Shows sense of satisfaction in his/her own abilities/preferences.

Two-year-olds need ample opportunity to initiate and direct their own activities to feel competent and to strengthen their sense of self. Teachers can provide a safe and comfortable learning environment filled with praise, support and reinforcement.

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SED1 – The child will develop self-awareness.**0-12 months****You Did It**

Sit or lie on the floor with the infant and imitate his/her movements. For example, if the infant is learning to roll over, you roll over. If the infant is up on all fours rocking back and forth, then you do the same. As you imitate his/her movements, describe what you are doing. **SED1.0c**

My Favorite Things

Place a variety of objects, such as blocks, soft books, rattles and stuffed animals, within reach of the infant. Provide time and support as the infant chooses the toy he/she wants to pick up and play with. Say, "You chose the rattle, Jacob." **SED1.0c**

Pom-Pom Play

Place a variety of pom-poms of different sizes and colors on the highchair tray or at the table for the infant to explore and play with. You can include a strip of the hook side of VELCRO® for him/her to stick the pom-poms onto. **SED1.0c**

**12-24 months****Stack It**

Provide a variety of choices of stacking and nesting toys such as cups, foam blocks or rings. Have the children choose from the selection to practice stacking and nesting. **SED1.1c**

Read All About It

In a small crate or basket, keep a variety of books for the children to choose from. Include board books, simple text picture books, wordless books and books with rhyming text. Have several times throughout the day where the children can choose books from the basket to look at independently or have an adult read to them. **SED1.1c**

Rock Mold

Collect a variety of rocks and put them in a basket or bowl. Provide the children with play dough in a choice of colors. Let the children pick out rocks to push into the play dough to make 3-D art sculptures. **SED1.1c**

**24-36 months****Little Cloud**

Read the book *Little Cloud* by Eric Carle. After reading the book, ask the children what kind of clouds they would be and give them cotton balls to form the shapes of their clouds. You can have the children glue these onto squares of paper to place in the window. **SED1.2c**

Art Review

Have the children draw or paint pictures of their choice, show the pictures to the class and tell about them. Prompt with questions such as, "Tell us what you used to make your picture," or "Tell us about the colors you used." **SED1.2c**

Mystery Puzzle

Take the pieces to a floor puzzle out of the box and put them in a basket. Have the children work together, with your support, to assemble the puzzle. **SED1.2c**

★ BRIGHT IDEA

For the children who have difficulty with puzzles, use very simple floor puzzles with just three to four pieces.

TEACHER TIP

Acknowledge children's accomplishments and preferences. Say, "I see you working hard to stack the blocks, Sara," or "I noticed you don't like the applesauce, Jamal!"

SED1 #19

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF**
Standard: **SED1 – The child will develop self-awareness.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

SED1.2d

Shows emerging independence by occasionally resisting adult control.

Two-year-olds often test adult limits and rules as a way to enhance their independence and sense of self. Adults should provide positive guidance while helping children feel competent and independent.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

SED1 – The child will develop self-awareness.**24-36 months****Can-Do Kid**

Provide several dressing boards with items such as zippers, laces, snaps, buttons with buttonholes and buttons with loops. Have the children use these to practice the skills needed for independent dressing. **SED1.2d**

My Kind of Bread

Provide refrigerated bread dough and give each child an equal portion. Have the children roll their dough and form it into any shape they want. Once finished, bake. When cool, have the children eat their unique creations. **SED1.2d**

Family Feeding Time

Serve meals and snacks family style. Have the children help set the table and serve themselves from small serving bowls. Have the children assist with cleanup after the meal is over. **SED1.2d**

Pitcher Pour

Partially fill a sensory tub with water. Provide a variety of pitchers or teapots. Have the children fill them with water and practice pouring it into cups. Be available to help if needed. Provide paper towels for the children to clean up spills. **SED1.2d**

 **TEACHER TIP**

Provide the children with small brooms and dustpans to clean up paper pieces and other small messes in the classroom during center time.

 **TEACHER TIP**

Arrange the classroom to promote independence. Store materials in open containers at child level, place cubbies where children can access them, and place step stools at high sinks.

Puzzle Time

Trace several different items found in the classroom onto construction paper, such as a magnifying glass, puzzle piece, plate and truck. Encourage the children to go around the classroom and find the matching pieces. **SED1.2d**

I Can Do It Myself!

Read a book about toddler independence, such as *I Can Do It Myself* by Stephen Krensky. Ask the children what tasks they can do without help from adults. Encourage the children to perform tasks independently throughout the day. **SED1.2d**

Help Me, Please

Select an activity or skill that one child is proficient in: lacing beads, stacking blocks, dressing a doll. Pretend you cannot carry out the activity and ask the child for help. "Can you help me, please? I'm having trouble lacing the beads." **SED1.2d**

A Rainbow of My Own

Read the book *A Rainbow of My Own* by Don Freeman. After reading, give the children their choices of colored paper and crayons and have them create their own unique rainbows. **SED1.2d**

Only One Me

Teach children the following poem:

*In this whole, wide world
(Make a big circle with your arms.)
I can clearly see
(Fingers around eyes, looking through.)
There is only one YOU
(Point to other person.)
And there is only one ME
(Point to self.)* **SED1.2d**

Choices, Choices

During outside time, provide a variety of choices for the children and have them choose one thing they want to do before free play. Choices could include things such as playing with a parachute as a group, building a structure with big blocks or painting an outdoor mural as a group. **SED1.2d**

SED2 #20

0-36 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**



0-12 months

SED2.0a

Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.

Learning how to communicate their needs is the basis for infants' healthy attachment and sense of self. Infants' sense of self is strengthened when their needs are consistently met by a responsive teacher.



12-24 months

SED2.1a

Uses sounds, facial expressions or gestures to express needs and preferences.

One-year-olds use sounds, facial expressions or gestures to communicate. This need builds on the foundation for healthy self-expression.



24-36 months

SED2.2a

Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.

Two-year-olds build expressive language skills by using gestures to support communication and by putting needs, wants and preferences into words.

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SED2 – The child will engage in self-expression.**0-12 months****Ribbon Dance**

Attach a variety of ribbons to a shower curtain ring or rattle for the infant to grasp. Play music and gently bounce the infant as you show him/her how to move the rattle or ring. As the music plays, continue to hold the infant close to you. **SED2.0a**

Are You...?

Sing a song to the tune of "Are You Sleeping?" that addresses different feelings. Ask the infant, "Are you sleepy?" or "Are you hungry?" **SED2.0a**

Tube Talk

Using a paper towel tube, put one end to the infant's ear and talk softly into the other end. Say things such as, "Hello, happy boy," or "Somebody is getting sleepy." **SED2.0a**

**12-24 months****Mirror, Mirror**

Seat the children at the table. Give them plastic mirrors and have them make different faces in the mirror. Prompt them to make faces with questions such as, "Can you make a happy face? Can you wrinkle your brow like this and look worried? Can you make your mouth into a frown?" **SED2.1a**

**24-36 months****Sound Express**

Encourage the children to use sounds and facial expressions to convey their needs and preferences. Prompt them by asking questions such as, "Can you show me what you are looking for?" or while comforting a child, ask, "Does this make it better?" **SED2.1a**

★ BRIGHT IDEA

Teach the children some simple, nonverbal cues to use in the classroom, such as thumbs up/ thumbs down to express a preference.

Snuggle Puppy

Provide each child with a soft, stuffed animal as you read the book *Snuggle Puppy* by Sandra Boynton. Encourage the children to snuggle with their animals as you read. At the end of the book, have the children blow kisses to their animals. **SED2.1a**

**Talk It Out**

During greeting time, as the children enter the room, ask, "What do you want to do today?" Have a chart with simple activity cards such as puzzles, blocks, dolls or paint. Have each child pick one with his/ her answer and put it on the chart. During large group, total the number from the chart: "Today we have four children who want to play blocks, three who want to play puzzles, one who wants to play with dolls and one who wants to paint." **SED2.2a**

Gossie

Read the book *Gossie* by Olivier Dunrea. When you are finished, talk about how Gossie felt when she lost her red boots. Ask the children, "What would you do if you lost a favorite toy?" or "What could you do to help a friend who has lost something?" **SED2.2a**

Telephone Talk

Provide a variety of play telephones to use in the classroom. Have the children use the phones to express how they feel. Encourage the children to call a friend and tell the friend about it. **SED2.2a**

Lulu's Lunch

Read the book *Lulu's Lunch* by Camilla Reid. As you read the book, have the children raise their hands to express their preferences for bananas, spaghetti, both or neither. **SED2.2a**

SED2 #21

0-36 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**



0-12 months

SED2.0b

Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.

Infants use sounds, facial expressions and body movements to communicate simple emotions. Adults pay close attention to nonverbal and verbal cues to tell what the baby is feeling.



12-24 months

SED2.1b

Displays a range of basic emotions such as happiness, sadness and fear.

One-year-olds experience a healthy range of emotions and express these emotions to others using nonverbal and verbal communication.



24-36 months

SED2.2b

Uses verbal and nonverbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

Two-year-olds begin to learn how to express more complex emotions in healthy and appropriate ways, with adult support and modeling.

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SED2 – The child will engage in self-expression.**0-12 months****Ooh and Ah**

Place the infant on his/her back on a blanket. Sit with the infant and very gently stretch his/her arms and legs. As you do this, take a deep breath, smile and say, “Ooh, that feels good,” or “Ah...let’s stretch your legs.” **SED2.0b**

You Are My Sunshine

While holding the infant, quietly sing the song “You Are My Sunshine.” Smile and emphasize the word “happy” as you sing. **SED2.0b**

A Calm Breeze

On a day with a gentle breeze, take the infant outside. As you hold him/her, walk around and let him/her feel the breeze. Move the infant gently in your arms and sway back and forth with the wind. Ask, “Do you feel the wind on your face? It feels good, doesn’t it?” **SED2.0b**

**12-24 months****Felt Faces**

On a felt board, display cutouts that represent a range of feelings such as happiness, sadness and fear. Refer to the board throughout the day to help the children learn to label their emotions. Ask questions such as, “Which one looks sad?” and mimic the facial expression. **SED2.1b**

Calm-Down Time

Read the book *Calm-Down Time* by Elizabeth Verdick. As you read the story, model deep breathing for the children and have the children practice taking deep breaths. **SED2.1b**

Little Miss Muffett

Recite the nursery rhyme “Little Miss Muffett” when you are outside with the children. Then have the children act out the rhyme as you say it. You can have them pretend to eat and then be frightened away when the spider sits down. **SED2.1b**

**24-36 months****Lots of Feelings**

Read the book *Lots of Feelings* by Shelley Rotner. As you read the book, have the children mirror the faces seen in the book and talk about the grumpy, thoughtful and shy feelings. **SED2.2b**

**TEACHER TIP**

If you do not have felt cutouts, you can use photographs or magazine pictures mounted on felt to use on the felt board.

Body Lingo

Share with the children how we sometimes show emotion with our bodies. Demonstrate that crossing your arms means angry, putting your head in your hands shows frustration, a frown means sad and raising your hands in the air means happy. After you model, have the children follow along with you. Then sing the song “If You’re Happy and You Know It” and use the terms “frustrated,” “sad” and “happy” in the song along with the corresponding body language. **SED2.2b**

**TEACHER TIP**

Modeling and describing are effective teaching techniques for children. When doing activities such as Body Lingo, not only model, but also describe what you are doing.

Story Stones

Collect several smooth stones and paint different facial features on the stones. Have the children use the stones to make up stories. Be sure to include facial expressions and features that demonstrate emotions such as happy, upset or surprised. **SED2.2b**

SED3 #22

0-36 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



0-12 months

SED3.0a

Depends on simple routines provided by adults.

Infants rely on predictable actions. A responsive teacher uses established schedules and routines to consistently meet an infant's needs.



12-24 months

SED3.1a

Follows simple routines in a group setting with adult support, such as eating, napping or playing.

Routines in a one-year-old classroom help establish expectations and reinforce appropriate behaviors. Teachers establish simple routines, teach the routines and help guide toddlers as they practice mastering them.



24-36 months

SED3.2a

Displays understanding of engaging in routines, rules and appropriate social behavior.

With teacher support, two-year-olds are gaining awareness of the importance of routines and rules. They are gaining insight into socially appropriate behavior.

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SED3 – The child will begin to demonstrate self-control.**0-12 months****Bedtime Beethoven**

Each day, quietly play a CD such as *Bedtime Beethoven* in the nap area for infants who are sleeping. Play the same CD over many days so the infants consistently hear the same music that indicates naptime. **SED3.0a**

Simple Schedule

Use a very simple picture schedule with icons for eating, sleeping, playing and changing for infants. Use the opportunity throughout the day to tell the infants what you are doing and what is coming next. For example, you may show them the pictures for changing and napping and say, “We change your diaper right before you take a nap.” **SED3.0a**

Bye-Bye Blues

During drop-off time in the morning, establish a routine transition to ease separation. This could include a song or a short rhyming statement such as, “Say hello, Rainbow,” or “How are you, Kangaroo?” **SED3.0a**

**12-24 months****Oh, Before We Eat**

Sing a song daily with the children when it is time to wash hands for lunch or snack. You can make up your own words or use this one to the tune of “If You’re Happy and You Know It”:

*Oh, before we eat, we wash our hands
(Scrub, scrub).*

*Oh, before we eat, we wash our hands
(Scrub, scrub).*

*Oh, it’s very smart we think,
to wash those germs right down the sink.*

*Oh, before we eat, we wash our hands
(Scrub, scrub). **SED3.1a***

Cleanup Caddy

Provide caddies or baskets that the children can carry around to gather small toys at cleanup time. Once they have the toys in their caddies, help the children find the right place to put the toys away. **SED3.1a**

Follow the Leader

Play a simple game of “Follow the Leader” with the children as part of a daily routine, such as cleanup. Encourage the children by saying, “Follow the leader and throw your napkin away.” **SED3.1a**

**24-36 months****Cue Cards**

Set up cue cards for classroom routines. For example, have cue cards for the children to follow when they have finished snack. These could include cards to show pushing up their plates and throwing them in the trash and pouring leftover juice in the sink. **SED3.2a**

No No Yes Yes

Read the book *No No Yes Yes* by Leslie Patricelli. Point out the things the baby did that had a “no” response and those things the baby did that had a “yes” response. You can give the children other scenarios once you have read the book such as, “Would you hit your friend? No, No!” **SED3.2a**

Wiggle It Out

Use a song or chant to get the wiggles out before starting a group activity. Try this one:

I wiggle my fingers, I scrunch my toes,

I shrug my shoulders and wrinkle my nose.

I shake my hips, I pat my knees,

*and now I’m as still as I can be. **SED3.2a***

**TEACHER TIP**

Routine is important to young children. Establishing a daily routine and rituals helps infants and toddlers develop a sense of security.

**TRANSITION TIP**

To minimize frustration during transitions, give the children a prompt five minutes beforehand, letting them know what is coming next. “Cleanup time is in five minutes, then we go outside.”

SED3 #23

0-36 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



0-12 months

SED3.0b

Self-soothes when held, rocked or talked to by teacher.

Coping skills are the foundation for learning self-control. Infants need to cope when they have to wait to get their needs met or when they do not get what they want. When teachers try different strategies to soothe an infant, it teaches the infants how to soothe themselves.



12-24 months

SED3.1b

Self-soothes with minimal adult support.

As one-year-olds grow, they develop healthy ways to self-soothe and cope in an effective way. They practice self-control and start to learn how to follow.



24-36 months

SED3.2b

Self-soothes independently.

As social and emotional demands increase, important tasks for two-year-olds to learn are greater self-control and ways to soothe themselves. They still need continued adult support and guidance.

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SED3 – The child will begin to demonstrate self-control.**0-12 months****Swing and Snuggle**

Place the infant close to you in your arms and swing him/her gently back and forth, then bring the infant close to you for snuggle time. While doing this, sing a song quietly such as “You Are My Sunshine” or “Hush, Little Baby.” **SED3.0b**

Bend and Stretch

Lay the infant on a blanket or other soft surface. Take the infant’s legs and bend them gently so the knees come close to the stomach. Stretch the legs out again. Quietly sing this song to the tune of “London Bridge”:

*Bend your knees and stretch your legs,
stretch your legs, stretch your legs.*

*Bend your knees and stretch your legs,
I see a happy boy (girl).* **SED3.0b**

Hear Me Now

Your movements and the sound of your voice can be soothing to an infant. Hold the infant in your arms and walk around the room. While walking, tell him/her what you are doing. Describe the surroundings to the infant. Be sure to pause and speak softly. Watch for indications that the infant is responding. **SED3.0b**

**12-24 months****A Hand to Hold**

When a child is upset or angry use the phrase, “Would you like a hand to hold?” Then offer your hand. Once the child begins to calm down, lead him/her to choose a book or a soft item to hold. **SED3.1b**

Boo-Boo Bunny

You will need a washcloth, reusable ice cube and some yarn. Fold the washcloth in half diagonally to form a triangle, then roll it from the open corner to the long side. Fold the rolled washcloth in half and tie a piece of yarn around it to form the ears of the bunny. The reusable ice cube should fit in the section beneath the ears. Use this to soothe the children when they get “boo-boos.” **SED3.1b**

Self-Talk Role Model

Use self-talk to help the children understand how you cope with strong feelings. They will watch you and learn through your words and actions. Demonstrate how to manage feelings. For example, say, “I spilled the milk all over the floor. Now I have to clean it up,” or say “I am so upset. I am going to close my eyes and count to five.” **SED3.1b**

**24-36 months****Counting Can**

Make a counting can from a Pringles® chips can. Cover and decorate it. When a child needs to self-soothe, have him/her open the can and count while blowing into it. You can have the child start out by counting to five. **SED3.2b**

Hug It Out

Have a large teddy bear or other stuffed animal. When a child becomes upset, have him/her go to the animal and hug it out. Give the child time to talk to the teddy and self-soothe. **SED3.2b**

Paper Crunch

Provide a basket with a variety of types of paper for the children to crunch up into balls when they feel frustrated or mad. Place the basket in a safe place in the classroom, away from other activities. **SED3.2b**

**TEACHER TIP**

Provide a cozy area in the classroom. This area will serve as a great place for the children to calm themselves independently with minimal disruption to the other children in the classroom.

SED3 #24

0-36 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



0-12 months

SED3.0c

Responds to negative and positive reactions.

With the help of teachers, infants become aware of social expectations and disapproval, and how this relates to their impulses.



12-24 months

SED3.1c

Demonstrates the beginnings of impulse control with adult guidance.

With teacher's guidance and support, one-year-olds start to gain knowledge of social expectations and rules to improve impulse control.



24-36 months

SED3.2c

Regulates some impulses with adult guidance.

With teacher's guidance and support, two-year-olds become more aware of their behavior and potential consequences.

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SED3 – The child will begin to demonstrate self-control.**0-12 months****Mimic Me**

Hold the infant face-to-face with you. Use deliberate movements such as opening your mouth, raising your eyebrows or smiling. Watch for the infant to mimic you. When the infant mimics your movement, respond with a smile.

SED3.0c**Cheerios Challenge**

Do this activity with older infants. You will need Cheerios and wax paper. Cut a strip of wax paper about 5 inches wide and place a Cheerio every few inches along the length of the paper. Fold and twist the wax paper between each Cheerio. Give the wax paper to the infant and have him/her find the Cheerios. Encourage the infant to squeal, clap or smile when he/she finds a Cheerio.

SED3.0c**Action Book**

Make a picture book by taking pictures of infants doing different activities in the classroom and label the pictures with simple text. Include pictures that will encourage the infants to show positive reactions such as someone pushing a truck or playing an instrument and smiling.

SED3.0c**12-24 months****Stop and Go!**

Introduce a simple game of “Stop and Go.” On the playground, call out various instructions such as walk, hop or run. Have the children move from one side of the playground to the other following your instructions.

SED3.1c**Freeze Dance**

Play music and have the children dance freely, then freeze when the music stops. Try using different kinds of music with different tempos and beats.

SED3.1c**Kleenex® Kick**

Provide each child with a Kleenex® or other facial tissue. Have the children sit on the rug with their legs straight out in front of them. Play music and have the children kick their tissues in the air with their feet until the music stops. When the music starts, they start to kick the tissues again.

SED3.1c**24-36 months****Remote Control**

Use a remote control or make a large, pretend remote out of a shoe box. While playing music, have the children dance when you “turn the remote on” and stop when you “turn it off.”

SED3.2c**Freeky Freeze**

Play music and have the children dance freestyle while the music is playing. When you stop the music, show the children a picture of a pose, such as standing on one leg. They should freeze in that pose. When the music begins again, the children will dance freestyle.

SED3.2c**Bubble-Oke**

During outdoor time, sing or play a silly song. Have the children blow bubbles while you are singing or while the song is playing. Once the song stops, the children should stop blowing bubbles. Songs you might want to use are “Aiken Drum” or “The Noble Duke of York.”

SED3.2c**★ BRIGHT IDEA**

Children can also do a Kleenex® toss instead of a Kleenex® kick. Have them toss their tissue until the music stops.

TEACHER TIP

Label the children’s emotions for them. “I see you are frustrated that it’s not your turn with the book.” This will teach the children to identify their own emotions and will help minimize tantrums.

SED3 #25

0-36 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**



0-12 months

SED3.0d

Develops an awareness of transitions and schedules/routines with adult prompts.

Adult prompts and routines help infants begin to understand their world and help them cope when there are changes.



12-24 months

SED3.1d

Accepts transitions and changes to schedules/routines with adult support.

Teachers must provide one-year-olds comfort and reassurance to help prevent undue stress during changes and transitions. Learning to adjust to change and transition helps children respond in a more positive and flexible way.



24-36 months

SED3.2d

Responds to transitions and changes to schedules/routines.

Teachers can provide support and guidance as two-year-olds learn to expect and anticipate changes and transitions. This will help children respond in a more positive and flexible way.

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SED3 – The child will begin to demonstrate self-control.**0-12 months****Singing About Our Day**

As you transition at the end of the day, make up short verses to a good-bye song such as this to the tune of “Are You Sleeping?”:

Our day is over,

our day is over.

Time to go home,

time to go home.

We'll play some more tomorrow,

we'll play some more tomorrow.

Wave bye-bye,

wave bye-bye. SED3.0d

If Animals Kissed Good Night

Establish a naptime ritual with older infants by reading a book routinely before going down for nap. An example of a book is *If Animals Kissed Good Night* by Ann Whitford Paul. **SED3.0d**

Baby Sleep Sounds

Use a CD with ambient nature sounds for infants in the sleeping area of the room. An example is *Baby Sleeps* by Baby Sleep Songs. It includes the sounds of crickets, a river and underwater bubbles. **SED3.0d**

**12-24 months****Star Wand**

Use a wand with a star on top to sing this transition song to the tune of “Twinkle, Twinkle, Little Star”:

Twinkle, twinkle, little star,

stop and clean up where you are.

Time to put the toys away.

We will play another day.

Twinkle, twinkle, little star,

stop and clean up where you are.

You can wave the star wand around as you help the children clean up. **SED3.1d**

Are You Ready?

Before going outside, sing this song as you help the children put on their jackets, gloves and hats. You can also use nonverbal cues to line up the children such as taking a child by the hand or pointing to a child to line up. Sing to the tune of “Pop! Goes the Weasel”:

Let's get ready to go outside,

go outside, go outside.

Let's get ready to go outside

so we can run and play. SED3.1d

Bye-Bye Time

Read the book *Bye-Bye Time* by Elizabeth Verdick. Establish a ritual, such as a deep breath and a big wave, that the children can use to tell their parents good-bye when they are dropped off in the morning. **SED3.1d**

**24-36 months****Countdown Timer**

Use a countdown timer to help the children be prepared for transitions. This can be done with a phone or an alarm clock. If you have a computer or tablet in the classroom, there are websites and apps where you can download a timer. **SED3.2d**

Time to Watch and Listen

When you want the children to come to the rug for story time or other large group activity, sing this transition song to the tune of “Sing a Song of Sixpence”:

It's time to watch and listen;

We're going to read a book.

We'll sit down on the rug

and use our eyes to look.

We'll look at the pictures and hear the words too.

Oh, what fun it is to share this book with you.

Change the words to fit whatever activity you are doing in large group. **SED3.2d**

Cleanup Train

Call all the children to get on the cleanup train. Have them line up, holding onto the child in front. Begin chugging around the room and stop at the first area that needs to be cleaned up. Have all the children pitch in to help. Then get back on the train and move to the next area. **SED3.2d**

↔ TRANSITION TIP

Use an egg timer or other chime to alert children to the end of an activity.

SED4 #26

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED4 – The child will develop relationships and social skills with adults.**



0-12 months

SED4.0a

Responds differently to familiar and unfamiliar adults.

Infants begin to notice differences in people. Separation anxiety and stranger anxiety are healthy signs that infants are forming strong attachments to others.



12-24 months

SED4.1a

Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.

One-year-olds are becoming more adventurous due to their need to explore, but still need a safe and secure base to return to when they experience something new. They are slow to warm up to unfamiliar adults.



24-36 months

SED4.2a

Stays connected with familiar adults using gestures, glances and verbal interaction.

Two-year-olds need reassurance from trusting adults that they are safe, secure and free to learn and explore.

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SED4 – The child will develop relationships and social skills with adults.**0-12 months****Hello Song**

Engage the infant in a soothing song in the morning:

Hello, hello, hello and how are you?

I'm fine, I'm fine and I hope that you are too.

SED4.0a

Different Voices

Play multicultural music for infants to hear various voice tones. Choose music such as *Hush, Baby, Hush!*: Lullabies from *Around the World* by Kathy Henderson and Pam Smy. **SED4.0a**

I See You

Assign a primary caregiver to each infant to help foster a stronger, trusting relationship. Primary caregiver sits with the young infant on the floor. Place the infant face down on a blanket for tummy time. Encourage the infant to raise his/her head at the sound of the familiar adult's voice. Say, "Trey, I see you. Can you look at me? You did it!" **SED4.0a**

Hello, Family!

When a familiar adult enters the room to pick up an infant, greet the adult with the infant, speaking from the infant's perspective. "Hello, Daddy! I'm glad to see you! I missed you today!" **SED4.0a**

**12-24 months****Who's That?**

Use picture cards to introduce adults in various job roles, such as firefighter, chef, police officer and mail carrier. **SED4.1a**

Hello There

Establish a greeting ritual with the children when unfamiliar adults enter the classroom. Teach the children to smile, wave and say, "Hello" or "Welcome." **SED4.1a**

Meet the Teacher

A few months before the children will transition to the next classroom, invite their new teacher to meet them. Ask the new teacher to read a book with the children such as *Are You My Mother?* by P.D. Eastman. Talk about how the little bird met lots of animals she didn't know while trying to find her mother. Sit with the children to make them feel comfortable. **SED4.1a**

**24-36 months****Mail Carrier**

Create a mailbox in the classroom and encourage the children to write and receive letters from teachers and parents. For example, the family can write a letter to their child and leave it in the mailbox for him/her. It may be about special plans that evening or something they will have to do while they are at work. The teacher will read the letters to the children. **SED4.2a**

The Kissing Hand

Read *The Kissing Hand* by Audrey Penn. At the beginning of the year, the children may be hesitant to leave their families. Encourage each family to draw a heart on their child's hand and kiss it before they leave each day. **SED4.2a**

I'm Okay

Teach the children an "okay" gesture. Throughout the day, check in with the children. When they see you use the okay gesture, they should do it back to let you know "everything is okay." **SED4.2a**

**TEACHER TIP**

Create a calm, loving environment by greeting the children at the door each morning, developing consistent routines and encouraging the children in their efforts.

SED4 #27

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED4 – The child will develop relationships and social skills with adults.**



0-12 months

SED4.0b

Develops trust and attachment toward significant adults.

Forming positive strong attachments to responsive teachers is the foundation for developing healthy relationships in the future.



12-24 months

SED4.1b

Shows feelings of security with familiar adults.

Forming trusting relationships with responsive teachers helps one-year-olds know that their needs will be met, and they feel loved and cared for.



24-36 months

SED4.2b

Looks to familiar adults for reassurance when trying new tasks.

Two-year-olds are developing confidence to explore, initiate and persist when trying new activities. They have the reassurance of knowing that there are trusted adults present to offer support and guidance.

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SED4 – The child will develop relationships and social skills with adults.**0-12 months****So Big**

Hold the infant on your lap and lift his/her arms in the air. Say, “Sooo big! Jamie is so big!” **SED4.0b**

Where Are the Bees?

Talking and interacting with the infant on a regular basis develops attachment between the infant and the teacher. Do this fingerplay with the infant lying on a blanket:

Here is the beehive (Make a fist.)

But where are the bees? (Look in your fist and shrug shoulders.)

Here they come out of the hive: one, two, three, four, five (Bring out one finger at a time; when you reach five, tickle infant’s tummy.) **SED4.0b**

Welcome

When the family arrives to drop off the infant, make a comment that helps build the relationship with the infant and the family. Welcome the infant and talk about something he/she did. “Good morning, Hunter. I loved rolling the ball with you yesterday. I have a basket of balls waiting for you to play with.” **SED4.0b**

**12-24 months****Hugs, Hugs and More Hugs!**

Upon arrival, initiate a hug with the child and allow him/her to respond. **SED4.1b**

I Love You!

Lead the children in singing the “I Love You” song to the tune of “This Old Man”:

I love you, you love me.

We’re a happy family.

With a great big hug and a kiss from me to you.

Won’t you say you love me too? **SED4.1b**

What I Like

Plan morning activities based on what the children really enjoy playing with. For example, welcome the child as he/she arrives and say, “I’ve been waiting for you! Here is a basket of books about puppies and your favorite stuffed dog. Why don’t you read to the dog with your mom for a few minutes?” **SED4.1b**

I Can Help You

Encourage the children to work on self-help skills while you remain available for reassurance. Give the children a variety of bottle caps. Ask them to look at the bottle caps to see if they can find any that match. Acknowledge their efforts and be available for assistance. **SED4.2b**

Floor Puzzles

Sit with the children on the floor and give them a floor puzzle. Talk about the different pieces as they pick them up. Say, “That piece has a lot of yellow on it. What do you think that is?” Encourage the children if they look puzzled or unsure. Say, “I see you are trying to fit that piece in the puzzle. Try turning it a little bit.” **SED4.2b**

Catch Me If You Can!!

While outdoors, run with the children, making it a game to see if they can catch you. Keep the game light and fun, laughing with the children. **SED4.2b**

**24-36 months****TEACHER TIP**

Consistently meeting children’s needs in a timely manner helps to develop trust between the caregiver and the child, thus building a stronger relationship.

In the Middle

Lead the children in the game “In the Middle.” Call out a child’s name and ask him/her to dance and wiggle in the middle of the circle as the other children clap to the beat. Encourage the child’s efforts if he/she seems unsure. **SED4.2b**

★ BRIGHT IDEA

For children who may be reluctant to go to the middle of the circle, encourage them to dance in place or with a peer/teacher.

SED4 #28

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED4 – The child will develop relationships and social skills with adults.**



0-12 months

SED4.0c

Imitates examples of affection with familiar adults.

When teachers model affectionate expressions, it helps infants form the basis for reciprocal relationships and communication.



12-24 months

SED4.1c

Shows beginning signs of affection with familiar adults.

With the support and guidance of teachers, one-year-olds start gaining awareness of caring feelings. The affectionate feelings of others reinforce healthy relationships.



24-36 months

SED4.2c

Shows nonverbal affection to familiar adults.

Two-year-olds still lack the words to express their complex feelings. They find healthy ways to express caring feelings nonverbally through gestures and signs.

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SED4 – The child will develop relationships and social skills with adults.**0-12 months****Baby Love**

As you approach the infant, hold out your arms and say, “Hello, can I have a hug?” When you pick up the infant, hug him/her gently and say, “I like that hug!” **SED4.0c**

Blow Kisses

Model for the infant how to blow kisses. Each time you are about to pick up the infant say, “I am coming to get Ryan, kiss, kiss,” while blowing kisses. **SED4.0c**

Guess How Much

Read *Guess How Much I Love You?* board book by Sam McBratney to the infants. Emphasize words. For example, stretch hands up high when talking about how “much;” say, “soooo much.” **SED4.0c**

**12-24 months****Hugs and Kisses**

Create a set of cards that shows pictures of different ways to express affection, such as hug, kiss, high five, smile, butterfly kiss or a nose rub. Turn the cards over and encourage a child to pick a card. He/she shows it to you then acts out the action on the card such as giving a hug. **SED4.1c**

I Love You Books

Create a basket of books that are about emotions and affection such as *I Love You Through and Through* by Bernadette Rossetti-Shustak. Invite the children to pick out a book and come sit on your lap to read throughout the day. **SED4.1c**

Naptime

As the children get ready for naptime, read *I Love You, Good Night* by Jon Buller. The children can learn some very silly and some very sweet ways to say, “I love you.” **SED4.1c**

**24-36 months****Butterfly Kiss**

Show the children how to kiss like a butterfly. Position the child’s eye next to someone’s cheek and have him/her blink so the child’s eyelashes tickle the cheek. **SED4.2c**

**TEACHER TIP**

Follow the cues of the children and respect their personal space boundaries. Some children are more physically affectionate than others.

Good Dog, Carl

Look at the wordless book *Good Dog, Carl* by Alexandra Day with the children. Talk to them about the expressions on the faces of both the dog and the baby. “How do you think the dog and baby are feeling? How can you tell?” **SED4.2c**

High Five!

Show the children how to “high five.” Explain that is what to do if you want to congratulate someone or let someone know he/she has done a good job. High five the children when they have accomplished a task. Encourage them to high five each other. **SED4.2c**

★ BRIGHT IDEA

Some children respond well to nonverbal cues. Show them how to do an air high five that you can use from across the room or the playground.

Pat My Back

Sit with the children at the beginning of naptime. Help them calm down by gently rubbing or patting their backs. Later, give them the opportunity to act this out with baby dolls. **SED4.2c**

SED4

#29

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED4 – The child will develop relationships and social skills with adults.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

SED4.2d

Occasionally seeks out adult for help.

Two-year-olds are becoming more independent and will continue to explore their environment. When needed, they will seek help from an adult when tasks are too difficult even though they really want to do it on their own. Adults can use this opportunity to teach new skills and to guide behavior.

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SED4 – The child will develop relationships and social skills with adults.**24-36 months****How We Get Help**

Create a short story to teach the children how to ask for help in the classroom. Keep the text simple and add pictures to match. Say, "When we play outside, we like to do lots of fun things. We can ride our tricycles. We can go down the slide on our bottoms. We can throw balls to our friends. Sometimes children get hurt on the playground. If you are hurt, you need to ask a teacher for help. If you can't get up, ask a friend to get help for you. The friend can tell a teacher, 'Chloe is hurt, please help.' The teacher always makes us feel better when we are hurt." **SED4.2d**

I Need Help

Role-play with another teacher showing how the children should ask for help when needed. Use a real situation in the classroom. Say, "The other day, I came in from the playground and I had a rock in my shoe and it hurt. I couldn't get my shoe off because it was tied in a knot. I walked up to Ms. Turner and gently patted her arm and asked, 'Can you please untie my shoe? I need help.' Ms. Turner helped me take off my shoe and my foot felt so much better." **SED4.2d**

**Little Tug**

Read a book about helping such as *Little Tug* by Stephen Savage. Little Tug is a small boat who doesn't think he can do very much. But when the big ships need help, who do they ask? Talk to the children about who they can go to for help.

SED4.2d**TEACHER TIP**

For the children that often need assistance, come up with a secret code or symbol that the child can use to get help from a teacher.

You Forgot Something!

Give a child an activity to do, but leave a portion of the activity out of his/her reach so the child has to ask for it. For example, give the child the lacing cards, but leave the laces on top of the cubbies. Place yourself near the child or the missing item so he/she has to ask you for help. **SED4.2d**

**TEACHER TIP**

When the children are trying new or challenging tasks, make yourself physically available by sitting nearby. Occasionally ask the child if he/she needs your help.

May I Help You?

Set up a clothing store in dramatic play. Encourage the children to pretend to be shoppers and clerks in the store. When shoppers enter the store, have the child or the children playing the clerk ask, "May I help you?" The shoppers will then tell the clerk what they are looking for. **SED4.2d**

You Wish You Could...

Have the children think about something they wish they could do and then discuss how an adult could help them. For example, Jazmine wants to learn to jump rope. Then brainstorm with the children about how an adult can help Jazmine learn to jump rope. **SED4.2d**



SED5 #30

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



0-12 months

SED5.0a

Demonstrates interest/
excitement when other children
enter the room.

Infants start to show an awareness of
other children by demonstrating interest
and excitement.



12-24 months

SED5.1a

Begins to relate to and
show enjoyment in interactions
with other children.

One-year-olds are becoming more
interested in other children and increasing
their awareness of themselves and others.



24-36 months

SED5.2a

At times, shows a preference
to playing with a familiar child.

Two-year-olds begin to show preferences
for familiar children based on their thoughts,
feelings and opinions.

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SED5 – The child will develop relationships and social skills with peers.**0-12 months****Hello and a Clap**

As infants arrive, greet each one with a "Hello" and a hand clap. Encourage the older infants to do the same when peers arrive. **SED5.0a**

Smiles, Smiles Everywhere

As friends enter the room, generate excitement by saying, "Look who just arrived! It's Jacob! Let's all wave to Jacob." **SED5.0a**

Look Who's Here

Place photos of the infants on magnetic board under one of two columns: "I'm Here" or "I'm Not Here." As the infants arrive, invite a classmate to help you move the child's photo to the "I'm Here" column. **SED5.0a**

**12-24 months****Row, Row, Row Your Boat**

Sit on the floor with one child's back against you and another child facing you. Help the children hold hands and rock back and forth as you sing "Row, Row, Row Your Boat." **SED5.1a**

Floor Puzzles

Set up a clear space on the floor for the children to engage with each other using floor puzzles. **SED5.1a**

Hallway Races

Take push toys, grocery carts or scooter boards out in the hallway on a rainy day and encourage the children to interact with one another. **SED5.1a**

**24-36 months****Partner Match**

Give the children picture cards that have been cut in half. For example, a picture card of a bus is cut so that a child sees the front of the bus on one half of the card and the back of the bus on the other half. Pass the cards out to the children and encourage them to find their match. **SED5.2a**

★ BRIGHT IDEA

Color code the vehicles for those children who have difficulty matching part to whole.

Body Chalk Drawing

Outdoors, encourage the children to trace the outline of a friend's body with chalk, and then have fun adding hair, eyes and clothes to each other's body outlines. **SED5.2a**

Ring Around the Rosie

Have the children choose a partner and play the game "Ring Around the Rosie" together. After a couple of turns, have the children switch partners and play again. **SED5.2a**

**TEACHER TIP**

Helping toddlers resolve conflict includes offering ideas and suggestions such as, "How about you both hold the basket and carry it together? Great job! There you go!"

**TRANSITION TIP**

Sing the song "The More We Get Together" as a transition song to and from outside. Have the children pair up and use their names in the song.

SED5

#31

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



0-12 months

SED5.0b

Engages in solitary play around other children.

Infants play and learn by using their senses and making new discoveries. Infants do not initiate play with other children, but rather explore with the help of supportive adults.



12-24 months

SED5.1b

Engages in mostly solitary play with some parallel play.

One-year-olds still prefer to play and explore separate from other children. Since they are more mobile and curious, however, they will occasionally engage in play alongside another child. Their play still lacks cooperation and collaboration.



24-36 months

SED5.2b

Plays alongside other children for short periods. Observes and imitates other children.

Two-year-olds are becoming more eager playmates. They learn by observing and imitating their peers.

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SED5 – The child will develop relationships and social skills with peers.



0-12 months

Pop Beads

Place several older infants on a blanket together. Give them pop beads to pull apart and put together. **SED5.0b**

Bang, Bang Go the Pots

Place the infants near each other. Give them Tupperware bowls or pots turned upside down with spoons for banging. **SED5.0b**

Highchair Art

Place several infants in highchairs next to each other. Give each a small amount of fingerpaint with nontoxic shaving cream on their tray. Encourage the infants to blend them together and rub them around. **SED5.0b**



12-24 months

Build a City

Set up the block area to encourage the children to build and play together. Use masking tape on the rug to make roads for cars or grids for buildings. Give the children LEGO®s, LEGO® DUPLO®s or blocks with vehicles and people and encourage them to build. **SED5.1b**

Wash the Babies

Provide small tubs of water, baby dolls and washcloths for the children to bathe their babies. **SED5.1b**

Moldable Moon Sand

Make homemade moon sand that is safe for young children. Mix 9 cups flour with 1¼ cups vegetable oil. Place the moon sand in a container and give the children sand toys for scooping and molding. **SED5.1b**



24-36 months

Match My Handprint

After reading *Ten Little Fingers and Ten Little Toes* by Mem Fox, create a matching game for the children to play. Using different color markers, trace a child's hand on paper plates. Give each child a plate, play some music and encourage the children to find a color match. Do this several times. Afterward, turn all of the plates face down. Now you have a big memory game that a few children can play together. **SED5.2b**

Weaving the Fence

Give the children long strips of paper to weave in and out of a chain-link fence. **SED5.2b**

Plastic Egg Sort

Cut three or four egg cartons in half so they have six compartments. Have the children paint the egg cartons to match a collection of plastic eggs. Once the cartons are fully dry, place them in the sensory table along with the plastic eggs. Give the children spoons and encourage them to lift an egg and place it in its matching carton. If plastic eggs are not available, use Unifix® cubes or other colored objects. **SED5.2b**

Dress-Up Parade

Provide the children with a variety of dress-up clothes and hats. Encourage them to work together to create costumes for each other and help each other get dressed. When everyone is dressed, march around the classroom to show off their costumes. **SED5.2b**



TEACHER TIP

For a variation on the Weaving the Fence activity, you can also have the children weave strips of paper in fruit baskets.

SED5 #32

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



0-12 months

SED5.0c

Shows awareness of possible conflicts by crying, turning away or showing distress.

Infants have an awareness of situations that are perceived as tense or stressful. They react to these situations by showing signs of distress themselves.



12-24 months

SED5.1c

Engages in conflicts with peers regarding possession of items.

One-year-olds still lack self-control and are self-focused. They are rarely patient and lack the ability to share or put other children's needs before their own.



24-36 months

SED5.2c

Occasionally resolves peer conflicts with adult support.

Two-year-olds are able to solve some problems with adult assistance – to model, explain and reinforce healthy conflict-resolution strategies.

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SED5 – The child will develop relationships and social skills with peers.



0-12 months

Sing to Me

Soothing an infant with a comforting song is a technique that is popular throughout the world. Try this one: “Rockin’ to a Lullaby” from The Learning Station’s CD *Rock n’ Roll Songs that Teach*. **SED5.0c**

Face Time

Place infants on their tummies facing one another and encourage them to interact. **SED5.0c**

Don’t Cry

Look at *BabyFirst™ My Feelings: A Look at Me Book* by BabyFirst™. This book has faces with different emotions and a mirror for the infants to look at themselves. **SED5.0c**



12-24 months

Zoom, Zoom, Zoom

The block area is often a place that can cause conflicts over materials such as cars and trucks. Ensure that there are multiple cars and trucks available for play to promote positive peer interaction. Add interesting real and found materials that will catch the children’s attention such as oatmeal boxes or empty wipe containers that open and close. **SED5.1c**



24-36 months

Sharing

Read *Sharing Time* by Elizabeth Verdick with the children. Use concrete examples from the classroom to talk about items that everyone wants to play with and that need to be shared. Say, “There are two grocery carts in our room and everyone likes to use them, but we need to share and take turns.”

SED5.1c

Take Turns

Read *Take Turns, Max and Millie* by Felicity Brooks to talk to the children about taking turns using toys. **SED5.1c**



TEACHER TIPS

Teach the children the concept of taking turns. This is more concrete than asking the children to share a toy. Be consistent with your words: “You take a turn with the truck and then Joseph will take a turn with the truck.”

Here is a good way to keep track of who has had a turn. Get some clothespins and a can, such as a coffee can. Label a clothespin with a child’s name, one for each child. After a child has taken a turn, put his/her name in the can. This way, everyone is sure to get a turn, and teachers don’t have to remember who’s had a turn.

Puppet Problems

Identify a conflict that keeps coming up in the classroom, such as hitting. Use a stuffed animal or puppet to talk to the children about that scenario. For example, the stuffed dog could say, “The other dog was playing with this really cool bone and I wanted it. He had it for a loooong time. The more I thought about it, the madder I got. I finally walked up to him and said, ‘I want to use that bone,’ and he said, ‘No,’ so I hit him. Was that okay?” Get responses from the children. Ask them what the dog should have done instead. **SED5.2c**

Salt Timer

Have the children help you create a timer to help them take turns. You will need two clean, dry 2-liter soda bottles, a tornado tube and salt. Have the children help pour the salt into one of the bottles. Connect the other bottle using the tornado tube. When finished, show the children how the salt runs through the tube. Time it using a real timer. Encourage the children to use the timer to take turns using toys. **SED5.2c**

Take Turns, Penguin

Read *Take Turns, Penguin! (Be Nice at School)* by Jeanne Willis. Teach the children the concept of taking turns. **SED5.2c**

SED5 #33

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



0-12 months

SED5.0d

Observes peers who are experiencing a need or discomfort.

Forming a foundation for empathy skills starts with observing others and their emotional reactions.



12-24 months

SED5.1d

Shows awareness of feelings displayed by peers.

Beginning to understand how someone else feels builds compassion and caring behaviors toward others. One-year-olds are aware when others are sad or happy.



24-36 months

SED5.2d

Recognizes and names the feelings of peers with adult support.

Adults can help make emotions more concrete and easier to understand by labeling the feelings of others and by giving children suggestions on how to respond.

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SED5 – The child will develop relationships and social skills with peers.**0-12 months****Take a Look**

Use language to describe distress. For example, say, “Look at Bencent. He is crying. Do you think he is sad? Maybe his diaper needs changing.”

SED5.0d**Hug a Friend**

If an infant sees another infant in distress, encourage the first infant to blow a kiss or give a hug to the infant in distress. Model language by saying, “Andrew is so sad. Can you blow him a kiss so he’ll feel better?”

SED5.0d**I’m Whining**

When infants whine, it is often because they don’t have the language to talk about what is wrong. Try to do the talking for the infant. Say, “You are getting very hungry. Let’s fix your lunch.”

SED5.0d**12-24 months****Feelings Sort**

Get two baskets. Make a sign for one that says “Happy” with a happy face and a sign for the other that says “Sad” with a sad face. Cut out lots of pictures from magazines and give them to the children. Sit with the children and look at the pictures. Ask which basket each picture should go in.

SED5.1d**Emotion Song**

Make up a song to the tune of “If You’re Happy and You Know It” using various emotions. For example, “When your friend is sad, give a hug. When your friend is happy, give a high five.”

SED5.1d**Friendly Words**

Use a puppet to play a gentle hugging game. The puppet tells the children that a hug can make you feel better when you are sad or mad. The puppet then hugs a child. Encourage the child to hug a friend. Talk about how everyone is a good friend to each other: “Beau, you like Ted so much, give him a hug. Now it’s Kenyatta’s turn.”

SED5.1d**★ BRIGHT IDEA**

Some children may not want to hug. Change to a hand shake or thumbs up if needed.

**24-36 months****Llama Llama Misses Mama**

Read a story that shows a variety of feelings, such as *Llama Llama Misses Mama* by Anna Dewdney. Point out and name the various feelings.

SED5.2d**Are You My Mother?**

Read *Are You My Mother?* by P.D. Eastman. Use a flannel board with flannel pieces if available. Talk to the children about how the baby bird is feeling each time she meets a new animal.

SED5.2d**Face Time**

During small group, have each child make a face. The other children will say how they think the child is feeling. Talk with the children about how to respond. Say, “Billy’s face said he was sad. What should we do?”

SED5.2d**Feeling Faces Book**

Take photos of the children making faces expressing different feelings and label each photo. Put the photos in a book and place in the reading center for the children to read.

SED5.2d**Beach Ball Feelings**

Laminate feeling faces on a poster and cut the faces out, then stick the faces on a beach ball. Have the children toss the ball to each other and share how they are feeling by pointing to the picture on the beach ball.

SED5.2d

SED5 #34

0-36 months

domain SED: social and emotional development
Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**
Standard: **SED5 – The child will develop relationships and social skills with peers.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

SED5.2e

Shows awareness of peers' personal space and belongings.

With adult guidance, two-year-olds start to be aware of other people's boundaries. This is essential for forming peer relationships. Having an awareness of what belongings are theirs and what belongings are not theirs also reinforces healthy social skills.

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24-36 months

Personal Space Social Story

Create a “Social Story” book to read with the children to teach them the concept of personal space. For example, “Personal space is like an invisible bubble. If I am inside someone else’s bubble when I am talking to him/her, it may make him/her uncomfortable. I can give my friends and family space by staying two steps away when I talk to them. Sometimes I go into my family member’s personal space to give a hug. That’s okay because he/she is my family. People need personal space in their homes, at the grocery store and even on the playground. Giving people their own personal space makes everybody happy.” **SED5.2e**

Naptime Essentials

Provide opportunities for the children to get personal belongings from cubbies, such as a blanket and stuffed animal. Encourage the children to point out which blankets and animals belong to each friend. **SED5.2e**

My Space

During center time, have several hula-hoops available. As the children begin to work with different materials, use the hula-hoops to assist them in visualizing their work spaces. Encourage the other children to respect those spaces. Say, “Jordan is inside the hoop. That means he wants to work alone. We need to find another space where you can work.” **SED5.2e**



TEACHER TIP

To help the children identify their spaces, label cubbies and other personal storage areas with children’s names and photos.

Whose Shoe?

In a small group, have the children remove one or both shoes. One at a time, give each child a shoe or pair of shoes that does not belong to him/her. Have him/her identify who the shoe belongs to and give it to the owner. **SED5.2e**



TEACHER TIP

To help the children identify their personal space during activities on the floor, provide small mats or towels. Each child can place a mat/towel on the floor, then place his/her materials on it. This shows the children where to keep their materials and helps them define the personal space of others.

Space Bubble

Use the bubble concept as a visual for personal space. Blow bubbles and talk about what happens when the bubbles touch each other or an object. They pop! Discuss when our personal space “bubbles” might pop such as, “We are dancing and bump into another person.” List reasons and solutions for not popping your bubble. Sing to the tune of “Pop! Goes the Weasel”:

Sitting in group time I have a space bubble.

When I get out of my space

POP! Goes the bubble.

I keep my personal space

in front of and behind me.

I help keep my body safe.

I stay in my bubble. SED5.2e

Friendship Fruit Salad

You will need a large mixing bowl and a spoon. Ask each child to bring his/her favorite fruit to school. Wash and cut fruit into small pieces. In small groups, encourage the children to create their own recipe for a friendship fruit salad by combining the different fruit that each person brought to share: 1 cup of Alex’s pineapple, ½ cup of Maria’s banana. Encourage the children’s language by prompting them to request different fruits to add to the recipe. For example, “Alex, can you add your pineapple to our fruit salad?” Write the recipe down and share with families. **SED5.2e**

APL1 #35

0-36 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



0-12 months

APL1.0a

Exhibits interest in people and things in his/her surroundings.

Infants begin to show awareness of people and objects in their environments. Through their interest in people and objects around them, they begin to build the foundation for initiative and self-direction.



12-24 months

APL1.1a

Uses available senses to learn and explore their environment.

One-year-olds begin to move independently and explore their environment. Exploration through the five senses – hearing, taste, touch, sight and smell – helps toddlers learn about their world. These experiences are enhanced by adults creating meaningful activities for toddlers to safely explore their environment.



24-36 months

APL1.2a

Tries inventive or new ways of using materials or completing tasks.

As two-year-olds grow, they actively explore their learning environment. Two-year-olds are learning that materials can be used in new ways. They use inventive approaches to problem solving.

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APL1 – The child will demonstrate initiative and self-direction.



0-12 months

Family Blocks

Put family pictures on soft blocks. Wrap each block in clear contact paper. Encourage the infant to look at, reach for or touch the blocks. While pointing at pictures use prompts such as, “Look at Mommy,” or “Where’s Grandpa?” Wait a few seconds, giving the infant time to respond. **APL1.0a**

Voices All Around

Record a familiar teacher or family member singing a children’s song or reading a favorite book. Play this for the infant at different times of the day as a lullaby for naptime or to introduce story time. **APL1.0a**

What’s That Noise?

Place cause-and-effect toys, such as rattles, pop-up toys, or sensory tubes within the infant’s reach. Model how to use the toys several times. **APL1.0a**

★ BRIGHT IDEA

Adapt cause-and-effect activities by providing hand-over-hand guidance to support learning.

TEACHER TIP

Wait five to 10 seconds to get a response from an infant.



12-24 months

Use Our Senses

During small group, give each child an orange slice. Have him/her smell it. After all the children smell the slices, they can eat them. Use prompts: “Tell me how it smells or how it tastes.” **APL1.1a**

Marching Band

Offer each child a musical instrument that you have made or bought at a store. Encourage the children to play the instruments. Play the song “The Ants Go Marching One by One” as the children move around the classroom. **APL1.1a**

Water Play

Place various textured toys such as medium-size hard blocks and soft sponges in water for comparison. Describe each object’s texture as you place it in the water. **APL1.1a**

★ BRIGHT IDEA

For the children who do not like to get their hands wet, place small toys in a zip-top bag with hair gel. The children can explore without getting wet.

TEACHER TIP

Children increase problem-solving abilities when they direct their own play and learning.



24-36 months

Baby Drive-Away

Provide all the children with empty shoe boxes (without lids) as well as small dolls and some toy animals that can fit in the boxes. Encourage the children to use the boxes as vehicles to drive their animals and dolls to the store. Model the desired actions for the children. **APL1.2a**

Q-tip® Painting

Provide Q-tips, paper and nontoxic paint in a variety of colors. Under direct supervision, encourage the children to use the Q-tips to paint. Describe motions, strokes and colors. Say, “Look, you made a long, blue line.” **APL1.2a**

Tubes and More

Using a cardboard paper towel tube, show the children different things they can do with it, such as talk into it as a pretend microphone or hold it to their eyes as if it were a telescope. Give each child a cardboard tube and encourage the class to invent new ways of using it. **APL1.2a**



TEACHER TIP

Add real and found items such as wooden spoons, PVC pipe and paper plates and encourage the children to invent ways of using them.

APL1 #36

0-36 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



0-12 months

APL1.0b

Occasionally demonstrates desire to complete simple tasks by self.

Infants learn through modeling and repetition. By observing responsive teachers, they begin to develop the desire to attempt simple tasks on their own. As their motor skills develop, they can be observed trying these tasks on their own.



12-24 months

APL1.1b

Demonstrates desire to complete more complex tasks by self.

One-year-olds become more mobile during this stage of development. They begin walking and are able to explore their learning environment on their own. Toddlers can reach and grab objects and toys and can use these items in more novel and complex ways. They use gestures and limited verbal communication to make their needs known.



24-36 months

APL1.2b

Verbally expresses desire to complete tasks by self.

Two-year-olds use verbal communication to make their needs known to both adults and peers. They may say, "No, me do it," as they attempt to zip their jacket or hang up a book bag. This desire for independence is evident in all learning domains.

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APL1 – The child will demonstrate initiative and self-direction.



0-12 months

Finger Food

During mealtime, provide finger foods and encourage older infants to use a pincer grasp to pick up the food. Model the action, saying, “Eat Cheerios.” **APL1.0b**

Hit the Drums

Give a music stick to the infant and encourage him/her to hit the drum. Model the movement with the music stick, then give the infant the stick to explore and use to hit the drum. Play music with a drum beat during the activity. **APL1.0b**

Pop Beads

Provide pop beads for older infants. Encourage the infants to pull the beads apart and put them back together. **APL1.0b**



TEACHER TIP

Observe carefully to encourage the infant to reach for, touch, and play with the toys he/she shows interest in.



TEACHER TIP

Play soft music and give the infants time to explore the toys and books.



12-24 months

Dump and Fill

Using containers with small toys or soft blocks, encourage the children to dump and fill the containers. Model dumping and filling. Talk the children through what they are doing, say, “Now you put all the blocks in the truck.” **APL1.1b**

Blow the Bubbles

Blow bubbles for the children. Giving them turns, place the bubble wand near a child’s mouth and encourage him/her to blow a bubble. Say, “Blow bubbles,” or “Blow a big bubble.” **APL1.1b**

Ready, Set, Crash!

Toddlers adore piling up blocks and knocking them down. Help the children build a tower of blocks. When the blocks are stacked, say, “Ready, set, crash!” On the word “crash,” knock the blocks down. Now repeat the activity with the children’s help. **APL1.1b**



TEACHER TIP

Give the children simple tasks they can begin to do independently, such as put on a hat or vest, dry their hands with a paper towel after washing hands and put toys away on low shelves.



24-36 months

What a Puzzle

Cut placemats into four or six pieces to make a picture puzzle. Sit with the children and encourage them to put the puzzle together. **APL1.2b**

★ BRIGHT IDEA

Use a second placemat for the children to match the puzzle pieces to if needed.

Eat It Up!

Give each child a peeled banana, a small plastic knife, yogurt and a small amount of brown sugar. Help the children cut the bananas in slices. Now have them dip the slices first in the yogurt, then in the brown sugar. Eat and enjoy! **APL1.2b**

Bracelet Making

Under direct supervision, give the children pipe cleaners and large colored beads. Encourage them to create bracelets from these materials. **APL1.2b**



TEACHER TIP

Place toys and books on low shelves to encourage the children’s independence.

APL1 #37

0-36 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**



0-12 months

APL1.0c

Selects an item of interest by pointing and/or reaching for object.

As motor skills mature, infants are able to indicate their wants by pointing to or reaching for books, toys or other objects in their learning environments.



12-24 months

APL1.1c

Selects book or toy from several options.

One-year-olds begin to show initiative and self-direction by selecting preferred books and toys in the classroom.



24-36 months

APL1.2c

Independently selects materials and utilizes those materials.

Two-year-olds are now able to move more freely in their learning environment. This facilitates independence, self-direction and initiative.

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APL1 – The child will demonstrate initiative and self-direction.**0-12 months****Circle of Books**

Place several soft books on the rug. Encourage the infant to choose the book he/she wants. As the infant explores the book, say, “You’re looking at bunnies,” or “Look, there’s a carrot.” Point out and talk about the pictures in the book as the infant looks at them or pats them. **APL1.0c**

Bubble Play

Blow bubbles near the infant and encourage him/her to reach, grasp or gesture for them. Use prompts such as, “One, two, three...” Wait for the infant to respond using eye contact, smiles or by squealing. Then say, “Blow bubbles. Blow bubbles.” Model how and encourage the infant to reach, grasp and gesture for the bubbles. **APL1.0c**

Reach and Grab

Hold a soft toy or object over an infant lying on his/her back. Give the infant the opportunity to reach for and grab it. **APL1.0c**

**12-24 months****My Choice**

Place a variety of toys on the rug, such as trucks, soft dolls, telephones and balls. Encourage each child to select toys of his/her interest. Use words to encourage his/her attempts. Say, “You’re reaching for the truck,” or “Trucks go fast,” or “I hear the phone ring.” **APL1.1c**

Tabletop Toy Play

Provide a variety of toys such as animals, people, a farmhouse or puppets. Encourage the children to select toys that interest them. As the children play with their toys, talk to them about what they are doing. Say, “You’re feeding the baby,” and “I see Mommy walking to the door.” **APL1.1c**

Fun with Babies

Provide a variety of dolls, small doll beds, doll clothing, blankets, combs, small bowls and plastic spoons. Encourage the children to select dolls and play with them. Use the dolls to model dressing, feeding and sleeping routines. **APL1.1c**

**24-36 months****Toddler Picasso**

Provide a variety of paint colors and tools such as brushes of different sizes, paper towel rolls, sponges, rollers and paper. Encourage the children to explore and use the paints and tools to create their own unique masterpieces. Model use of the tools. Label their actions by saying, “You’re using the big paintbrush in the blue paint,” or “The tube makes circles on the paper when you stamp it.” **APL1.2c**

Here We Go

Provide paper towel tubes, wrapping paper tubes or long PVC pieces that toy cars and small balls can fit through. Give the children time to play and let them explore how to use the items. **APL1.2c**

Nesting Paper Cups

Provide a variety of paper cups in several colors and different sizes. Encourage the children to play with the cups by stacking the them and pulling them apart. Notice what the children are doing and say, “You’re stacking the cups high,” or “Uh oh, the cups fell.” Substitute soft plastic cups to stack. **APL1.2c**

**TEACHER TIP**

Use mutual gaze to engage the interest of infants.

**TEACHER TIP**

Be aware that the children may bite pieces of cups when using them for activities.

APL2 #38

0-36 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



0-12 months

APL2.0a

Shows eagerness and delight in self, others and surroundings.

Infants are naturally curious about their teachers as well as items in their learning environments. Working with responsive adults, infants learn to interact with others, self-soothe and notice what is around them.



12-24 months

APL2.1a

Shows interest in what others are doing.

One-year-olds are developing a strong physical foundation for learning. They are becoming more mobile and seek out others in their learning environment. Toddlers observe and express a desire to interact with others.



24-36 months

APL2.2a

Seeks information from others.

Two-year-olds will seek out familiar adults. Adults can expand their interests by adding new elements that catch and sustain their attention. They will bring items they can easily carry to the adult or direct the adult's attention toward what interests them, using words or short sentences.

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APL2 – The child will demonstrate interest and curiosity.



0-12 months

Mirror, Mirror on the Wall

Place the infant in front of a mirror. Encourage the infant to reach for his/her image in the reflection. Model reaching while saying, "Look, there's Ryan," or "Where's Ryan? There he is." **APL2.0a**

Ball Fun

Collect various sizes of soft balls and place them in a basket on the floor. Place the basket within arm's reach. Model for and encourage the infant to put the ball in the basket, saying, "Ball in? Ball in basket." **APL2.0a**

Stand Up Tall

While holding the infant, do these motions:

Stand up tall (Stand infant on your legs.)

Hands in the air (Raise his/her arms.)

Now sit down in your chair,

Clap your hands and make a frown (Model sad face.)

Smile (Show big smile.)

Hop up and down (Bounce infant in your lap.)

APL2.0a



TEACHER TIP

Use a slower rate of speech when talking. This will encourage the infant to imitate sounds.



12-24 months

Teacher Says

Play "Simon Says" with the children. Give them simple commands such as touch your nose, touch your toes, jump up and down, spin around. **APL2.1a**



TEACHER TIP

Model the gestures and actions for the children.

Where Is?

Sing this song with the children using each of their names. Sing to the tune of "Where is Thumbkin?":

Where is James? Where is James?

There he is, there he is.

James is jumping, James is jumping.

Yes he is, yes he is. **APL2.1a**

Animal Action Song

Play Greg & Steve's "Animal Action" and encourage the children to participate in following the directions of animal sounds and movements. **APL2.1a**



24-36 months

Leaf Match

Obtain paint sample cards from a paint store that match the colors of many leaves. Have the children pick up leaves, show them to you and try to match their leaves to the colors of the paint sample cards. Talk to the children about how the leaves they found are the same colors or different colors from the paint sample cards. **APL2.2a**

Peeling Corn

Provide ears of corn with the husks on. During small group, have the children peel off the husks and strip off the silk. Model this activity for the children. Encourage them to ask questions about the parts of the ear of corn. If the children are still developing the fine motor skills needed to peel the husk, assist them and encourage them to touch and feel the husk and corn. **APL2.2a**

Nature Bracelets

Make a bracelet out of masking tape for each child. Place the sticky side up. Go on a nature walk and have the children stick small leaves and flowers on their bracelets. The children may ask for help when attempting to secure the items to the bracelets. **APL2.2a**



APL2 #39

0-36 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



0-12 months

APL2.0b

Shows curiosity/interest in his/her surroundings.

Infants have an innate sense of curiosity. Adults can support them by creating a safe learning environment they can readily explore. When adults use encouraging language such as “Look, I see you,” rather than “No,” they help to advance this intrinsic need to explore and learn.



12-24 months

APL2.1b

Begins to show curiosity/interest in new objects, experiences and people.

One-year-olds begin to show interest and curiosity, seeking out new experiences. They are now better able to manage their reactions to their environment. They have an increased ability to self-regulate, be more alert and attend to personal interests for longer periods of time.



24-36 months

APL2.2b

Asks questions about familiar objects, people and experiences.

Two-year-olds in this age group are expanding their knowledge. Children ask a variety of questions as they try to gain a better understanding of people, objects and experiences that shape their world.

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APL2 – The child will demonstrate interest and curiosity.



0-12 months

Copy Me

Read *Peek-a-Who?* by Nina Laden. Encourage the infant to make the different sounds that the animals make in the story. Add soft puppets to illustrate the animals as well. Pretend to make the animal sounds. Say an animal sound, pausing to give the infant time to imitate the sound. **APL2.0b**

Sounds All Around

Use a variety of toys that make sounds such as rattles, shakers, bells or drums. Place the toys in different locations in the room. Use a toy to make a sound. Notice the infants who turn their heads to observe where the sound is coming from. While shaking the toy ask, “What is that?” or “Do you hear the bell?” **APL2.0b**

Clap Your Hands

Say this poem along with the motions:

Clap your hands; one, two, three

(Clap hands three times.)

Clasp your hands just like me

(Clasp hands together.)

Roll your hands one, two, three

(Use a rolling motion three times.)

Roll your hands just like me.

(Roll hands.)

You can repeat this for as long as the infant is interested. **APL2.0b**



12-24 months

Scribble

Cover the table with butcher paper. Put out large crayons and encourage the children to scribble all over. Show them how to make dots and circles or big, long lines. Comment on their work. Say, “You are making the crayon go dot, dot, dot.” **APL2.1b**

Construction Zone

Add new blocks and accessories to the block area. Ask the family to bring in empty cereal boxes. Stuff the boxes with newspaper and tape them securely shut. Encourage the children to build structures using the new blocks. Add cars or animals to enhance the play. **APL2.1b**

Carton of Curlers

Cut the lid off an egg carton. Give the children hair curlers. Show them how each curler fits in the carton’s compartments. Encourage them to feel the curlers. To add more fun, cut the bottom out of the egg carton and encourage the children to push the curlers through the holes. **APL2.1b**



TEACHER TIP

Encourage the children to play with new materials by introducing the materials prior to adding them to a center.



24-36 months

Picture Hang Up

Ask the family to bring in pictures of their child at different ages along with a few additional pictures of family members and pets. Use VELCRO® strips to place the pictures on flannel board. Encourage the children to ask questions about the pictures of their classmates. **APL2.2b**

What’s Wrong?

Read *What’s Wrong, Little Pookie?* by Sandra Boynton. In this story, Pookie is very upset and his mom cannot figure out why. Ask the children questions about the book such as, “Why was Pookie upset?” **APL2.2b**

I Wonder

Bring in a small animal or insect for the children to observe, such as a turtle, fish or caterpillar. Encourage the children to gather around to ask and answer questions. Look the answers up if you are unsure of some of the information. **APL2.2b**



TEACHER TIP

Use the language modeling strategy of “wait time” to give all the children time to respond to questions asked.

APL2 #40

0-36 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

APL2.2c

Explores and manipulates familiar objects in the environment.

Two-year-olds are more mobile and verbal. They begin exploring their learning environment using familiar objects and materials on their own.

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APL2 – The child will demonstrate interest and curiosity.



24-36 months

Bath Time

Using the water table, add dolls, child-safe baby shampoo and washcloths or sponges. Show the children how to bathe the baby. Encourage conversation by asking, “Can you bathe the baby? What do you do with the soap? How do you take a bath?” **APL2.2c**

Nature Match

On a large poster board, display five or six common items found in your outdoor area, such as a leaf, rock, stick, grass or acorn. Give each child a basket. Take the children outside and ask them to look for items that match the items on the poster board. Once the children have found several items, gather around to talk about them. Compare the items found to the ones on the board. How are they the same? How are they different? **APL2.2c**

It’s a Jungle Out There

Provide a wide assortment of jungle animals, PVC pipes, cardboard boxes, tubes, tissue paper and picture books about animals. Encourage the children to create a habitat for the animals. **APL2.2c**



TEACHER TIP

When the children are able to direct their play and learning, you are helping them learn to self-regulate.

Hand Washing Fun

Demonstrate and discuss the proper hand washing procedure with the children. Work with the children who may need assistance with turning on the faucet, retrieving soap from the dispenser and getting a paper towel. **APL2.2c**

Classroom Scavenger Hunt

Using pictures of objects in the classroom, have the children identify the objects and tell where they find the objects in the classroom. **APL2.2c**

★ BRIGHT IDEA

Provide very simple photos of one object to the children. You can also highlight the item that the children are looking for in the photograph.

Classroom Clean Up

Collect a variety of items from the classroom. Include some of the children’s personal items such as coats, bags and hats. Have the children identify the objects and place the objects in their correct locations in the classroom. **APL2.2c**

Grocery Fun

Provide empty food boxes and grocery carts in dramatic play. Encourage the children to grocery shop for dinner. Talk to them about what they would like to eat and what they need to buy to fix their meal. Provide cash register and money for checkout. Encourage the children to continue the fun by going to the kitchen area to cook and eat their meal. **APL2.2c**

Take Me for a Walk

Give the children baby dolls, strollers and diaper bags with bottles, and have them take the babies for a walk outside. Encourage the children to use their imagination. For example, if the baby is crying, maybe he/she is telling you he/she is hungry and needs a bottle. **APL2.2c**



TEACHER TIP

Provide open-ended materials in all centers to encourage the children’s curiosity.

★ BRIGHT IDEA

Post matching pictures on shelves and materials/ tubs to support children who may have difficulty returning objects to their original location.

APL3 #41

0-36 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



0-12 months

APL3.0a

Examines a toy, rattle or face for a brief period of time.

Infants learn about their world through sensory experiences. They are able to focus on an object or person for a short period of time.



12-24 months

APL3.1a

Engages and persists with an activity, toy or object.

One-year-olds are gaining more control of their motor skills. They are able to separate hand movements, rotate their trunks and move their legs. These new skills allow them to persist with activities for longer periods of time.



24-36 months

APL3.2a

Engages in teacher-directed activity for short periods of time.

Two-year-olds begin to take part in teacher-directed activities for brief periods. As they grow, their attention span improves, making it easier for them to participate in these activities.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



0-12 months

Smiling Face

Hold the infant in your arms so he/she can see your face. Say this poem:

I looked inside my mirror

To see what I could see.

It looks like I am happy today

Because that smiling face is me. **APL3.0a**

I Hear Music

Sit the infant up with support. Place a musical toy in front of him/her to explore. Take turns with the infant showing him/her how the toy works. Describe the motions and sounds to the infant: "You are moving the bell up and down. It's going ding, dong." **APL3.0a**

Dolly Peek-a-Boo

Play Peek-a-Boo using a small blanket and soft doll. Position the infant to observe when the doll is hidden with the blanket. Remove the blanket slowly while saying, "Peek-a-Boo." **APL3.0a**



12-24 months

Ball Play

Create a stack with soft blocks. Demonstrate and encourage the children to roll a ball to knock the blocks over. **APL3.1a**

All Aboard

Create a bus using child-sized chairs that the children can lift and move. Let the children line up the chairs and take a seat on the "bus." While sitting in the chairs, have the children sing "The Wheels On the Bus" and do the motions. **APL3.1a**

Painter Fun

Tap a large sheet of freezer paper to the table, shiny side up. Provide fingerpaint. Encourage the children to make a group mural. **APL3.1a**



24-36 months

Happy

Sing "If You're Happy and You Know It":

If you're happy and you know it,
clap your hands (Clap, clap.)

If you're happy and you know it,
clap your hands (Clap, clap.)

If you're happy and you know it,
and you really want to show it,

If you're happy and you know it,
clap your hands (Clap, clap.)

Repeat the song and have the children follow new motions, such as stomp your feet, say "Hooray," turn around and jump up high. **APL3.2a**

Five Little Monkeys

Read *Five Little Monkeys Jumping on the Bed* by Eileen Christelow. While reading the book, encourage the children to act out the story. Add monkey puppets and a toy bed for props.

APL3.2a

Barnyard Dance

Read *Barnyard Dance* by Sandra Boynton. Encourage the children to act out the animal roles as the story is read. Repeat the story. **APL3.2a**



TEACHER TIP

Model the actions in the Barnyard Dance activity prior to having the children attempt them.

Scarf Dancing

During music and movement, give each child a bandana or scarf. Model with the children the different movements they can make with the scarf, such as fast, slow, throwing it up and letting it fall and waving it overhead. **APL3.2a**

APL3 #42

0-36 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



0-12 months

APL3.0b

Explores a person or object for a minimum of 1-3 minutes.

Infants begin to develop attentiveness by exploring the face of a teacher or an object held close to them.



12-24 months

APL3.1b

Demonstrates focus on a specific task or activity.

One-year-olds demonstrate attentiveness and persistence by focusing on a specific task or activity that interests them.



24-36 months

APL3.2b

Demonstrates focus on a teacher-directed activity for a short period of time.

Two-year-olds are able to participate in teacher-directed activities for short periods of time. When the teacher uses a variety of physical actions and songs, they are more likely to stick with the activity.

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APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



0-12 months

Yum Yum

During feeding time, have the infant snuggle near you while eating. Make faces and sounds as you talk about the food being yummy, warm, delicious and good for a growing baby. **APL3.0b**

Doll Play

Place the infant in a soft, comfortable area and provide a variety of dolls for him/her to explore. Point out body parts on the doll, such as eyes, ears, nose, mouth, hands. As you name it, touch each part on the doll, the infant and yourself.

APL3.0b

A Bird in the Window

Engage the infant by drawing attention to what is going on outside the window. Say, “See the bird in the tall, tall tree. See the red circle swing. See the green, green grass,” to help settle the infant down. If you see birds, you may want to recite this poem:

See, see, see

Three birds in a tree.

One can chirp (Point to infant’s thumb)

And one can sing (Point to baby’s index finger).

One is just a tiny thing (Point to middle finger and then pretend to rock baby bird).

See, see, see

Three birds in a tree. **APL3.0b.**



12-24 months

Sticky Paper Fun

Assemble contact paper, 8½" x 11" cardboard, tape and an assortment of real and found items such as fabric squares, yarn and small animal pictures. Tape contact paper to the cardboard, sticky side out. Remove the backing. Encourage each child to make a collage using the real and found materials provided. Before the child places items on the contact paper, have him/her guess why the items will stick to the paper. Encourage the child to feel the sticky side of the contact paper. **APL3.1b**

Ease on Down the Road

Gather fingerpaints, fingerpaint paper, small squares of cardboard, small plastic vehicles and tape. Attach the fingerpaint paper to the table with tape. Encourage the children to cover the paper with paint. Next, give each child a cardboard square and ask the children to create roads by scraping the cardboard across the paper. As they scrape, the paint goes away. Talk about what the children are doing: “You’re making a road. That’s a long road. That’s a short road.” Encourage them to drive their vehicles on the roads. **APL3.1b**

Bath Time

Use the water table and add dolls, child-safe baby shampoo and washcloths or sponges. Show the children how to bathe the baby. Encourage conversation by asking, “Can you bathe the baby? What do you do with the soap? Tell me how you take a bath.” **APL3.1b**



24-36 months

Felt Board Story

Create “Brown Bear, Brown Bear” felt board pieces. Read the story several times. Afterward, encourage the children to participate by adding felt board pieces as the story unfolds. **APL3.2b**

Trucks, Tractors and Diggers, Oh My!

Read *Where Do Diggers Sleep at Night?* by Brianna Caplan Sayres. Provide a variety of trucks, fire engines, tractors and monster trucks. Encourage the children to talk about the story and imagine where the trucks in their classroom “sleep at night.” Create a place for each truck to “sleep.” **APL3.2b**

Fold and Paint

Provide paper and paints in squeeze containers. Fold each child’s paper in half. Ask him/her to squeeze or drip a small amount of paint on one side of the paper. Add several colors if desired. Show the child how to press on the outside of the folded paper. Together, open the paper to reveal the design. **APL3.2b**



TEACHER TIP

Closely supervise the baby washing in the Bath Time activity, and model the routine.

APL3 #43

0-36 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



0-12 months

APL3.0c

Continues to express distress when needs are not met.

Infants have a need to feel comfortable and safe. When these needs are not met by their teacher, they exhibit distress by crying, whining or kicking.



12-24 months

APL3.1c

Tries a variety of approaches to getting what he/she wants.

One-year-olds continue to learn about their world through their five senses. They can be observed reaching for, grabbing or pulling items they desire to have. They also use nonverbal communication and vocalizations to express their needs.



24-36 months

APL3.2c

Shows persistence in activities of interest despite interruptions.

Two-year-olds are developing the ability to maintain attention in tasks that interest them. When peers or adults interrupt them, they are able to regain their attention.

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APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



0-12 months

Are You Crying?

To help an infant settle down, say the infant's name and sing this song in a soft, pleasant voice to the tune of "Where Is Thumbkin?":

Are you crying? Are you crying?

I see you, I see you.

Why are you crying? Why are you crying?

You are next. You are next. APL3.0c

Baby Emotions

Read *My Face Book* by Star Bright Books. Point out to the infants the pictures in the book of infants showing different emotions. Talk to them about times when they are happy or sad. **APL3.0c**

How We Feel

Sing "If You're Happy and You Know It." Model the gestures so the infants can imitate the actions. **APL3.0c**



12-24 months

More, Please

Give the children a few pieces of cereal for snack. When it is all gone, model for the children how they should ask for more. Say, "More, please." Teach them to sign "more" in sign language. **APL3.1c**

Where Did It Go?

While sitting on the floor with the children, roll a ball to different areas of the room and challenge the children to see if they can get it. It might go under a table or inside a box. If the children cannot reach the ball, encourage them to use a small broom or something else to help them. **APL3.1c**

Your Choice

Show the children two books and ask them which one they want to read today. Encourage the children to point or use simple words. **APL3.1c**



TEACHER TIP

Provide appropriate choices for the children that will increase interest in the classroom.



24-36 months

The Little Engine

Read *The Little Engine That Could* by Watty Piper. Encourage the children to all join in when the engine says, "I think I can. I think I can." After the story, have the children use small chairs to construct a train and retell the story. **APL3.2c**

Marble Run

Cut paper towel tubes in half lengthwise to create tracks. Give the children masking tape to create paths and give them small balls to roll down the tracks. Encourage them to think about what is working or what needs fixing to get the balls to roll to the end. **APL3.2c**

Magnet Bottle

Create a magnet bottle using a clear plastic bottle with lid. You will need metal objects that are attracted to a magnet, sand, glue, tape and a string with a bar magnet. Place the metal objects inside the bottle. Fill the bottle with sand, leaving about 2 inches of space at the top. Glue and tape the lid securely in place. Attach a short string to the bar magnet and tie it around the lid. Show the children how to rub the magnet against the bottle to see the objects come out of the sand. The children will have to persist as objects come into view and then fall away. **APL3.2c**



TEACHER TIP

When possible, limit distractions to children when engaged in an activity. Distractions can include asking questions and not giving them personal space to work independently.

APL3 #44

0-36 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**



0-12 months

APL3.0d

Repeats actions to make something happen again.

Infants learn through their five senses. They observe and imitate actions of teachers. Infants learn to repeat these actions in an attempt to make sense of their world.



12-24 months

APL3.1d

Repeats interesting actions over and over to gain skills and confidence.

One-year-olds are building on skills gained as infants. They are gaining an understanding of cause and effect and using this knowledge to engage with and repeat simple actions. They show a sense of satisfaction when they are able to repeat the actions again and again.



24-36 months

APL3.2d

Repeats successful actions and experiences.

Two-year-olds enjoy doing familiar activities. Learning environments, which provide meaningful opportunities to practice skills, help them feel successful.

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APL3 – The child will sustain attention to a specific activity and demonstrate persistence.



0-12 months

Pop-Up Toys

Place pop-up toys in front of the infant. Demonstrate hitting the top to make the toy work. Then take the infant's hands in your own to assist him/her in doing it. Encourage the infant to play with toys. **APL3.0d**

Lip Smacking

Observing the infant face-to-face, smack your lips together several times. Start out very slowly so he/she can observe your lips and hear the sound. Encourage the infant to imitate you. **APL3.0d**

Rock and Roll

Give the infant soft balls with a rattle inside, balls that are easy to squish, or balls that light up when touched. Encourage the infant to play with the balls. Ask, "Do you hear the bell ringing?" or "What's that funny noise you are making when you squish the ball?" **APL3.0d**



12-24 months

Shake! Rattle! Roll!

Play a lively song while you give each child a musical instrument. Encourage the child to shake, rattle and roll with his/her instrument. Repeat the movements with the children. For a new twist, darken the room and provide small flashlights for each child to shine while dancing in its light. **APL3.1d**



24-36 months

Hoops In

Set up a basket and soft balls. Have the children take turns throwing the balls into the basket. Talk about what they are doing. "Your ball went in the basket. Now take the ball out." **APL3.2d**



TEACHER TIP

Replace the paper towel rolls with PVC pipe that is easy to sanitize.

I Had a Little Turtle

Recite the fingerplay "I Had a Little Turtle":

*I had a little turtle; I kept him in a box
(Make a box shape with hands.)*

*He swam in the puddles
(Make swimming motions.)*

*And he climbed on the rocks
(Make climbing motions.)*

*He snapped at a mosquito
(Open and close hands quickly.)*

*He snapped at a flea
(Open and close hands quickly.)*

*He snapped at a minnow
(Open and close hands quickly.)*

And he snapped at me! (Point to self.)

He caught the mosquito (Clap hands.)

He caught the flea (Clap hands.)

He caught the minnow (Clap hands.)

*But he didn't catch me!
(Shake head and point to self.)* **APL3.2d**

Lacing Up

Punch holes in Styrofoam deli trays to resemble shapes such as a house or flower. Provide large laces for the children to use to lace through the holes. **APL3.2d**



TEACHER TIP

Model fine motor tasks. Use self-talk to describe what the children are doing.

APL4 #45

0-36 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of imaginative play.



0-12 months

APL4.0a

Manipulates objects and imitates actions observed.

Infants learn by observing familiar tasks repeated. As they learn to gain control of their motor skills, infants can be observed manipulating objects and imitating actions of those around them.



12-24 months

APL4.1a

Uses objects for a real or imagined purpose.

One-year-olds are continuing to develop interest in using objects in their environments. They use these objects to imitate routines in their environments.



24-36 months

APL4.2a

Substitutes one object for another in pretend play or pretends with objects that may or may not be present.

Two-year-olds understand that objects can be used to represent other items. They use these items to engage in simple play activities. At times, they may pretend play when these objects are not present.

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APL4 – The child will engage in a progression of imaginative play.**0-12 months****Mirror Peek-a-Boo**

Play Peek-a-Boo with the infant, using a small cloth and mirror. Position the infant so he/she can see his/her image in the mirror. Talk to the infant and name his/her body parts, such as eyes, nose, face and hands, while you “hide” them in the mirror behind the cloth. **APL4.0a**

Pat-a-Cake

Lay the infant on a blanket or mat. Gain the infant’s attention by using the motions to the chant. Use the infant’s first initial and name when reciting this:

*Pat-a-cake, pat-a-cake, baker’s man
Bake me a cake as fast as you can,
Roll it and pat it and mark with a K
And put it in the oven for Kia and me.*

Encourage the infant to do the motions independently or with help. **APL4.0a**

Imitate Me

Sing “Old MacDonald Had A Farm.” Encourage the infant to imitate the animal sounds. Repeat the song to reinforce the sounds. **APL4.0a**

**12-24 months****Feed Teddy**

Provide small plastic bowls, cups and spoons, along with teddy bears. Have the children take turns feeding and serving the bears. Model these actions. Use words such as, “Time to feed Teddy. Teddy, eat some cereal.” **APL4.1a**

Who Is It?

Using a play telephone or block, pretend to talk on the phone. Prompt the child by saying, “Mommy wants to talk to you.” **APL4.1a**

Bear Hunt

Read *We’re Going On A Bear Hunt* by Michael Rosen. Gather child-sized backpacks, flashlights, small oars and grass made of colored paper. After reading the story, provide the children with props and pretend to go on a bear hunt. Encourage the children to take turns and use the props to retell the story. **APL4.1a**

Feed the Dogs

Set up a dramatic play area as a dog kennel. Provide a variety of stuffed dogs, bowls and leashes, and use small blocks as doggie snacks. Model for the children and hold a block near the doggie’s mouth, saying things like, “Here you go, doggie. Do you want a snack?” Encourage the children to feed and care for the dogs. **APL4.2a**

Where Do We Live?

Use this fingerplay to show where animals live:

*This is a nest for the bird
(Cup hands, palms up.)
This is a hive for a bee
(Put fists together, palm to palm.)
This is a hole for the bunny
(Form fingers to make a hole.)
And this is a house for me
(Put fingertips together to make a rooftop.)*

The children should imitate your hand gestures and repeat some of the words. **APL4.2a**

**24-36 months****Rock-a-Bye Baby**

Fold your arms and rock back and forth while singing “Rock-a-Bye Baby.” Encourage the child to imitate your actions. **APL4.2a**

**TEACHER TIP**

Provide multi-sensory experiences through touch, sound and sight to help infants learn about their world.

**TEACHER TIP**

Repetition helps the children retain new information.

APL5 #46

0-36 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



0-12 months

APL5.0a

Engages in solitary play around other children.

Infants explore toys and objects with limited interaction with other children.



12-24 months

APL5.1a

Plays independently with some interaction with other children.

One-year-olds continue to explore their learning environments. They begin to use toys in purposeful ways. At times they may interact with peers, but most play is solitary or with an adult.



24-36 months

APL5.2a

Participates in play and learning activities with a small group of children for short periods of time.

Two-year-olds are beginning to participate in small group activities when guided by a responsive adult; however, parallel play (side-by-side) is predominately seen with this age group.

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APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



0-12 months

Sensory Play

Gather a variety of floor sample materials, such as linoleum, indoor grass and carpet. Glue the samples to a poster board. Place it on the floor. Encourage the infant to explore it. **APL5.0a**

Wind Chimes

Take the infant outside and place him/her on a blanket. Use yarn to securely tie wind chimes to a structure so the chimes are suspended about 6 inches from the ground. Encourage the infant to stretch to reach the wind chimes. **APL5.0a**

Making Music

Place the infant on a blanket or mat. Give him/her a wooden spoon and aluminum pans. Encourage the infant to hit the pans with the spoon. Say, “Malcolm, hit the plate with the spoon. Listen to the music you are making!” **APL5.0a**



TEACHER TIP

Make toys on shelves low enough to be accessible to mobile children. Rotate the toys on the shelves for non-mobile infants to see in order to increase their engagement.



12-24 months

Pot and Pan Band

Provide metal pots, pans, lids, pie pans, wooden spoons and coffee cans. Sing “The Ants Go Marching One by One” and encourage the children to play the instruments. The children can take turns using different noisemakers as they march. **APL5.1a**

Ring Around the Hoop

Have four or five children hold a single hula-hoop as they walk in a circle singing “Ring Around the Rosie.” Begin by having the children hold the hoop with both hands, then later with one hand as their motor skills develop. **APL5.1a**

Teddy Bear

Give each child a stuffed bear. Ask him/her to hold one “hand” of the stuffed animal and one hand with another child as they all walk around in a circle singing this song:

*Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, touch the ground.
Teddy bear, teddy bear, shake your hips.
Teddy bear, teddy bear, blow a kiss.
Teddy bear, teddy bear, jump up high.
Teddy bear, teddy bear, see me smile.
Teddy bear, teddy bear, give a hug.
Teddy bear, teddy bear, lots of love. **APL5.1a***



24-36 months

Let’s Paint Together

Cover a table with butcher paper and provide paints, brushes, rollers and sponges. Encourage the children to work together to paint. **APL5.2a**

The Wheel Goes Round and Round

Encourage the children to take turns pouring water from plastic cups onto a large water wheel to keep it moving. Talk about what you see: “The wheel is spinning. You put water in the cup.” **APL5.2a**

Find a Match

You will need pairs of socks in different sizes and colors and a small laundry basket. Empty the socks onto the carpet. Have the children find matching socks which they will place as matched pairs into the basket. Talk about these concepts: pair, matching, same and different. **APL5.2a**

★ BRIGHT IDEA

For children who need a more concrete example, show them what matching pairs would look like.

Muffin Fun

Place colored paper in the bottom of each cup of a muffin tin. Give the children large pom-poms of the same color. Encourage the children to place the pom-poms in the matching cups. **APL5.2a**

APL5 #47

0-36 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

APL5.2b

Helps and shares in a social setting with adult guidance.

Two-year-olds can work with a responsive adult to develop their social skills. They want to help peers and are encouraged to take turns and share materials when guided by their teacher.

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APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



24-36 months

Banana Muffins

Reading a story such as “The Little Red Hen” by Margot Zemach, before baking is a great way to introduce the concept of working together. You will need:

- ½ cup butter (1 stick)
- 1 cup sugar
- 3 ripe bananas
- 2 eggs
- 2 cups flour
- ¼ teaspoon salt
- 1 teaspoon baking soda
- 1 teaspoon vanilla

When cooking with young children, it is important to get everyone involved. Encourage the children to take turns adding all the ingredients. In a large bowl, cream the butter and sugar; then add the eggs and vanilla. Help the children crack the eggs into a small bowl first. This way, if they get shell in the eggs, it can be removed easily. Young children love to crack eggs. Next have the children peel the bananas and put them in a baggie. Seal it tightly, then have the children mash the bananas. Add this to the wet ingredients, mixing all together well. Have the children add the dry ingredients next and mix again. Have the children take turns scooping batter into well-sprayed muffin tins with an ice cream scoop. Bake in a preheated oven at 350° F for 15 to 20 minutes. Enjoy delicious muffins. **APL5.2b**

All of Me

Read *I Ain't Gonna Paint No More, No More* by Karen Beaumont. Have a child lie down on butcher paper. Draw an outline of the child. Label body parts talked about in the story. Have the children take turns painting each body part as you reread the story. **APL5.2b**

A Necklace for You

In small group, provide large laces and beads. Encourage the children to make a necklace for a friend in the group. Encourage conversation by saying, “I notice you gave Ryan the red and blue necklace. Tell me about that.” **APL5.2b**

Snack Helper

Have one child pass out snack and snack materials such as napkins and cups to the other children. Make sure the helper is giving everyone the same amount. **APL5.2b**

Car Wash

Give the children a large bucket of water and add some child-safe soap. Provide sponges and encourage them to work together to wash the tricycles on the playground. They can also wash the slide or other playground equipment. Give some children squirt bottles to rinse off the items when clean. **APL5.2b**

Block Building

Have the children work together to create a structure using a combination of blocks and block accessories. Have the children describe their structure. **APL5.2b**

★ BRIGHT IDEA

For a child who has difficulty interacting with his/her peers, you can provide support by modeling appropriate interactions and encouraging him/her to try those interactions. Provide positive feedback when he/she attempts the interaction.



TEACHER TIP

Model appropriate verbal communication while engaging the children. This helps them learn and it reinforces vocabulary.



TEACHER TIP

Be mindful of children's temperaments when pairing them with one another.

APL5 #48

0-36 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

APL5.2c

Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance.

Guided by their teacher, two-year-olds are beginning to create and carry out simple roles during play. The teacher makes suggestions to facilitate the interaction among the children.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.



24-36 months

My Turn to Play

Provide a variety of farm items such as a toy barn, animals, tractors, fence and people. Play with the children, encouraging them to take turns playing with the toys. Use comments such as, “My turn, I’ll be the farmer,” “Your turn,” or “What will you be?”

APL5.2c

Red Light, Green Light

Play this traditional game with the children. Encourage them to think of other ways to move toward the traffic light, such as by crawling, jumping or hopping. **APL5.2c**

Fruit Salad

After washing hands, give the children plastic knives and fruit to cut, such as bananas, oranges and pears. Under direct supervision, encourage them to cut the fruit and place it in a large bowl. Talk with the children about which fruit they like and what other fruit might be good to add. Have the children stir and serve it in individual bowls.

APL5.2c

Simon Says

Play this game with the children and encourage them to move in a variety of ways when you say, “Simon says.” **APL5.2c**



TEACHER TIP

Teach children the concept of “next” when taking turns. Use phrases like, “You’re next to wash hands,” or “You’re next to play at the sand table.”



TEACHER TIP

When going outside, provide open-ended materials to enhance the environment, such as a flat sheet to create a cover or fort.



Threading Tubes

Give the children paper towel tubes to paint in a variety of colors. When dry, cut apart in several pieces. Twist four to five pipe cleaners together to create one long strand. Be sure to tuck in sharp ends. Hook the long pipe cleaner strand on one piece of the tube at the bottom to keep other tubes from falling off. Have the children thread the tubes onto the pipe cleaners to create a long snake. When done, play music and have the children drag their snakes around. **APL5.2c**



TEACHER TIP

Offer the children the opportunity to participate in all or just one aspect of an activity. Recognize the children’s interests. Encouraging the children to participate at their level of interest helps promote engagement.



TEACHER TIP

Be sure to provide a variety of materials in the art area so that the children have opportunities for inventiveness and creativity.

CLL1 #49

0-36 months

domain CLL: communication, language and literacy
Strand: **RECEPTIVE LANGUAGE**
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



0-12 months

CLL1.0a

Reacts to environmental sounds and verbal communication.

Infants are able to understand more words and gestures than they are able to produce.

Infants learn about speech by hearing sounds and seeing a teacher's mouth move.

Looking at a person who is talking is key to language development.



12-24 months

CLL1.1a

Responds to language during conversations, songs, stories or other experiences.

One-year-olds are listening and watching their environments to make meaning from what they see and hear. They learn language when participating in songs or when being read books by observing how adults and peers around them interact.

Wants and needs become more clear to teachers as one-year-olds learn to say words.



24-36 months

CLL1.2a

Listens and responds to brief conversations and group discussions.

Two-year-olds are beginning to listen and participate in conversations and group activities. For short periods of time (1-2 minutes), they can listen to books being read or play simple games. Actively observing and imitating words from the environment adds to their rapidly increasing vocabulary and communication skills.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

CLL1 – The child will listen to conversations and demonstrate comprehension.



0-12 months

Musical Hide and Seek

Play an instrument just out of sight of the infant. Make eye contact to see if the infant turns to the direction of the sound. Ask, “Where is that sound coming from?” **CLL1.0a**

Pat-a-Cake

Sing “Pat-a-Cake” and watch the infant’s response to your words. For younger infants, hold hands gently and use softer tones while making eye contact. For older infants, look for an attempt to imitate your actions. **CLL1.0a**

Story Sounds

Read an animal book, making various animal sounds. Watch for the infant’s response. Repeat favorite sounds. **CLL1.0a**



TEACHER TIP

Do not to startle the infant with unexpected or loud sounds.



TEACHER TIP

Teach the children simple signs for activities and play.



12-24 months

Happy and You Know It

Sing “If You’re Happy and You Know It.” Encourage participation by modeling actions and using statements such as, “Clap your hands. Clap with me.” Repeat the activity and pause to allow the children to clap and sing. **CLL1.1a**

Act It Out!

Read an interactive book, such as *Head to Toe* by Eric Carle, and encourage the children to participate. Ask the children to touch a body part or imitate a movement according to the story. Ask, “What is he touching? Can you touch your head?” **CLL1.1a**

Grandpa’s Farm

Sing “Down on Grandpa’s Farm.” Give the children headbands or small props of different farm animals.

We’re on the way, we’re on the way;

On the way to Grandpa’s farm.

We’re on the way, we’re on the way;

On the way to Grandpa’s farm.

Down on Grandpa’s farm

There is a big, brown cow.

Down on Grandpa’s farm

There is a big, brown cow.

The cow, she makes a sound like this: moo, moo;

The cow, she makes a sound like this: moo, moo.

Repeat the chorus and add different animals, such as little red hen, big black dog, funny white duck and a fat pink pig. Encourage the children to sing and say animal sounds. **CLL1.1a**



24-36 months

Play Telephone

Use two pretend telephones to have a back-and-forth conversation with the children. Encourage one child to pick up the phone. Begin by saying, “Hello,” and give the child time to respond. Continue with simple questions such as, “What are you doing?” Follow the child’s conversation. Pause to give the child a chance to answer. **CLL1.2a**

Mealtime Moments

Encourage group discussion during routine times such as snack and lunch. Conversations can be about what food is being served or activities that occur throughout the day. Ask questions: “What do you think we are having for lunch today?” Build on the children’s responses: “Chicken nuggets are one of my favorites too. Do you like to use any dipping sauces?” **CLL1.2a**

Rainbow Fish

After reading *The Rainbow Fish* by Marcus Pfister, place butcher paper over a long table. Give the children lots of different colors of paint and encourage them to paint a fish on the paper. Ask the children questions about the colors and the different strokes. “Tell me about those two colors you painted,” or “What kind of line do you think that big brush will make?” After the paint dries, have the children glue on bits of shiny paper or stickers. Encourage the children to describe the collage (pretty, blue, shiny). When dry, cut one or two large fish to hang in the room for display. **CLL1.2a**

CLL1 #50

0-36 months

domain CLL: communication, language and literacy
Strand: **RECEPTIVE LANGUAGE**
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



0-12 months

CLL1.0b

Responds to simple directions.

Older infants understand more words and are able to respond to teachers' simple questions. One-on-one activities give babies the opportunity to imitate simple actions.



12-24 months

CLL1.1b

Listens to and follows simple directions.

The relationship between teacher and toddler evolves as one-year-olds begin to understand the exchange of language, including directions and requests. Children at this age are able to comprehend and perform simple tasks when asked.



24-36 months

CLL1.2b

Listens to and follows one-step directions.

Two-year-olds gain vocabulary and physical mobility at a rapid pace. With support, they are able to comprehend a simple, specific request and respond accordingly.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
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CLL1 – The child will listen to conversations and demonstrate comprehension.



0-12 months

In and Out

Gather a small container or box and a selection of items to fit inside, such as a ball, block and rattle. Sit on floor with the infant. Pour items out and place container near the infant. Encourage the infant to put items inside. Ask, “Can you put the block in the container?” Model if needed. Support younger infants by holding their hands. **CLL1.0b**

Roll, Roll, Roll

Sit on the floor with the infant. Place a small ball near the infant and encourage him/her to roll the ball. You may have to model this a few times. Be sure to give directional words as you model, such as, “Roll the ball to me.” To engage infants, use balls with sound or texture. **CLL1.0b**

Move the Duck

Place a blanket on the floor with a toy duck in the middle. Sit on the floor in front of the blanket with the infant in your lap. Pointing to the duck say, “Would you like to hold the duck? Let’s get the duck. We can grab the blanket and pull. Help me pull the blanket. The duck is coming closer! Keep pulling. Look, you can grab the duck.” **CLL1.0b**



12-24 months

Teacher Says

At circle time, play “Simon Says,” but substitute the teacher’s name for Simon. For example, say, “Miss Betty says clap your hands... Miss Betty says stop.” This activity can be used at various times throughout the day such as outdoor play or transitions. **CLL1.1b**

Cleaning Up

Give the children a simple, specific task to complete such as, “Place this green block into the box.” Make up songs to help the children clean up. Sing to the tune of “Farmer in the Dell”:

*We’re picking up the blocks,
We’re picking up the blocks;
Hi-ho, here we go,
We’re picking up the blocks.* **CLL1.1b**

★ BRIGHT IDEA

To make this concept more concrete, pair pictures or objects with verbal directions.



TEACHER TIP

Label the shelves at children’s level with photographs to make cleanup easier.

Head, Shoulders, Knees and Toes

Sing “Head, Shoulders, Knees and Toes” through one time and encourage the children to make the hand motions. Sing slowly and pause to give the children a chance to imitate. **CLL1.1b**



24-36 months

Animal Actions

Read a short, simple story about animal movements such as *Quick as a Cricket* by Audrey Wood. Ask the children to imitate the movements of the animals in the story. Pause and have the children imitate the sound. **CLL1.2b**

Move Like a ...

Play the song “Animal Actions” by Greg & Steve from the *Kids in Motion* CD. Act out the movements as directed in the song. **CLL1.2b**

Bop and Stop

Ahead of time, create picture cards with movements and things to do, for example, three jumping jacks, five donkey kicks, count to three, crawl, tell a joke. This activity can be done inside or outside. Gather children in a group. Play music, and when the music stops hold up a card with an action. Have fun. Encourage the children to be silly and help their friends as needed. **CLL1.2b**

CLL1 #51

0-36 months

domain CLL: communication, language and literacy
Strand: **RECEPTIVE LANGUAGE**
Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**



0-12 months

CLL1.0c

Responds to repeated words and phrases.

Infants feel secure in the care of familiar adults with familiar routines. Repetitive language occurs throughout each day during greetings, stories, diapering, songs and departure. Infants become accustomed to hearing the language and are able to repeat common sounds or phrases.



12-24 months

CLL1.1c

Responds to adult questions with answers.

One-year-olds can listen to questions adults ask and provide simple answers to show they have understanding of what has been asked.



24-36 months

CLL1.2c

Responds to questions with appropriate answers.

Two-year-olds gain vocabulary at a rapid pace. With support and practice, they are able to comprehend questions and respond accordingly using words and/or actions. "Appropriate" answers are those that answer the question being asked.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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CLL1 – The child will listen to conversations and demonstrate comprehension.



0-12 months

Peek-a-Boo

Sit on the floor with the infant. Use a small, light-weight blanket to engage the infant in a game of “Peek-a-Boo.” Place the blanket in front of your face, lower it and say, “Peek-a-Boo.” **CLL1.0c**

Good Morning!

Upon arrival, sing a good-morning song to each infant using his/her name and welcoming him/her to the classroom. Sing to the tune of “A Tisket, a Tasket”:

*Good morning, good morning,
It's time to say good morning.
Another day has just begun and
I know that we'll have lots of fun.
Good morning to Brandon,
Good morning to Brandon,
I'm very glad Brandon could come today,
So that we can all play.* **CLL1.0c**

Repeat, Repeat

Read books to the infant with lots of simple words and repetition such as *Moo, Baa, La La La!* by Sandra Boynton. **CLL1.0c**



12-24 months

Which One?

Give the children two choices during a specific activity throughout the day. Ask, “Would you like a blue one or a green one?” or “Do you want a book or a truck?” Have them select one. **CLL1.1c**

Find the Cow

Read a farm animal book. Favorites such as *Old MacDonald Had a Farm* by Child’s Play; *My Big Farm Book* by Roger Priddy; and *Animals on the Farm* by Christopher Hernandez. Ask the children to identify the animals by pointing, “Show me the duck,” or by naming, “What animal is that?” **CLL1.1c**

Art Adventures

Set up art experiences for children, such as painting on newsprint or wallpaper samples. Talk about what they are creating. Say, “Tell me about your picture.” Record their comments, write them on their artwork and read them to the children. “Here’s what you said about your picture.” **CLL1.1c**



24-36 months

What Do You See?

Read *Dear Zoo: A Lift-the-Flap Book* by Rod Campbell. It invites children to guess which animal might be hiding behind the flap. Encourage the children to respond on each page. **CLL1.2c**

Yes and No

Create a reusable two-column chart labeled Yes and No to use with the children. Place the children’s pictures on small blocks. Write a question using picture cues: “Are you wearing socks?” Add picture of socks. Encourage the children to answer by placing their picture blocks under Yes or No. Count the responses, then talk to the children about how many are wearing socks today and how many are not wearing socks. **CLL1.2c**

What Is the Weather?

To encourage the children to answer questions about the weather, sing this song to the tune of “Mary Had a Little Lamb”:

*What's the weather like today,
like today, like today?
What's the weather like today?
What do you see outside?
Do you see the sun or rain,
wind or snow, hot or cold?
Will you put a sweater on or
will you wear a coat?* **CLL1.2c**



TEACHER TIP

Use pictures of different weather conditions that the children can point to if needed.

CLL2 #52

0-36 months

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**



0-12 months

CLL2.0a

Responds to the names of familiar people and objects.

Infants begin to associate words with people and objects at about six months. Reinforcing words/objects that they know by talking and asking questions helps infants gain confidence in their ability to communicate.



12-24 months

CLL2.1a

Demonstrates understanding of simple words through his/her actions.

One-year-olds can understand many more words than they can produce. They are learning language from interactions with teachers, peers and familiar adults.



24-36 months

CLL2.2a

Demonstrates understanding of words through actions and/or conversations.

Two-year-olds gain vocabulary and physical mobility at a rapid pace. With support, they are able to comprehend and respond accordingly.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
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CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.



0-12 months

What's My Name?

Sit on the floor with the infant. Say the infant's name or sing a song that contains his/her name, to the tune of "Where is Thumbkin?":

Where is Carson?

There you are!

Look for the infant to respond by looking at you, smiling or turning his/her head. **CLL2.0a**

Feeding Time

Let the infant know it is time to drink his/her bottle. Hold bottle in front of the infant and ask, "Geri, are you ready for your bottle? Here is your bottle, Geri." Look for the infant to reach or make noises in agreement. **CLL2.0a**

Where's Your Nose?

Beginning at about six months, infants can begin pointing to familiar objects. Ask the infant, "Where's mommy? Where's your nose? Where's your belly button?" **CLL2.0a**



12-24 months

Point It Out

Look at a book with the children and have them point to familiar objects. Ask questions such as, "Where is Spot? Where is the ball?" **CLL2.1a**

Fun Finger Plays

Sing "Twinkle, Twinkle Little Star" or "The Itsy, Bitsy Spider" while using hand motions for the children to imitate. **CLL2.1a**

Belly Buttons

With toddlers that show interest, read *Where Is Baby's Belly Button?* *A Lift-the-Flap Book* by Karen Katz. Ask them to show you their belly buttons, eyes and hands along with the book. **CLL2.1a**

★ BRIGHT IDEA

Assist the children with pointing to different parts of the body if they are having difficulty.



24-36 months

Picture Bingo

Create picture Bingo cards. Use bottle caps as markers. Call out an object. Have children place a cap on that object if they find it on the card. Don't play to win; just fill in the cards. **CLL2.2a**

The Freeze

Play "The Freeze Song," encouraging the children to dance, then stop when they hear "Freeze." **CLL2.2a**

Elephant Dance

Sing "The Elephant Dance" to the tune of "Here We Go Round the Mulberry Bush":

This is the way the elephants dance,

Elephants dance, elephants dance.

This is the way the elephants dance,

On a bright and sunny morning.

As the children sing, encourage them to hang an arm down like a trunk and use heavy feet to move. Change it up using different animals. **CLL2.2a**

Animal Antics

Glue pictures of familiar animals taken from magazines, books or brochures onto card stock or hard material for sturdiness. Encourage children to choose a card and then imitate the movement or sounds of the chosen animal, for example, "Hop like a rabbit." To make the activity more challenging, add a strip of tape to the floor and encourage the children to walk along it or jump over it. **CLL2.2a**



TEACHER TIP

Place the children's photos on or inside their cubbies to help them find their belongings.

CLL2 #53

0-36 months

domain CLL: communication, language and literacy

Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**



0-12 months

CLL2.0b

Responds to talking, singing or reading.

Infants learn to communicate from an environment rich in language. Infants enjoy hearing and seeing language in many forms – talking, songs and reading.



12-24 months

CLL2.1b

Listens to simple stories.

Exposing a young child to books and stories at any age is critical to language development. One-year-olds enjoy hearing new and familiar stories while cuddling and reinforcing bonds with their teachers.



24-36 months

CLL2.2b

Listens and understands familiar vocabulary from activities, stories and books.

Two-year-olds gain vocabulary at a rapid pace. One rich source of new vocabulary is listening to books being read by familiar adults. As young children hear stories, they hear new words and are able to use them in daily activities.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.



0-12 months

Reading Time

Sit with the infant in your lap and read a short, simple story such as *Pat the Bunny* by Dorothy Kunhardt or other touch-and-feel books. Encourage the infant to touch the objects on the page. **CLL2.0b**

The Itsy Bitsy Spider

Sit with the infant and sing “The Itsy Bitsy Spider” while making the hand motions with the infant. **CLL2.0b**

This Little Piggy

While diapering, take a few moments to do this fingerplay with the infant’s fingers or toes:

This little piggy went to market (Wiggle infant’s thumb).

This little piggy stayed home (Wiggle pointer).

This little piggy had roast beef (Wiggle middle finger).

This little piggy had none (Wiggle ring finger.)

And this little piggy (Wiggle pinky finger) *went “wee, wee, wee” all the way home* (Use fingers to run to belly and tickle). **CLL2.0b**



12-24 months

Doggies

Read *Doggies* by Sandra Boynton. The children will love hearing all of the different barks that dogs can make. Encourage the children to imitate the different barking sounds. **CLL2.1b**

Old MacDonald

Make simple animal puppets using paper plates or pictures glued to paint sticks. Give each child an animal puppet. Encourage the children to show their puppets as you sing the familiar song “Old MacDonald Had a Farm.” **CLL2.1b**



TEACHER TIP

Use a variety of voices and sounds to keep the children engaged.

Sing a Story

Read or sing the favorite book *Five Little Monkeys Jumping on the Bed* by Eileen Christelow. Use finger puppets to follow along in the story or have the children be the monkeys and jump on a sheet on the floor, pretending it is a bed. **CLL2.1b**



24-36 months

Wheels on the Bus

As you sing the familiar song “Wheels on the Bus” with the children, pause and ask them questions. “The babies on the bus go _____. What sound do babies make?” **CLL2.2b**

Green Sheep

Read *Where Is the Green Sheep?* by Mem Fox. Pause throughout the book and ask the children to find a variety of sheep: “There are red sheep and blue sheep, wind sheep and wave sheep, scared sheep and brave sheep, but where is the green sheep?” Afterward, create a fun matching game for the children using cutout sheep in a variety of colors and with different facial expressions. Have the children turn over two sheep at a time to determine if they match. Have them describe the sheep as they play. **CLL2.2b**

Ask Away

When going outside, ask the children to think of all the things they can do with their feet, such as wiggle, point toes, walk, run, stomp, kick and jump. Name these words and ask the children to do the actions and say the words as they are doing them. When eating lunch, ask the children to think of all the things they can do with their mouths such as eat, kiss, blow, whisper, scream, smile, grin and whistle. Name these words, and ask the children to do the actions and say the words as they are doing them. **CLL2.2b**



TEACHER TIP

Local libraries can be a great source for recommended books to share with the children.

CLL3 #54

0-36 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



0-12 months

CLL3.0a

Communicates needs and wants through nonverbal gestures and facial expressions.

From the very beginning, infants are able to communicate with the world around them. They can understand more words and gestures than they are able to produce. Nonverbal gestures and facial expressions are infants' earliest tools to let parents know that they are hungry, wet or uncomfortable.



12-24 months

CLL3.1a

Communicates needs and wants through nonverbal gestures and actions.

One-year-olds can understand many more words than they can produce. At this age, nonverbal gestures, actions and body language aid in communication.



24-36 months

CLL3.2a

Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.

Two-year-olds are increasing their ability to communicate their needs and wants. In this year, they will add language to gestures, actions and body language.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

CLL3 – The child will use nonverbal communication for a variety of purposes.



0-12 months

Reach For It!

Sit on the floor with the infant. Place an object just out of the infant's reach. When the infant reaches for the object, hand it to him/her. Encourage the infant to reach for the specific item. **CLL3.0a**

Make My Face

Sit on the floor with the infant. Make a silly expression and name the expression. Encourage the infant to make a similar expression. **CLL3.0a**

Do You Want More?

When the infant is in the highchair, use the gesture for "more" before you give him/her more food. Ask, "Do you want more Cheerios?" Put hands in a position that looks like you want to clap, bend fingers over and touch them together. **CLL3.0a**



12-24 months

Hello, Goodbye!

Read *Go, Dog, Go* by Dr. Seuss with the children. While reading, encourage them to wave hello and goodbye whenever it comes up. During arrival and departure, encourage the children to wave hello and goodbye to others. **CLL3.1a**

Please and Thank You

Talk about when to say please and thank you. Read *The Berenstain Bears' Please and Thank You Book* by Stan and Jan Berenstain. Sing this song to the tune of "Frère Jacques." Teach the signs for please and thank you to accompany the song.

Please and thank you, please and thank you,

Special words, special words.

Remember please and thank you.

Remember please and thank you.

Special words, special words. **CLL3.1a**

★ BRIGHT IDEA

Post pictures of feelings' faces in the classroom. Reference these pictures with the child when he/she needs help to communicate his/her feelings.

More and No More

At snack time, teach the children to nod "yes" or "no" in response to wanting more food. Ask them, "Would you like more cheese?" Wait for a response and model by shaking your own head and responding, "Naomi says 'no more cheese!'" **CLL3.1a**



24-36 months

Skidamarink

Sing this song and do the motions with the children.

Skidamarink a dink a dink (Put your right elbow in your left hand and wiggle your fingers.)

Skidamarink a doo (Put your left elbow in your right hand and wiggle your fingers.)

I love you (Hug yourself; point to the others.)

Skidamarink a dink a dink. Skidamarink a doo.

I love you. I love you in the morning

(Circle arms overhead and bend to one side.)

And in the afternoon (Stand tall; arms high.)

I love you in the evening (Bend the other way.)

And underneath the moon (Circle your hands in front of your chest; move them overhead.)

Skidamarink a dink a dink. Skidamarink a doo.

I love you. **CLL3.2a**

What Is Your Face Telling Me?

Read *The Feelings Book* by Todd Parr. Have the children practice making the same expressions that are shown in the book. After reading, have each child show an expression on his/her face and let the other children guess what that child is feeling. **CLL3.2a**

Bear Hunt

Sing the familiar song "We're Going on a Bear Hunt" and use motions to act out each part. **CLL3.2a**

CLL3 #55

0-36 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**



0-12 months

CLL3.0b

Communicates feelings through facial expressions.

Infants use an array of facial expressions. They are an immediate signal of feelings that the baby is communicating. A teacher in tune with the wants and needs of an infant will be able to pick up on subtle cues of an infant's expressions.



12-24 months

CLL3.1b

Uses some nonverbal gestures and actions used by others to express feelings.

One-year-olds learn language and how to express themselves by listening and watching others in their environment. As they watch and listen to what others do and say, they absorb this information and begin to imitate it.



24-36 months

CLL3.2b

Gains awareness of how to communicate feelings using nonverbal gestures and actions.

Two-year-olds are increasing their ability to communicate pleasure and discontent. Teachers assist toddlers' successful communication by modeling gestures for them to imitate.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

CLL3 – The child will use nonverbal communication for a variety of purposes.



0-12 months

Mirror, Mirror

Sit on the floor with the infant and place a mirror near him/her. Watch the infant observe him/herself in the mirror and narrate his/her expressions. "I see you are smiling! You look happy!" For younger children, hold the mirror and describe what they are seeing. **CLL3.0b**

Baby Faces

Read a book about emotions such as *Baby Faces* by Margaret Miller. Read the story and imitate the faces that the infant is making. **CLL3.0b**

This Is How I Feel

Take pictures of the infants in the room showing a variety of emotions. Print the pictures and display them low on a wall for the infants to see. Point to the pictures and describe the emotion: "Marcus is laughing. He looks happy." **CLL3.0b**



12-24 months

The Way I Feel

Read a book such as *The Way I Feel* by Janan Cain and encourage the children to make the different faces they see in the book. **CLL3.1b**

Throw Kisses

Sing this fun song with the children to the tune of "I Wish I Had a Little Red Box":

*I wish I had a little red box
to carry my _____(child's name) in.
I'd take him/her out and kiss, kiss, kiss
and put him/her back again!*

Encourage the children to throw kisses while singing the song. **CLL3.1b**

I Have a Happy Face

Sing this song to the tune of "I'm a Little Teapot" and point to your face while showing the emotion.

*I have a happy face,
Just watch me grin.
I have a great big smile
from my forehead to my chin.
When I'm upset
and things are bad,
Then my happy face turns to sad.* **CLL3.1b**



24-36 months

Share a Feeling

Use a cube-shaped empty box, such as a tissue box, and draw or glue pictures of faces expressing feelings on each side: happy, sad, angry and excited. Encourage children to roll the box and then act out the emotion that is showing and with teacher support, name the emotion. **CLL3.2b**

If You're Mad and You Know It

Change the words to the familiar song and sing about other feelings and actions.

*If you're mad and you know it,
Stomp your foot.
If you're mad and you know it,
Stomp your foot.
If you're mad and you know it,
Everyone will know it.
If you're mad and you know it,
Stomp your foot.* **CLL3.2b**

Feelings Song

Sing this song with the children:

*Sometimes on my face, you'll see (Point to face.)
How I feel inside of me (Point to chest.)
A smile means happy (Smile.)
A frown means sad (Frown.)
And gritting teeth, means I'm mad (Grit teeth.)
When I'm proud, I beam and glow (Smile.)
But when I'm shy, my head hangs low (Bow head.)*

CLL3.2b

I Get Angry

Read *When I Feel Angry* by Cornelia Maude Spelman with the children. Create a board with picture cues of things the children can choose to do when they get angry. For example they can call someone on a pretend phone, stomp a foot or sit in a cozy area and look at a book to help calm down. **CLL3.2b**

CLL4 #56

0-36 months

domain CLL: communication, language and literacy
Strand: **EXPRESSIVE LANGUAGE**
Standard: **CLL4 – The child will use increasingly complex spoken language.**



0-12 months

CLL4.0a

Engages in back-and-forth vocal play with adult.

Infants are beginning to express themselves and communicate. "Playing" conversation by cooing and babbling helps an infant learn the back-and-forth exchange of language.



12-24 months

CLL4.1a

Experiments with spontaneous vocal play.

Becoming more aware of vocalizations and the meaning of words is fun for a one-year-old. Sounds begin to take form and fall into patterns as the young child experiments with creating sounds and altering inflections.



24-36 months

CLL4.2a

Strings sounds and/or words together with voice inflections.

Two-year-olds' communication strategies continue to expand. Expressive language begins to be more easily understood. The child merges sounds into conventional words and phrases with voice inflection.

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CLL4 – The child will use increasingly complex spoken language.



0-12 months

Back and Forth

Sit on the floor with the infant. Repeat back to the infant the sounds he/she makes such as “ma-ma-ma” and “coo-coo-coo.” When an infant is babbling, repeat the sounds back to him/her. Encourage the infant to respond. **CLL4.0a**

My Family

Using a picture or an album of the infant’s family, ask, “Where is Mommy? Where is Daddy?” The infant may respond by pointing, looking or babbling. **CLL4.0a**

Twinkle, Twinkle, Little Star

Sing “Twinkle, Twinkle, Little Star” with the infant. Hold the infant’s hands to teach the motions.

*Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.* **CLL4.0a**



12-24 months

Babble Back

Repeat child-initiated babbles back to the child and have a babble conversation. Or start a conversation using simple sounds with the child. **CLL4.1a**

Whisper Time

Sit with the child on the floor. Speak/babble in a normal tone and volume, encouraging the child to repeat the sounds. Then whisper the same word or sound and encourage the child to whisper it as well. **CLL4.1a**

The Itsy Bitsy Spider

Sing “The Itsy Bitsy Spider” with the children. Sing several times using different voices such as a whisper voice with quiet motions and a gruff voice with big motions. As the children get older, be silly with the voices; hold your nose and sing again. **CLL4.1a**



24-36 months

Get the Phone

Using pretend telephones or a curved piece of PVC pipe, engage the children in a phone conversation. Use frequent inflection. For example, ask questions where your pitch or tone goes up at the end. String many different sounds or words together. **CLL4.2a**

Goldilocks and the Three Bears

Give the children props to act out the story of “Goldilocks and the Three Bears”: three stuffed bears, three bowls, three chairs, three beds. Encourage the children to change their voice inflections as they tell the story. Papa Bear has a deep, gruff voice. Mama Bear has a light, high voice. Baby Bear has a whiny, baby voice. **CLL4.2a**

Play House

Set up play with multiple baby dolls, bottles, blankets and other accessories. Encourage the children to interact and talk to the dolls as if they were the adults. Say, “Tell your baby what you’re doing,” then, “Ask the baby if he/she is hungry.” **CLL4.2a**



TEACHER TIP

Request family photos when the infant is enrolled and post them in easily viewed places in the classroom.



TEACHER TIP

Singing to children encourages them to listen and respond. The childhood standards are a great place to start. The rhythm and pitch are just right. Sing songs like “Old MacDonald” or “Mary Had a Little Lamb” often.



TEACHER TIP

Make sure you have dolls that represent the cultures/ethnicities of the children in your class.

CLL4 #57

0-36 months

domain CLL: communication, language and literacy
Strand: **EXPRESSIVE LANGUAGE**
Standard: **CLL4 – The child will use increasingly complex spoken language.**



0-12 months

CLL4.0b

Uses crying and other vocal signals to communicate.

Before learning words in their first year, infants rely on crying and other non-word sounds to express emotions.



12-24 months

CLL4.1b

Uses one- to two-word phrases to communicate.

During this year, one-year-olds are moving from using non-word sounds to language. Words begin to emerge as they learn to communicate.



24-36 months

CLL4.2b

Uses three- to four-word phrases and includes describing words.

As conceptual understandings deepen during the third year of life, communication strategies begin to advance. A two-year-old will develop an awareness of attributes and acquire a wider variety of ways to describe what they want to communicate.

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CLL4 – The child will use increasingly complex spoken language.



0-12 months

I Hear You, I See You

Validate the infant's attempts at communication. Let the infant know that you hear him/her even if you cannot get there immediately. In a singsong, upbeat voice say, "I hear you Alex. I know you are hungry. I am fixing your bottle." **CLL4.0b**

Humpty Dumpty

Encourage the infants to participate in nursery rhymes. For example:

Humpty Dumpty sat on a wall
(Sit child up on your knees).

Humpty Dumpty had a great (Pause and wait)

... fall! (Bring your knees down quickly).

All the king's horses and all the king's men
Couldn't put Humpty together again (Shake your head). **CLL4.0b**

Ten Tiny Toes

Read *Ten Tiny Toes* by Caroline Jayne Church. Encourage the infant to communicate as you read the book as it explores an infant's mouth, ears, eyes, nose and a love that grows and grows. **CLL4.0b**



TEACHER TIP

Encourage the infant to point to what he/she wants and vocalize it. "I see that you are crying and pointing to the ball. I will get the ball for you." Encourage the child to say the word "ball."



12-24 months

Sand and Seek

Place familiar objects, such as plastic animals, balls or small toys in a container filled with sand. As the children dig in the container, name the objects that they find and encourage them to do the same. **CLL4.1b**

In and Out

Create fun opportunities for the children to explore the concepts of putting objects "in" and "out" and "on" and "off." Place a long VELCRO® strip on a wall. Give the children large pom-poms to stick to the strip wherever they like. Encourage them to take the pom-poms "on" and "off" and use those words. Give the children a muffin tin with small balls and encourage them to place a ball in each opening. Model language: "You put the ball in the muffin tin." Encourage the opposite behavior: "Now can you take it out again?" As they place the ball in and take it out, repeat the words, "In and...out, in and...out." **CLL4.1b**

Moo and Baa

Read *Moo, Baa, La La La!* board book by Sandra Boynton to the children and encourage them to name the animals, as well as say the animal sounds. Respond to their efforts with a sentence. "Yes, the cow goes moooo." **CLL4.1b**



24-36 months

Colored Goop

First, have the children create colored water. Give each child a small container of water. Have him/her color the water with food coloring or with a fizzy color tablet used for dyeing eggs. Give each child a turkey baster, spoon and medicine dropper to use, if desired. Model language and encourage the children to talk about what they are doing: "Pour the water. Now stir the water. The spoon goes in!" After exploring, give each child a bowl of cornstarch to incorporate into his/her water play. The children can use the spoons or their fingers to add cornstarch to the water. Pretty soon the mixture will turn into "goop," which makes for a fantastic sensory experience. One moment it's solid, the next it's liquid and it's just plain fun to slip through your fingers! Encourage the children to describe the goop and how it feels. **CLL4.2b**

Touchy-Feely

Place a variety of objects with different textures in a box, such as a soft blanket, rough sand paper or crinkly tissue paper. As a prompt say, "I see that you found a soft blanket." Then ask the child to tell you about the blanket. **CLL4.2b**

Good Night, Gorilla

Look at *Good Night, Gorilla* by Peggy Rathmann with a few children. This book has pictures but no words. Encourage the children to tell you the story about what happens at the zoo. Create flannel board pieces for the children to do this independently afterward. **CLL4.2b**

CLL4 #58

0-36 months

domain CLL: communication, language and literacy
Strand: **EXPRESSIVE LANGUAGE**
Standard: **CLL4 – The child will use increasingly complex spoken language.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

CLL4.2c

Describes experiences.

As conceptual understandings deepen,
communication strategies begin to advance.
Two-year-olds will develop ways to
communicate their ideas.

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24-36 months

My Sculpture

Give the children a large assortment of art materials, including collage items, paint, tape and 3-D items. Encourage the children to create sculptures. Then have each child name his/her sculpture and describe to the group what he/she created. **CLL4.2c**

★ BRIGHT IDEA

For the children who have difficulty generating an idea, provide choice cards of materials they can use for their sculpture.

Weekend with Beary

On Fridays, send home a stuffed bear with each child. Encourage children and parents to have the bear participate in all of the family activities. If possible, ask the parent to take pictures and send them to school on Monday. Have the child talk about what he/she and Beary did over the weekend such as, “We watched cartoons and ate pancakes,” or “We visited my Grandma and we played soccer with my brother.” **CLL4.2c**

Playground Patter

Take photos of the children on the playground. Print some out or show children the photos on a phone or computer. Ask, “What are you doing in this picture? Tell us about it.” Encourage them to name friends they are playing with or describe their actions. “It’s Carlos and me sitting in the wagon.” **CLL4.2c**

Potato Masher Prints

Provide a shallow container such as a pie tin to hold paint and several different kinds of potato mashers including some with a grid design and others that are curvy and snake-like. Show the children how to press the masher in the paint and then onto the paper. Encourage them to make several different prints. After the prints are dry, look at their pictures together and say, “Tell me how you did this.” Encourage them to talk about the process of dipping the masher in the paint and pressing it onto the paper. **CLL4.2c**



TEACHER TIP

A good alternative to “tell me about your picture” is to ask children to “tell me how you did this.” This helps children focus on the process and gives them opportunities to use explanatory talk.



TEACHER TIP

Use snack times and mealtimes as opportunities to encourage children to describe experiences. Start with a recent experience, such as a book you read during group time or a new item you added to the sensory table. Model by saying, “I saw Jonathon laughing at the book we read. He thought it was so funny! What did you think, Sarah?” Encourage them to add details to their explanations and descriptions.

Squishy Squashy

Cover a table with a plain, white shower curtain and provide children with fingerpaint. As they explore moving the paint around with their hands and fingers, encourage them to describe how it feels – slippery, squishy, wet. They may add some made-up words, too – splooshy, for example. Repeat their words back to them and extend with other descriptive words. “I feel it. It’s splooshy. And it squishes when I mash it.” **CLL4.2c**

★ BRIGHT IDEA

For the children who are overwhelmed by a variety of textures, place it in a sealed plastic bag for them to explore.

CLL4 #59

0-36 months

domain CLL: communication, language and literacy
Strand: **EXPRESSIVE LANGUAGE**
Standard: **CLL4 – The child will use increasingly complex spoken language.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

CLL4.2d

Demonstrates an expanding vocabulary.

As experiences broaden, two-year-olds develop more ways to communicate ideas and express needs. The children try words they have been exposed to and experiment with ways to use those words.

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CLL4 – The child will use increasingly complex spoken language.



24-36 months

Big Trucks

Read a book, such as *My Big Truck Book* by Roger Priddy, that shows a lot of different types of trucks and what they are used for. Talk with the children to see which trucks they are familiar with. Introduce new vocabulary if they are not sure what some trucks are called. For example, a child may call a truck “a digger.” Respond by saying, “Yes, that truck does dig; it is called a bulldozer.” **CLL4.2d**

Lunch Vocabulary

For toddlers to learn words, they need to hear lots of words spoken every day. Snack time and lunchtime are great opportunities to make this happen. Talk about the different foods the children are eating every day and label them. Use words like fruit, vegetable, protein and dairy. Ask the children to describe the foods they are eating: sweet, sour, salty, delicious, yucky. The children can also describe the ways the food looks: the meat is cut in slices, the pears are diced and the cheese is cut in chunks. **CLL4.2d**



TEACHER TIP

Providing a variety of developmentally appropriate informational books with photographs of real items encourages the children to learn new words for the interesting things they see.

I See a Car

Play this game to expand a child’s vocabulary and encourage longer sentences. Pick up a familiar toy from the classroom, such as a car from the block center, and say, “I see a car.” Have the child repeat your sentence. Then ask the child, “What color is the car?” Child answers, “Blue.” Then you add the child’s words to the sentence, “I see a blue car,” and have the child repeat. Ask, “What else can you say about the car?” Child might answer, “You ride in it.” You respond, “I see a blue car that you can ride in,” and the child repeats. Play with several other objects. **CLL4.2d**

Sally Wore Her Red Dress

Sing this favorite song during your closing group time. Have a child come forward and describe an item of his/her clothing. Ask, “What are you wearing today?” If the child responds, “A dress,” then ask, “What kind of dress?” Then everyone sings: “Sally wore her red dress, red dress, red dress. Sally wore her red dress all day long.” Repeat the song with several children describing their clothes or shoes. “Billy wore his black shoes,” or “Arden wore her purple shirt all day long.” **CLL4.2d**



Q-tip® Painting

Under direct supervision, encourage the children to explore painting with Q-tips. Describe motions, strokes and colors. “Look, you made a long line with the blue paint,” or “You made lots of dots with your Q-tip.” Then you do the same thing on your paper and comment, “I’m making dots, too. Lots of red dots.” Add something different and comment, “Now I’m making lines that go up and down; long green lines.” Encourage the children by saying, “Can you add something green to your picture?” **CLL4.2d**

★ BRIGHT IDEA

For the children having difficulty with a Q-tip, provide Bingo markers.



TEACHER TIP

Create “All About Me” boards for the children in your classroom. Give parents a half sheet of poster board, and ask them to add pictures of family and friends for you to display in the classroom. Children enjoy visiting this display and talking about the familiar people they see there.

CLL5 #60

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**



0-12 months

CLL5.0a

Shows interest in shared reading experiences and looking at books.

Learning to read begins at birth. At the earliest ages, shared experiences with books can set a solid foundation for the love and appreciation of making meaning through text.



12-24 months

CLL5.1a

With prompting and support, makes sounds that relate to pictures in books.

During their second year, children's language expands as they are immersed in a speaking world. Teachers can sit and read to one-year-olds, pointing to pictures and encouraging children to make sounds.



24-36 months

CLL5.2a

Uses words to describe or name pictures when reading.

As two-year-olds begin to talk, reading a book with a teacher is an ideal time to practice words. The teacher can point to pictures and ask simple questions to name or describe an object.

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CLL5 – The child will acquire meaning from a variety of materials read to him/her.



0-12 months

Turn the Page

Read *Good Night, Moon* by Margaret Wise Brown to the infants. This is a great choice to read before naptime. Establishing a routine of reading before nap is a wonderful ritual for infants. Sit with one or two infants and let them hold the book and help turn the pages. **CLL5.0a**

Soft Books

Sit on the floor with two or three infants and read *Peek-a-Boo, I Love You!* This is a padded cloth lift-the-flaps book by Sandra Magsamen. Encourage the infants to interact with the book and other infants. **CLL5.0a**

Peek-a-Boo

Read *Peek-a-Boo Morning* by Rachel Isadora. Infants will love this story about a young toddler who plays peek-a-boo with a variety of family members. After reading, play Peek-a-Boo with the infants. **CLL5.0a**



12-24 months

Little Blue Truck

Read *Little Blue Truck* by Alice Schertle. This book is full of fun sounds for the children to make, including truck and animal noises. **CLL5.1a**

Choo Choo

Select stories to read that have accompanying sounds. Read *Freight Train* by Donald Crews. Encourage the children to make train sounds as you read the story. This book also comes as a board book. Encourage the children to explore the book independently after they are familiar with the story. **CLL5.1a**

Ten, Nine, Eight

Read *Ten, Nine, Eight* by Molly Bang. A young girl counts items in her room as she gets ready for bed. Encourage the children to help you count the items as you read, such as 10 small toes, all soft and warm. **CLL5.1a**



24-36 months

Point It Out

While reading a book, have the children point to pictures and describe them or ask the children what is happening in the picture. **CLL5.2a**

Storyboard

Using a felt board, tell a story, such as “The Gingerbread Man.” Encourage the children to talk about each item as they place it on the flannel board to tell the story. **CLL5.2a**

Picture Books

Read a book without any words, such as *The Red Book* by Barbara Lehman. Sit with a few children and talk about the story. Ask questions to get the children thinking such as, “What do you think the little boy is doing?” **CLL5.2a**

Stick Puppets

Read *In the Small, Small Pond* by Denise Fleming. On another day, read the story again and provide several children with stick puppets to represent animals in the story. As you read, encourage the children to watch for their animals and hold up the puppet when it appears in the story. Have the child say, “I have the tadpole.” **CLL5.2a**



TEACHER TIP

Young infants need to handle books independently. This is how they learn to turn pages and point at objects. Expect infants to put books in their mouths; this is the way they first experience books. Provide books that can be disinfected.



TEACHER TIP

You can also find *Ten, Nine, Eight* by Molly Bang, *Little Blue Truck* by Alice Schertle and *Goodnight Moon* by Margaret Wise Brown in Spanish.



CLL5 #61

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**



0-12 months

**NO
INDICATOR**



12-24 months

CLL5.1b

Shows preference for familiar stories.

One-year-olds feel safe and confident when they are aware of and can predict routines. This is true for books and stories, as well. Young children will choose to have teachers read familiar stories again and again.



24-36 months

CLL5.2b

Shows preference for familiar stories and can repeat phrases.

Two-year-olds will begin to be able to retell favorite stories that they have heard many times. With guidance from a teacher and props such as simple pictures, they can recount the main components of a story.

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CLL5 – The child will acquire meaning from a variety of materials read to him/her.



12-24 months

Three Little Kittens

Encourage the children to help you retell a classic story, such as “Three Little Kittens,” with lots of repetitive phrases. Pause to give the children time to respond.

Three little kittens, they lost their mittens

And they began to cry,

Oh mother dear, we sadly fear

That we have lost our mittens.

What! Lost your mittens, you naughty kittens!

Then you shall have no pie.

Mee-ow, mee-ow, mee-ow.

No, you shall have no pie.

The three little kittens, they found their mittens

And they began to cry,

Oh, mother dear, see here, see here,

We have found our mittens.

What! Found your mittens, you silly kittens!

Then you shall have some pie.

Purr-r, purr-r, purr-r, oh, let us have some pie.

The three little kittens put on their mittens

And soon ate up the pie. CLL5.1b

I'll Love You Forever

Read *I'll Love You Forever* by Robert Munsch. Encourage the children to recite the phrase, “I'll love you forever, I'll like you always; as long as I'm living, my baby you'll be.” **CLL5.1b**

Read It Again!

Children love repetition when it comes to reading stories. Pay attention to their favorites, and read them again and again. “Old MacDonald Had a Farm” is a classic that most one-year-olds love to hear over and over. Laminate pages as needed. **CLL5.1b**



24-36 months

But Squirrel Couldn't

Read *The Busy Little Squirrel* by Nancy Tafuri. This book has repetitive phrases so the children can join in on the reading. **CLL5.2b**

Don't Let the Pigeon

Select one of the *Pigeon* books by Mo Willems, such as *Don't Let the Pigeon Drive the Bus*. Encourage the children to say familiar phrases. **CLL5.2b**

Llama Llama

Read a repetitive story such as *Llama Llama Red Pajama* by Anna Dewdney. Invite the children to draw pictures of their favorite pages from the story. Place the book at the art table so children can refer to pages as they draw. **CLL5.2b**

Jump, Frog, Jump!

Read *Jump, Frog, Jump!* by Robert Kalan. Encourage the children to repeat, “Jump, frog, jump!” Be sure to provide enough space for children who would like to jump. **CLL5.2b**



TRANSITION TIP

Have the children jump to their next activity while saying the phrase, “Jump, frog, jump!”



TEACHER TIP

Have a family member record a story and play it for the child to listen to. Encourage the family member to make comments for the child. “Remember when we went to Aunt Betty’s and saw the chickens?”



CLL5 #62

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**



0-12 months

**NO
INDICATOR**



12-24 months

CLL5.1c

With prompting and support,
responds to simple questions
about a story.

Teachers can ask simple questions about books and stories to one-year-olds. With support, they can respond. This encourages language development.



24-36 months

CLL5.2c

Answers simple questions
about a story.

Teachers can ask questions about books and stories in ways that prepare two-year-olds for later school experiences. Back-and-forth questions and answers during a story encourage language development and engagement in the story.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

CLL5 – The child will acquire meaning from a variety of materials read to him/her.



12-24 months

What's That?

Encourage the children to point to a specific object in a book when asked. Read *Brown Bear, Brown Bear* by Bill Martin, Jr. and Eric Carle to the children and ask them to point to the white dog.

CLL5.1c

Point It Out

Read a book about the senses such as *Eyes, Nose, Fingers, and Toes: A First Book All About You* by Judy Hindley. Have the children point to their noses, mouths, eyes and ears as you read the story. Helping children connect the words in a story to real life is an important tool in building early literacy. **CLL5.1c**

The Mouse and the Strawberry

Read *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Audrey Wood. Ask questions about the pictures on each page such as, "Who do you see in this picture," or "What is the mouse doing in this picture?" These types of questions encourage the children to look at the pictures to gain information about the story.

CLL5.1c



24-36 months

It's Okay to Be Different

Read *It's Okay to be Different* by Todd Parr. This book addresses all kinds of differences in children – from being adopted (with the illustration showing a kangaroo carrying a puppy in her pouch), to the silly ways we like different things such as, "I like to eat macaroni and cheese in the bathtub." Ask the children questions about things they like and dislike. **CLL5.2c**

I'm Scared of Monsters

Read *The Monster at the End of This Book* by Jon Stone. This suspenseful book gets the children laughing as each turn of the page brings them closer and closer to the monster. It provides opportunities to ask the children questions about scary feelings as well as what they think might happen on the next page. **CLL5.2c**

How a Seed Grows

Read *How a Seed Grows* by Helene J. Jordan. This book goes into great detail about how a little seed grows into a plant or tree. Invite the children to ask questions about how plants grow. Show them pictures of some of the stages in the lifecycle of a plant and encourage them to say the word for each stage – seed, shoot, plant, bud, flower. **CLL5.2c**

What Do You See?

Cut out pictures of animals, people or vehicles from magazines. Laminate or cover with clear contact paper for durability. Show a picture to the child and ask him/her to tell you what he/she sees. Show the picture and ask him/her to identify something in the picture such as, "Can you show me the doggie?" **CLL5.2c**

Nursery Rhyme Questions

Read or recite nursery rhymes with the children. Then ask simple questions about the rhymes such as, "Where did Jack and Jill go?" **CLL5.2c**

Harry the Dirty Dog

Read *Harry the Dirty Dog* by Gene Zion. Talk about all the ways Harry gets dirty. Ask the children to think of times they got really dirty. Have the children look closely at the pictures and name some of the things they see. **CLL5.2c**



CLL6 #63

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



0-12 months

CLL6.0a

Listens to simple nursery rhymes, songs and chants.

An environment rich in language that focuses on teaching infants a wide range of sounds helps a baby become phonologically aware. By the end of the first year, cooing and babbling have evolved into more discernible syllables and, eventually, understandable words.



12-24 months

CLL6.1a

Listens to and participates in familiar nursery rhymes, songs and chants.

One-year-olds become very engaged in singing songs and saying fingerplays. Clapping “Pat-a-Cake” while waiting for lunch or saying “Itsy Bitsy Spider” during a diaper change allows young toddlers to hear the rhythm and rhyme of words which begins to build the foundation necessary for phonological awareness.



24-36 months

CLL6.2a

Listens to and imitates sounds in familiar nursery rhymes, songs and chants.

Opportunities to hear and figure out the sounds of language can happen in a variety of ways. As two-year-olds acquire a better command of the ability to communicate, they will mimic language patterns – tone, pitch, cadence and words – they hear in their environment.

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CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



0-12 months

Baa Baa Black Sheep

Sing “Baa Baa Black Sheep” to the infants. Use a photo or puppet as a visual to sing the song.

CLL6.0a

Rock Out

Give the infants soft baby dolls to hold and sing “Rock-a-Bye, Baby.” **CLL6.0a**

This Is the Way

Bounce the infant gently on your knees while you sing this chant:

This is the way the ladies ride... trit trot, trit trot, trit trot (Bounce the infant while saying “trit trot, trit trot” and continue singing.)

This is the way the gentlemen ride...a clippety clop, a clippety clop

This is the way the farmers ride...a gallop, a trot, a gallop, a trot

This is the way the old man rides...a hobbledy, hobbledy, hobbledy, hobbledy, hoo. **CLL6.0a**



12-24 months

Baby Bumblebee

Sing “I’m Bringing Home My Baby Bumblebee” and encourage the children to sing along and make the hand motions. Go through the song several times. **CLL6.1a**



24-36 months

Twinkle, Twinkle, Little Star

Give the children star wands made from yellow fun foam and small dowels or paintsticks.

Encourage the children to hold star wands and sing “Twinkle, Twinkle, Little Star”:

*Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.
When the blazing sun is gone,
When he has nothing to shine upon,
Then you show your little light.
Twinkle, twinkle all the night.
Twinkle, twinkle, little star,
How I wonder what you are.
Then the traveler in the dark
Thanks you for your tiny spark.
He could not see which way to go
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are.* **CLL6.1a**

One, Two, Buckle My Shoe

Chant “One, Two, Buckle My Shoe” with the children using simple motions to go along with the rhyme. **CLL6.1a**

Five Little Monkeys

Provide felt board pieces to correspond to the song. Encourage the children to take a monkey off the board with each verse, singing and acting it out. **CLL6.2a**

Five Little Speckled Frogs

Sing “Five Little Speckled Frogs” with the children:
Five little speckled frogs (Hold five fingers on top of your arm.)

Sitting on a speckled log

Eating the most delicious bugs. Yum! Yum!

One jumped into the pool (“Jump” one finger off your arm.)

Where it was nice and cool

Now there are four green speckled frogs (Hold up four fingers.)

Continue verses. **CLL6.2a**

Hungry Thing

Read *The Hungry Thing* by Jan Slepian.

Create your own “hungry thing” by drawing on posterboard and cutting a space for the mouth.

You may want to add some textured fabric for the fur. Show the children some food items and talk about how the Hungry Thing might ask for them such as, “If he wants cookies, he’ll ask for wookies or tookies.” Encourage the children to feed the items to the puppet. **CLL6.2a**

CLL6 #64

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**



0-12 months

**NO
INDICATOR**



12-24 months

CLL6.1b

Participates in rhyming activities.

One-year-olds love to hear and play with language. They can participate in simple rhyming activities, which helps build the foundation necessary for phonological awareness.



24-36 months

CLL6.2b

Experiments with rhyming words.

As two-year-olds become more confident in their ability to communicate, their joy in using language increases. Word play with “words” that are nonsensical is a good way to experiment with language and build the rhyming component of phonological awareness.

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CLL6 – The child will develop early phonological awareness (awareness of the units of sound).



12-24 months

Rhyme Time

Read the rhyming book *Sheep in a Jeep* by Nancy Shaw. Encourage the children to rhyme with you as you read. **CLL6.1b**

Pretend You're a Cat

Read *Pretend You're a Cat* by Jean Marzollo. This book offers great opportunities to pause as you read to allow time for the children to guess the rhyme. Children also love this book because they can act out the motions of all the different animals. **CLL6.1b**

Willaby, Wallaby, Woo

Sing "Willaby, Wallaby, Woo" with the children. Pause before saying a child's name to give the other children a chance to guess.

*Willaby, Wallaby, Woo.
An elephant sat on you.
Willaby, Wallaby, Wara
An elephant sat on... (Sarah).*

Continue using each child's name. **CLL6.1b**



24-36 months

Down by the Bay

Sing a silly rhyming song such as "Down by the Bay." Encourage the children to rhyme and sing with you. **CLL6.2b**

Name Game

Play "The Name Game" using a different child's name for each verse. For example:

*Michael Michael Bo-Bichael,
Banana-fanna-fo-Fichael,
Fee, Fi, Fo-Fichael, MICHAEL.* **CLL6.2b**

My Hands Are for Clapping

Recite this chant and encourage the children to copy you and do the motions.

*My hands are for clapping,
My arms can hug tight.
My fingers can snap
or turn out the light.
My legs are for jumping,
My eyes help me see.
This is my body and I love all of me.* **CLL6.2b**

Jump, Jim Joe

Teach the children this fun game to practice rhyming as well as large motor skills. Face a child and hold hands. Sing the song together, matching your motions to the words of the song:

*Jump, jump, jump, Jim Joe.
Shake your head, nod your head,
Tap your toe.
Around and around and around you go
(hold hands and go around in a circle).
Then you clap your hands
And you jump, Jim Joe.* **CLL6.2b**

Stand Up, Turn Around

Gather a small group of children and sing this song, encouraging them to do the motions:

*Stand up, turn around,
Nod your head, touch the ground.
Reach up high, reach down low,
Pat your tummy, tap your toe.
Touch your shoulders, touch your knees,
Reach up high to touch the trees.
Turn around, turn around, turn around,
And sit back down.* **CLL6.2b**



TEACHER TIP

"Willaby, Wallaby, Woo" is a great song to transition children from one activity to another.

CLL7 #65

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

CLL7.2a

Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.

A print-rich environment helps young children make the connection that objects or ideas can be represented by symbols and letters. By consistently reading books, signs and any other words in the immediate environment, teachers can help young children understand that letters are read to communicate meaning.

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CLL7 – The child will demonstrate increasing knowledge of the alphabet.



24-36 months

ABC

Write each child's name slowly on his/her artwork or paper. Say each letter as you write it and ask the child if he/she can name any of the letters.

CLL7.2a

Hi, My Name Is...

Write each child's name on a piece of paper and place it around the classroom. Have all the children find their names. Have pictures next to their names until they begin to recognize their names without seeing the picture. **CLL7.2a**

Notice This Letter

Before reading a book, show the children the title and point out the first letter. Relate it to children's names that have the same first letter. For example, if you are reading *Brown Bear, Brown Bear* say, "The title of this book starts with the letter B. That is the same as Brenda. It starts with B, too."

CLL7.2a



TEACHER TIP

Transition children to wash hands for snack time or to line up for outside by calling out the first letter of their names. "If your name starts with the letter B, please line up."

This Is Letter A

Point out letters in your classroom environment – labels on shelves, food containers in dramatic play, magazines in the collage box – and sing this rhyme to the tune of "The Farmer in the Dell":

This is letter A.

This is letter A.

Hi, ho, the derry-o!

This is letter A.

If the children are ready, change the words to:

Can you find letter A?

Can you find letter A?

Hi, ho, the derry-o!

Can you find letter A?

Encourage the children to point to the letter you named. **CLL7.2a**

Name Cheers

Clap and say the letters in each child's name. Make some pom-poms to shake by rolling sections of newspaper tightly in a tube, wrapping tape around one end and cutting the other end into strips. Have one child stand in the center of the group. You say each letter in his/her name as the other children clap. The child in the center may clap or shake the pom-poms.

B – (clap, clap...clap, clap)

O – (clap, clap...clap, clap)

B – (clap, clap...clap, clap)

YAY BOB! CLL7.2a

I Know a Kid

Sing this song to the tune of "B-I-N-G-O" and spell out each child's name:

I know a kid, a super kid and

Carol is her name-o.

C-A-R-O-L, C-A-R-O-L, C-A-R-O-L,

And Carol is her name-o.

Change the rhythm for longer names. **CLL7.2a**



TEACHER TIP

Make a book for children to read, using familiar logos from businesses around your community. Cut pictures from newspaper ads or flyers to glue onto paper. Laminate or cover with clear contact paper for durability. As children look at the book, talk with them about the logos they recognize. Point out letters. "There's a letter 'T' in 'Target!'"



CLL8 #66

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



0-12 months

CLL8.0a

Shows interest in books by reaching for books and explores books through touch.

An environment rich in print materials allows infants to explore written language as they would objects such as balls, dolls or blocks. Teachers who share an enjoyment of books through reading model an appreciation for spoken and written words.



12-24 months

CLL8.1a

Asks to have books read to him/her.

One-year-olds show increasing interest in books and being read to. Teachers can support this interest by being readily available for reading and asking children if they would like to hear a book.



24-36 months

CLL8.2a

Recognizes and self-selects familiar books to mimic independent reading.

Two-year-olds who have been read to and who play in a print-rich environment will choose favorite books and “read” them without a teacher’s presence. Imitating book behaviors – sitting, holding and page-turning – is part of the process of learning to read.

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CLL8 – The child will demonstrate awareness of print concepts.



0-12 months

Book Reach

Place baskets of books wherever infants may be so that they can freely explore. **CLL8.0a**

Tell Me All About It

When an infant has a book, ask him/her to show you the book, and encourage the infant to look at the book with you. For example, say, "I see a cow in that book. Can you show me the cow? What does a cow say?" **CLL8.0a**

Read and They Will Come

Sit on the floor with a book and begin reading. Use a lot of inflection and facial expressions. Infants who are able will most likely crawl over to see what they are missing. Place non-mobile infants close by so they can see and hear as you read the book. **CLL8.0a**



12-24 months

Bring It to Me

Place books throughout the room for the children to access. When a child selects a book, encourage him/her to bring the book to you and tell the child that you can read the book together. **CLL8.1a**

Read, Please

When a child finds a book, ask the child if he/she would like you to read the book to him/her. Hold the child in your lap, if possible, so you both can look at the book together. Have the child help you turn the pages. Encourage the child to look at the pictures. Ask, "Do you see the doggy?" Don't worry if the child wants to skip ahead. Learning to turn the pages is an important book-handling skill. **CLL8.1a**

Old MacDonald Has A Farm Again, Please

Young children LOVE repetition and hearing the same books over and over. It is important to continue to read those same books. This creates familiarity and a love for reading. **CLL8.1a**



24-36 months

Book Buddies

Have the children select a book from a basket or shelf and sit independently or with a friend and read it. **CLL8.2a**

Books and Babies

Encourage the children to get a book and a baby doll so they can read to the baby. **CLL8.2a**

Rest and Read

Encourage the children to lie on their cots before rest time and "read" a book. This creates good habits as well as gives the children some wind-down time before naptime. **CLL8.2a**



TEACHER TIP

In various areas of the classroom, offer a variety reading materials such as magazines, catalogs and circulars. Encourage the children to talk with each other about what they see.



TEACHER TIP

Even books that are placed out of the reach of little fingers should be in a routine location so the children can point to them and ask for help to access them.

CLL8 #67

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



0-12 months

CLL8.0b

Imitates adults by pointing to pictures.

When infants see teachers in their environment using books and print, they will gain a shared appreciation and imitate book behaviors. Pointing at pictures while reading a book with an infant will foster joint attention around pictures, language and print.



12-24 months

CLL8.1b

Touches or identifies pictures when prompted.

The shared experience between teacher and child of reading a book is an opportunity for many different learning experiences. In addition to fostering emotional bonds, teachers can introduce countless words while reading. Given ample opportunities to practice, one-year-olds will begin to identify pictures in books after a prompt from a teacher.



24-36 months

CLL8.2b

With prompting and support, discriminates words from pictures.

Two-year-olds make meaning from all symbols in the environment. By this age, they can begin to understand the significance of print versus pictures.

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CLL8 – The child will demonstrate awareness of print concepts.



0-12 months

Time to Get Dressed!

Hold the infant in your lap and read *Time to Get Dressed!* by Elivia Savadier. This book offers a great opportunity to point to and talk about the different items we put on to get dressed. Encourage the infant to point to the pictures in the book and point to his/her own clothing. **CLL8.0b**

Peek-a-Boo

Read *Peek-a-Boo! Baby Faces Board Book* by Roberta Grobel Intrater. This up-close book of baby faces is ideal for reading to infants. Encourage the infant to point to eyes, ears, nose and mouth, as well as to expressions, tears and smiles. **CLL8.0b**

Infant, Infant, Who Do You See?

Take a photo of each infant in the classroom and create a class book. Mimic the text from *Brown Bear, Brown Bear* by Bill Martin, Jr. and Eric Carle, substituting the children's names. For an infant named Hannah, say, "Hannah, who do you see? I see Sebastian looking at me." Have the infant, if able, identify the infant named by pointing at him/her. **CLL8.0b**



12-24 months

Construction Zone

The book *Construction Zone* by Tana Hoban contains full-color photographs of machines found at a construction site. Encourage the children to put on hard hats and to point out and talk about the various things they see. **CLL8.1b**

Polar Bear, Polar Bear

Ask the children questions when reading *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle. Ask the children to point to and identify the different animals and colors in the book. **CLL8.1b**

Big Animal Book

Read a large board book with simple pictures. Encourage the children to point to the pictures and label them. You could start with *My Big Animal Book* by Roger Priddy. **CLL8.1b**



24-36 months

Go, Dog, Go

Reading books such as *Go, Dog, Go!* by P.D. Eastman again and again gives children the confidence to read. Young children will begin to look and point at the simple text as they say the words, "Go, Dog, Go," or "Hello, Goodbye." **CLL8.2b**

Word or Picture?

Give the children a big book with large pictures and simple words, such as *A Monster Sandwich* by Joy Cowley. Give the children a fun pointer, such as a spatula, to point to the text as you read, "Put some lettuce on it." **CLL8.2b**

Tall, Tall Grass

Read *In the Tall, Tall Grass* by Denise Fleming. The simple text allows the children to point to the words on the page and discriminate text from pictures. **CLL8.2b**

Read and Match

Encourage the children to focus on the pictures in books by providing flannel board pieces or picture cards for familiar stories and placing them in the book area. For example, after reading *The Big Red Barn* by Margaret Wise Brown, print out pictures of some of the animals in the story – the horse, the pig, the sheep and the goose. As the children look at the book, they can match the pictures to those they see in the story. **CLL8.2b**



TEACHER TIP

If you are unable to print out pictures for the Read and Match activity use some of the plastic animals from your block or math center.

CLL8 #68

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



0-12 months

**NO
INDICATOR**



12-24 months

CLL8.1c

With assistance, holds book upright and helps turn pages one at a time.

Correctly handling a book takes practice. Beginning in the first years of life, observing how teachers hold and handle books, then having the opportunity to handle books themselves allows one-year-olds to figure out how to “read” print materials.



24-36 months

CLL8.2c

Holds book with two hands and turns the pages.

Two-year-olds are becoming more independent in handling books. They hold books and turn pages easily. Books with small, thick pages support the development of this skill.

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CLL8 – The child will demonstrate awareness of print concepts.



12-24 months

Right-Side Up

Encourage the children to hold books right-side up and to turn the pages one at a time. Describe the parts of the book as well. **CLL8.1c**

My Turn

Have the children take turns holding a book and turning the pages one at a time. **CLL8.1c**

I Need Help

Sit with a child in your lap and read a board book. After you read a page, ask the child to help you turn the page. **CLL8.1c**

Read to a Friend

Encourage a child to hold a board book and turn the pages while “reading” to a favorite stuffed animal. **CLL8.1c**



24-36 months

Books in a Basket

Place several board books in a small laundry basket to take to the playground. Add a small blanket or beach towel. Encourage the children to select a book to enjoy reading outdoors. Some good ones to include might be *Peek-a-Who?* by Nina Laden; *Barnyard Dance* by Sandra Boynton or *Gossie* by Olivier Dunrea. **CLL8.2c**

What’s Wrong?

As you begin to read a book to the children, such as *Dear Zoo: A Lift-the-Flap Book* by Rod Campbell, hold the book upside down. Say, “There’s something wrong here. Can you help me fix it?” Wait for the children to tell you or show you how to turn the book right-side up. Then hold the book with the back facing forwards. When the children correct you, say, “That’s right. You hold a book this way to start reading.” **CLL8.2c**

Turn the Page

As you are reading to a small group of children, sing this song when you reach the end of a page. To the tune of “Mary Had a Little Lamb”:

*Now it’s time to turn the page,
Turn the page, turn the page.
Now it’s time to turn the page
So we can read some more.*

Ask one child to be the helper and turn the page. **CLL8.2c**



Don’t Turn the Page

Read *Don’t Turn the Page* by Rachele Burk. Talk about turning pages to see the rest of the story. Pass out books and encourage the children to turn the pages and show each other “what happens next.” **CLL8.2c**

★ BRIGHT IDEA

If the children have difficulty turning pages, add stick-on index tabs.

Open the Barn Door

Read *Open the Barn Door* by Christopher Santoro. This is a board book with sturdy flaps. Encourage the children to turn the pages and lift the flaps. The hidden pictures keep it interesting. **CLL8.2c**

TEACHER TIP

Consider placing various books in all areas of the classroom to promote the children’s interest.

CLL8 #69

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**



0-12 months

**NO
INDICATOR**



12-24 months

CLL8.1d

With adult guidance,
recognizes some familiar logos
in the environment.

One-year-olds are able to recognize images long before they can decode print. Pictures, colors and context are clues that they use to figure out how to communicate their wants and needs. An environment rich with all types of images and print gives them ample opportunity to practice "reading."



24-36 months

CLL8.2d

With adult guidance, recognizes
some environmental print.

The first letters that two-year-olds are interested in are the letters in their own name. Teachers should guide this interest in letters by pointing out letters in the environment.

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CLL8 – The child will demonstrate awareness of print concepts.



12-24 months

Picture Blocks

Use contact paper to secure business or environmental logos to blocks. As the children build, point out and talk about the various logos and the stores or businesses they represent. Engage the children in conversation. Ask, "What do you buy at _____?" or "Tell me about a time you went to _____." **CLL8.1d**

Cereal Book

Ask the family to bring in the front of the child's favorite cereal box. Bind the box fronts in a book to share with the children. **CLL8.1d**

Where I Eat

Collect environmental print from restaurants the children love, such as McDonald's, Wendy's, Papa John's and Red Lobster. Place each logo on a page, bind the pages together and encourage the children to "read" the book. **CLL8.1d**

Cleanup Time

Read *Clean-Up Time* by Elizabeth Verdick. Talk about how we know where to put our toys when we are done. Encourage the children to look at the pictures and labels on shelves or bins to know where to place toys during cleanup time. **CLL8.1d**



24-36 months

Magnifier Fun

Have the children use a magnifying glass to look for print they can read in magazines. **CLL8.2d**

Environmental Print Puzzles

Create puzzles by cutting up snack and cereal boxes. Store the puzzles in gallon-size plastic bags. Ask the family to bring the child's favorite food box from home. **CLL8.2d**

Logo Bingo

Create Bingo cards using environmental print. Cut out nine different logos and place them in baseball sleeves that can be purchased from a dollar store. The children can match the picture of the logo you hold up or they can recognize the logo when you call out the brand name, such as Target. **CLL8.2d**

★ BRIGHT IDEA

For the children who are easily overwhelmed, give a verbal prompt. Give them a specific task. "Jaden, please put the cars in this bin."



Stop and Go

Create two signs, one for STOP (red octagon with the word STOP written in white) and one for GO (green circle with GO written in white). As the children are walking to the playground or other location in the school, hold up each sign as a signal to stop or go. Be playful and silly. **CLL8.2d**

EXIT Means Out

Go on a trip around the school or center to look for EXIT signs. Have the children call out or point when they see one. Sing this song to the tune of "Mary Had a Little Lamb":

*Exit means a safe way out,
Safe way out, safe way out.
Exit means a safe way out.
I can read the EXIT. CLL8.2d*



TEACHER TIP

Environmental print doesn't just mean business logos. It is any print the child sees in his/her immediate surroundings. Make sure that your classroom has lots of meaningful environmental print. Label toy containers with words and pictures. Place a restroom sign outside your bathroom. Put children's names on their cubbies.

CLL9 #70

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



0-12 months

CLL9.0a

Makes some random marks.

An environment rich in print, where children can observe adults writing, is important in laying a foundation for emergent writing. At about 10 to 11 months old, infants may be ready to grasp a large crayon or marker and begin to make marks on paper.



12-24 months

CLL9.1a

Makes random marks and scribbles.

One-year-olds will begin to display a range of emergent writing behaviors. At first the marks on the page will be quite random, resembling dots, squiggles or lines. Eventually, these random marks begin to be more refined, controlled and purposeful. At this age, they are not ready to form letters.



24-36 months

CLL9.2a

Makes more controlled scribbling.

Two-year-olds have begun to experiment with crayons, paint and markers as they learn about writing. Random marks begin to look like shapes that will later become letters and numbers. For young emergent writers, drawing is writing. They are beginning to show that they understand that putting things on paper is a way of communicating.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

CLL9 – The child will use writing for a variety of purposes.



0-12 months

Color It

When infants begin to hold a spoon, they are often also ready to hold a writing instrument. Give the infant a large crayon and paper. Encourage him/her to make marks. Model scribbling. Describe the marks you are making: “Swish, I’m making big lines with my crayon.” **CLL9.0a**

Chalk Fun

Give the infant large pieces of chalk to use on the chalkboard indoors or on the sidewalk outdoors. Encourage him/her to scribble. Monitor carefully to make sure the child doesn’t put chalk in his/her mouth. **CLL9.0a**

Marker Fun

Nontoxic, felt-tipped markers are easy for infants to hold. Tape paper to the highchair tray. Give the infant the markers. Turn scribbling into a conversation with the infant. Show your excitement at his/her efforts. **CLL9.0a**



TEACHER TIP

Writing is learned in stages. Encourage scribbling first. Next, show how to make lines in one direction, then the other. Last, show how to make circular marks. Children should not be asked to color in the lines or be given a picture to color. Writing is about exploring, not being confined.



12-24 months

Color More

Cover a table with butcher paper. Provide the children with crayons or markers and encourage them to scribble on the paper. Describe the marks the children make. Use different sizes and textures of paper. **CLL9.1a**



TEACHER TIP

As you provide writing and drawing activities for the children, be sure to sit with them and write or draw yourself. Talk about what you are doing: “I’m making lots of blue lines. I think they look like rain.” Your enthusiasm and interest will spark the children’s interest as well.

Painting with Water

Give the children small containers of water and some paint brushes. Encourage them to “paint” on paper or on the sidewalk. **CLL9.1a**

Stick With It

Take the children outside. Give them small sticks and encourage them to write in the sand or dirt. **CLL9.1a**



24-36 months

Dramatic Play Writing

Place paper and writing instruments in the dramatic play area and encourage the children to use them during play. Suggest activities such as taking down orders for a restaurant or making a shopping list. **CLL9.2a**

Rainbow Writing

Cover a tray with paint in three or four wide lines, in different colors. Give the children Q-tips® to draw and scribble on the tray. As they make lines and squiggles, the paint is removed and the color of the tray shows through. **CLL9.2a**

Sand Trays

Cover a shallow tray or rimmed cookie sheet with sand or coarse cornmeal. Show the children how to use their fingers to make marks in the sand and how to smooth it over when done. **CLL9.2a**

Invisible Writing

Have fun by practicing writing in the air with your index finger. The children can pretend to write their names or whatever they like. Don’t forget to erase when you’re finished! **CLL9.2a**



CLL9 #71

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



0-12 months

CLL9.0b

Holds simple writing tools with adult help and supervision.

Exposure to grasping toys or other experiences that strengthen the muscles in hands and fingers are essential prerequisites to grasping a writing instrument and creating marks on a page. At about 10-11 months old, infants may be ready to grasp a large crayon or marker and begin to make marks on paper.



12-24 months

CLL9.1b

Uses simple tools to mark on paper.

One-year-olds are able to grasp a simple tool such as a fat marker or crayon to make marks on paper. They observe adults or other children in the environment using writing tools and want to try, too. With guidance they can use simple writing tools.



24-36 months

CLL9.2b

Experiments with a variety of writing tools, materials and surfaces.

Two-year-olds are ready to experiment with a wider variety of simple tools. In addition to crayons and markers, they can use paint, shaving cream and chalk to explore writing.

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CLL9 – The child will use writing for a variety of purposes.



0-12 months

Grasping Objects

Assist the infant with grasping and holding a writing tool such as a crayon while making marks on paper. **CLL9.0b**

Table Writing

Cover a table with butcher paper and give the infant large crayons. Sit with him/her and model making marks on the paper. Encourage the infant to draw lines or make dots. **CLL9.0b**

Sand Writing

Give the infant a small container of sand and a craft stick. Encourage him/her to draw in the sand while you supervise. Rice or flour can be used instead of sand. **CLL9.0b**



12-24 months

Making Marks

Assist the children in grasping and holding a writing tool, such as a marker, while making marks on paper. **CLL9.1b**

Gel Writing

Fill a plastic bag with child-safe dish detergent or hair gel; add glitter if you want. Seal the bag securely with tape. Give the children small craft sticks to make shapes and draw with. **CLL9.1b**

Crayons, Crayons and More Crayons

Get a variety of crayons to pique the children's interest in writing: triangular grip crayons, glitter crayons, large crayons or small pieces of crayon. Each type of crayon might be appealing to a different child. Make comments on the marks the children make such as, "You made a big, blue line. And look, I see some red dots next to the line." **CLL9.1b**



24-36 months

Rainbow Tray

You will need five things to create a Rainbow Tray: a cookie sheet or tray; a paint brush; cooking salt or sand; sticky tape and red, orange, yellow, green, blue and purple paper if you want to make the complete rainbow. Cut the paper into strips to fit and cover the base of the tray with the paper in the order of a rainbow. Seal with sticky tape or contact paper where the strips overlap to prevent salt or sand from getting underneath the paper. Cover the paper with a layer of salt or sand. Give each child a paintbrush to draw or write with and see the rainbow appear! **CLL9.2b**

Name Dough

Laminate each child's name on a piece of paper and give the child play dough. Encourage the child to roll the dough into the letters of his/her name. **CLL9.2b**

★ BRIGHT IDEA

For the children who have difficulty rolling the play dough, provide play dough tools to assist with rolling or cutting.

Texture Drawing

Provide the children with writing tools such as chalk or crayons. Give them clipboards with texture under the paper such as sandpaper or feathers. As the children scribble, comment on how it looks: "Your drawing is bumpy." **CLL9.2b**



CLL9 #72

0-36 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

CLL9.2c

Occasionally, draws and scribbles with a purpose.

The marks two-year-olds put on a page are an indication of the beginning connections that are forming between oral language and print. While drawings may range from very simple to more complex, children at this age often use one-word “labels” to describe what their drawing says or means.

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CLL9 – The child will use writing for a variety of purposes.



24-36 months

Waiting List

Take a small whiteboard and a dry erase marker outside. Create a waiting list for playground items that the children take turns using, such as swings or tricycles. Invite the children to sign their names on the waiting list; or they can ask you to write the names for them. **CLL9.2c**

Grocery List

Put small notepads in the writing area. Talk to the children about stopping on the way home to pick up some groceries. Tell the children that you always forget what you need to buy. Ask the children to write a grocery list or help you write what you need to pick up. **CLL9.2c**



TEACHER TIP

Talk to the children about writing things down, and teach them that writing has a purpose. Don't hesitate to ask the children to write you a note. They may hand you a post-it with two lines of scribble; that's okay. Thank them for their help!

What's Your Number?

Give the children toy phones and paper and encourage them to write down phone numbers. **CLL9.2c**

Watercolor Art

Watercolor brushes are smaller and require more fine motor control than regular-sized paintbrushes used at the easel. Give the children white copy paper to paint on; it has a slicker surface and works better with watercolors than construction paper does. Add interest to the painting activity by cutting the paper into interesting shapes, such as hearts, triangles and ovals. **CLL9.2c**

★ BRIGHT IDEA

For the children who have difficulty grasping the brush handle, provide larger brushes or add a piece of foam around the paintbrush handle.



TEACHER TIP

Building fine motor control of the fingers and hands is a necessary step before children are ready to write. They should spend time each day building the muscles of the fingers and hands – squeezing and shaping play dough, stringing beads, using tongs to pick up items or cutting with scissors to develop strength and control.

Cards and Letters

Provide the children with recycled greeting cards and envelopes. Use just the fronts of the cards if desired. Encourage the children to write letters to family members or friends. Show them how to put the cards in the envelopes and how to write on the envelopes to indicate who the cards are for. Create a class mailbox where the children can place the letters for delivery. Make sure families or caregivers receive the cards and letters at the end of the day. **CLL9.2c**



TEACHER TIP

Provide a wide variety of materials to encourage writing. Ask families to recycle greeting cards or invitations. Contact a stationery store for donations of cards or envelopes. An office supply store may be able to provide you with paper or items that were rejected due to misprints. Collect outdated appointment books and calendars.

MA1 #73

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



0-12 months

MA1.0a

Observes simple songs or fingerplays that involve numbers and quantity.

Infants should hear counting songs and fingerplays daily as well as listen to simple counting books read aloud.



12-24 months

MA1.1a

Imitates rote counting using numbers.

Rote counting means saying the numbers in sequence from memory. One-year-olds will hear the teacher counting, then mimic the teacher's actions, repeating some numbers in sequence.



24-36 months

MA1.2a

Recites numbers up to five in sequence.

Two-year-olds can typically remember and say the numbers in order up to five.

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MA1 – The child will organize, represent and build knowledge of number and quantity.



0-12 months

Two Little Birds

Sing "Two Little Birds" with the infants. Use hands in a thumbs-up gesture as a prop to represent birds.

Two little birds sat on a hill,

one named Jack. (Hold up one thumb.)

And the other named Jill. (Hold up other thumb.)

Fly away, Jack. (Move one thumb behind back.)

Fly away, Jill. (Move other thumb behind back.)

Come back, Jack. (Bring first thumb around front.)

Come back, Jill. (Bring other thumb around front.)

MA1.0a

Round and Round the Garden

Ten Little Fingers: 100 Number Rhymes for Young Children by Louise Binder Scott is a good book for all sorts of rhymes. Here's one to try.

Round and round the garden, Like a teddy bear,

One step, two steps, (Walk fingers up infant's arm)

And tickle you under there!

(Tickle gently under arm.) **MA1.0a**

Ten Little Fingers

Sing the following song while interacting with the infant. Touch or point to body parts.

Ten little fingers, ten little toes,

Two little eyes, and a mouth and a nose.

Put them all together and what have you got?

You've got me, baby, and that's a lot! **MA1.0a**



12-24 months

Count Down

Gather the children for a movement activity such as "The Hokey Pokey." Before beginning, say, "Let's count to three and then we'll start. Ready, one, two, three." Encourage the children to count along with you. Repeat this throughout the day for various other activities. **MA1.1a**

Echo Count

Play Greg & Steve's "Number Rock." Encourage the children to sing and clap along. Have the children count during other times of the day, walking to the playground, for example. Encourage the children to echo your words.

One, two (one, two)

Three, four (three, four)

Five, six, seven (five, six, seven)

Eight, nine, ten. (eight, nine, ten) **MA1.1a**

Count with Me

Sing the following song with the children to the tune of "Mary Had a Little Lamb":

Come along and count with me,

Count with me, count with me.

Come along and count with me.

Ready, set, count!

Begin to count slowly, and encourage the children to say the numbers with you, "1-2-3-4-5!" You can change the words to "Clap your hands and count with me," or "Stomp your feet and count with me." **MA1.1a**



24-36 months

The Beehive

Sing "Here is the Beehive" with the children, encouraging everyone to use his/her fingers to act out the song.

Here is the beehive. (Hold out one hand.)

Where are the bees? (Make a fist.)

Hiding out where nobody sees. (Put fist behind your back.)

They are coming out now. (Bring fist back around.)

They are all alive. (Open fist, wiggle fingers.)

One, two, three, four, five. (Put up one finger at a time.) **MA1.2a**

I Caught a Fish

Sing the song, "1-2-3-4-5, Once I Caught a Fish." Encourage the children to sing along and hold up five fingers, one by one, as they say the numbers.

One, two, three, four, five,

Once I caught a fish alive,

Six, seven, eight, nine, ten,

Then I let it go again! **MA1.2a**

Circle Count

Sit facing a small group of children. Have one child start by saying, "One." Point to each child in turn and have him/her say the next number in the sequence. Start slowly, and be prepared to give lots of prompts. Your goal will be for the children to do this quickly and smoothly. **MA1.2a**

MA1 #74

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



0-12 months

MA1.0b

Is exposed to printed numerals on pictures, books or objects.

Infants are introduced to a variety of materials that highlight number, counting and quantity. Exposing infants to counting books helps build the foundation for understanding numbers.



12-24 months

MA1.1b

Participates in simple songs that involve number and quantity.

Songs help to build familiarity with numbers and quantity for one-year-olds.



24-36 months

MA1.2b

Recognizes some numerals in the everyday environment.

Two-year-olds notice numerals in their everyday environment. They begin to recognize that a symbol is a numeral. Often the number "2" is meaningful as they can tell you how old they are.

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MA1 – The child will organize, represent and build knowledge of number and quantity.



0-12 months

Number Book

Read *My First Bilingual Book – Numbers* (or a similar number board book). Point out numbers on the page and encourage the infant to interact with the pictures. Say, “Here are three bunnies. One, two, three. And here’s the number three.” **MA1.0b**

Telephone Talk

Use a real or toy telephone with push-button numbers with the infant. Say, “Let’s make a phone call. I am going to push the number four. Here is the number four.” Give the phone to the infant. Notice the numbers the infant is interacting with and say, the number. “You found the number two!” **MA1.0b**

Number Blocks

Provide soft, textured number blocks or puzzles for the infant to manipulate during floor time. You can make some number blocks with empty plastic single-serve baby food containers. Use nontoxic paint to write the numerals inside the bottom of the container but visible right way up from outside. Seal the container shut. Watch the infant as he/she plays and comment, “Look Jessie, you have the number three.” **MA1.0b**



TEACHER TIP

Make numbers for your infant room by cutting them out of colorful plastic lids. Hang them from the ceiling, making sure they are out of reach.



12-24 months

Little Children

Sing “Little Children” to the tune of “Ten Little Indians”:

*One little, two little, three little children.
Four little, five little, six little children.
Seven little, eight little, nine little children,
Sitting on the rug.*

Change the action, sitting on the rug, based on where the children are or what they are doing – waiting to go outside or washing their hands.

MA1.1b

One-Two-Three

Sing the song “One-Two-Three” to the tune of “This Old Man.” Have the children hold up their fingers as they count while singing.

*One, two, three,
Count with me,
It’s as easy as can be.
Four, five, six, seven, eight, nine, ten.
Now let’s start it once again.* **MA1.1b**

Five Little Spiders

Prepare five paper or felt spiders. Sing “Five Little Spiders” to the tune of “The Itsy Bitsy Spider.” Place the five spiders on a felt or magnet board. Remove them one at a time to the song.

*Five little spiders went up the water spout.
Down came the rain and washed one spider out.
Out came the sun and dried up all the rain and
the four little spiders went up the spout again.*

Repeat the song with four, three, two and then one little spider. **MA1.1b**



24-36 months

Number Search

Cut large number figures out of paper, and hide them around the room or on the playground. Give each child a number card, and have each child locate the match. Ask, “Can you find the numeral three?” The child will locate the numeral that matches his/her card. As a variation ask, “Can you find a numeral in the room for me?” and the children can locate and identify their assigned numeral. **MA1.2b**

Mystery Number

You will need some clean, empty egg cartons. Write a numeral in each space in the egg carton. Place a large bead or button in one of the spaces, and close the carton. The children can turn the carton upside down and shake it to move the bead or button around, then turn it over, open it up, and name the numeral the bead or button lands on. **MA1.2b**

Number Walk

Under close supervision, take the children for a walk around the center to look for printed numerals in the environment. Ask them to touch or point to numerals they see. When they recognize a number (the room number or a number on a calendar), reinforce the recognition by responding, “Yes, these are numbers. This is the number one. This is the number two. And this is the number five.” At home, children can do this activity using their mailbox or house number. **MA1.2b**

MA1 #75

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



0-12 months

**NO
INDICATOR**



12-24 months

MA1.1c

Attaches meaning to names for numbers with adult support.

One-year-olds begin to understand the names of numbers when used in everyday routines.



24-36 months

MA1.2c

Begins to understand that numbers of objects can be symbolized by printed numerals.

Two-year-olds are grasping the concept that number symbols have meaning and can be associated with a number of objects.

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MA1 – The child will organize, represent and build knowledge of number and quantity.



12-24 months

Counting Cleanup

Encourage the children to count with you as you put toys away together. Count the dolls as you place each one on the shelf. "Let's put away the dolls. One doll, two dolls. Two dolls on the shelf."

MA1.1c

One for You, One for Me

Have one ball available for each child. Say, "We have three children on the carpet and three balls. Everyone gets one ball." Give each child a ball and say, "One ball for Susan. One ball for Jordan. One ball for Demetrius. One, two, three balls." Encourage the children to play with the balls. Sing to the tune of "London Bridge":

*Three balls rolling all around
all around, all around.*

*Three balls rolling all around,
One, two, three. MA1.1c*

How Old Are You?

Read *It's My Birthday* by Liesbet Slegers. Talk about how old the children are. Hold up one finger and say, "You are one year old; can you say 'one'?" Assist the child in holding up one finger. For older children, you can ask, "How old are you?" Encourage the children to hold up one finger and say, "One." **MA1.1c**

Basket Toss

Assist a small group of children with tossing balls of various sizes into a basket, counting off tosses. When finished say, "We have five balls in the basket." **MA1.1c**



24-36 months

Snack Counters

During snack, place a numeral down to represent how many of the snack choices each child will get. For example, place the numeral three on the table and tell the children, "Everyone will get three crackers." Have the children assist with counting the items to match the numeral. **MA1.2c**

Number Find

During outdoor play, write the numerals one to five with chalk on the sidewalk or on a wall. Go on a hunt with the children to find one object to place by the numeral one, two objects to place next to numeral two, and so on. Add language to this activity by saying, "This is the number/numeral three. Let's find three things to put here." **MA1.2c**

Number Hunt

Place numeral cards throughout the room in obvious locations. Encourage the children to find a card and return to the group. Say, "You found the numeral three." **MA1.2c**

Number Puzzles

Provide matching numeral puzzles or make your own. Cut a 4" x 6" piece of cardboard in half with a distinctive edge, like a puzzle piece. Make each puzzle edge different. Write the numeral on one side and draw a matching number of objects on the other side. As the children match the pieces, point out the numerals on the puzzle and count the objects shown. "There is the numeral two, and there are two apples. You matched them!" **MA1.2c**

Math Card Match

Create math cards using farm animals and the numerals zero to five. For example, create one cow in a barn, two ducks in a pond and so on. Then provide farm animal counters. The children will place the matching number of counters on the corresponding card. Create additional number match cards to use with other manipulatives.

MA1.2c



★ BRIGHT IDEA

For children who need help with fine motor skills, use VELCRO® to attach small blocks to puzzle pieces. Using VELCRO® allows the blocks to be removed for the children who don't need them.

MA1 #76

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA1 – The child will organize, represent and build knowledge of number and quantity.**



0-12 months

MA1.0c

Uses words and/or gestures to request “more” in reference to food or play.

Infants quickly learn the concept of “more,” particularly when it comes to foods they like or a specific toy they want to play with.



12-24 months

MA1.1d

Shows awareness of early concepts related to amount.

One-year-olds are able to communicate ideas of amount in the context of everyday activities. They will request more food or tell you when they have finished by saying “All gone.”



24-36 months

MA1.2d

Uses simple vocabulary to describe concepts related to amount.

Two-year-olds are able to demonstrate understanding of words related to amount. They ask for “more” of their favorite foods. They want “all” of the dolls.

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MA1 – The child will organize, represent and build knowledge of number and quantity.



0-12 months

More, Please!

Reinforce the meaning of “more.” While holding an infant during bottle feeding, during a natural pause, ask the infant, “Do you want more?” When the infant continues to suck say, “Oh, you are drinking more milk!” **MA1.0c**

More Blocks

Play with small blocks or stacking cups with an older infant. As the infant adds more blocks or cups to the stack say, “One more.” When he/she pauses ask, “Should we add more blocks to your stack?” **MA1.0c**

Do You Want More?

During snack or meal times, show the infant the sign for “more” when you say the word. Encourage the infant to imitate the sign to indicate he/she wants more. (To sign “more,” place fingers and thumbs together. Touch the fingertips of both hands together in front of your body.) **MA1.0c**



TEACHER TIP

During snack, use verbal and/or sign language references to “more” or “all gone.” You might say, “Aidan, you’re all done, you’re finished. Ronald liked his cupcake, it’s all gone. Sarah, you have carrot sticks left.” Encourage the children to let you know whether they want more or are all done.



12-24 months

How Many Feet?

Read Dr. Seuss’s *Foot Book*. Emphasize the words relating to amount: “Feet, feet, feet. How many, many feet you meet.” Use different words to comment on the feet. Point to a page in the book and say, “Look at all those feet!” or “There sure are a lot of feet!” Encourage the children to sit with their feet all pointing in toward the middle of the circle. Say, “Look at all our feet. Children’s feet, teacher’s feet. Feet, feet, feet. How many, many feet you meet!” **MA1.1d**

Number Books

After reading a counting book, such as *My Little Counting Book* by Roger Priddy, compare some of the pages. Say, “There are five stars on this page and one ball on this page. There are more stars than balls.” **MA1.1d**

Which Has More?

Place cups of assorted sizes in the water table. Encourage the children to fill cups with varying amounts of water and pour water from one cup to the other. Talk with the children about which cups have “more” and which have “less.” **MA1.1d**

★ BRIGHT IDEA

Use cups with handles for the children who have difficulty holding the cup.



24-36 months

Show Me a Lot

Provide the children with manipulatives, such as Unifix® cubes, table blocks and large bottle caps. Ask the children to show you a “lot” of cubes. Then ask, “Can you make there be fewer?” Then ask them to show you a “few” bottle caps. Then ask, “Can you show me one more?” Encourage them to compare with each other. “Does Keisha have more bottle caps than Alex?” **MA1.2d**

Five Little Elephants

Act out the following song during large group:

*Five little elephants went out to play,
out on a spider’s web one day.
They had such enormous fun,
they called for more little elephants to come.*

Start with five children in the center of the group. Encourage them to move like elephants as you sing the song. At the end of the song, the children in the center call out, “More elephants!” and the other children join in. **MA1.2d**



TEACHER TIP

At lunch, model language about quantity and encourage the children to describe amounts. As you serve food ask, “How many apple slices do you have? Do you have more than two?” or “Who can show me three carrot sticks?”

MA2 #77

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

MA2.2a

Matches two equal sets using one-to-one correspondence with adult guidance.

With adult modeling and support, two-year-olds can place objects into two equal sets using one-to-one correspondence.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



24-36 months

Picture Frame Match-Ups

Create a matching game using a clear acrylic picture frame and some stick-on hooks. Place the hooks on the frame in a 3x3 arrangement, spacing them so there is room under each hook to put a small picture. Create a card to fit in the frame with nine pictures of familiar objects. Make sure each picture will line up under a hook when you slide the card in the frame. Create individual cards with pictures that match those in the frame. Punch a hole in the top center of each picture card so that it can be placed on a hook. Children match the pictures by hanging them on the hooks. Create a set of identical pictures or create pairs that go together – a squirrel with an acorn, or a comb and a brush. **MA2.2a**

The Matching Board

Collect a group of objects from the classroom. Include items such as a spoon, a toy truck, a seashell, a block and a plastic flower. Take a photo of each object or place it on the copy machine and print the image. Glue the photos on a piece of poster board. Place the objects in a basket. Have the child choose an object and place it on the corresponding picture. **MA2.2a**

Dressing Dolls

Provide doll clothes. Tell the children how many there are of each item of clothing. Then say, “Find one hat.” Wait for the children to find one hat and place the hat on the doll. Then say, “Let’s find two socks for the baby.” Wait for the children to place the socks on the baby doll. Encourage the children to count the socks as they place them on the baby doll. Assist as needed. **MA2.2a**

Number Book Match Game

Read *My First Number Board Book* by DK Publishing to one child or a small group of children. Encourage the children to match real objects to the pictures or photographs. For example, say, “I see two socks on this page. Let’s find two shoes in home living to go with them.” **MA2.2a**

Shoe Match

During small group, remove all of the children’s shoes. Place one shoe from each child in a pile, and make a line with the other shoes. Have the children match the shoes to create pairs. **MA2.2a**

Snack Helper

While setting up for snack, choose three children to help pass out needed items such as plates, napkins and cups. Have each child place one item at each chair. Say, “Look, Abby, you put one plate at each chair.” **MA2.2a**

Bug Line-Up

Have the children create two equal lines of toy bugs. Help the children in noticing that each bug has a partner or creates a set. Encourage the children to recreate lines using different numbers of bugs. **MA2.2a**



★ BRIGHT IDEA

Use a smaller group of two pairs of shoes for the children to match.

TEACHER TIP

Talking throughout the day about the number of items the children encounter will help reinforce counting. Say things like, “We have two cookies for snack today,” or “I see three stars on that poster.”

MA2 #78

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



0-12 months

MA2.0a

Participates in simple counting of objects when led by an adult.

Infants can observe the counting process led by the teacher. They can begin to anticipate the predictability of counting and may begin to verbalize by the age of one.



12-24 months

MA2.1a

Counts groups of one and two objects with adult guidance.

One-year-olds are just beginning to understand the concept of counting. Teachers can model counting as they pass out food, count toes during diapering or help children put on "two" shoes. One-year-olds may learn to count one or two objects with assistance.



24-36 months

MA2.2b

Counts one, two and sometimes three objects using one-to-one correspondence with adult guidance.

One-to-one correspondence means understanding that each object in a set gets one count. Understanding this begins with matching an object to an object: matching one hat to one doll. Assigning one number to each object is more difficult: help child say "1-2-3" while touching each of three dolls.

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MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



0-12 months

Counting Blocks

Provide stacking blocks or cups. Encourage the infant to explore the blocks. Stack three blocks on top of each other and point to each one. "There are three blocks...one...two...three." **MA2.0a**

Ball Count

Place a few balls in a plastic tub near the infant. Take the balls out, one by one and hold them up. Count them as you go. "One, two, three balls." Roll them toward the infant and count again, "One, two, three balls." **MA2.0a**

Fingers and Toes

During one-on-one time with an infant, gently touch each finger and toe, counting as you go. "One finger! Two fingers! Three fingers!" **MA2.0a**



★ BRIGHT IDEA

For infants who dislike being touched, hold up your own fingers for this activity. This activity can be done with two infants. One infant can observe while the other is involved in the conversation.



12-24 months

One Sock, Two Socks

With a small group of children, count and compare socks. Gather several pairs of colorful socks. Show them to the children and talk about the colors and other features, such as stripes or characters. Have the children help you match the socks. Then count each pair, saying, "Look at the red socks. Let's count them. One sock, two socks." **MA2.1a**

Feed the Baby

Give each child in a small group a baby doll. Gather an assortment of play food. Say, "Let's feed the babies. Give them two strawberries. Count with me. One, two. Now let's give our babies one cookie. Ready? One cookie." Encourage the children to count out one or two foods to feed the babies. **MA2.1a**

Footprint Painting

Tape a large piece of butcher paper on the floor, with a tray of paint nearby. Remove the children's shoes. Have the children, one at a time, step into the paint and make footprints on the paper. As the children step on the paper say, "One, two. Two feet. Cynthia has two feet." **MA2.1a**

★ BRIGHT IDEA

For a child who has difficulty touching a variety of textures, place the paint in a large zip-top bag. Encourage the child to step on the baggie to leave a footprint. Count the footprints, as above.



24-36 months

Carton Counting

Gather clean egg cartons. Cut them in half lengthwise, then in half again crosswise to create sections of three cups each. Place manipulatives in the cups. Some sections will have one item in one cup, some two and some three. Give a section of egg carton to a child and ask him/her to count the items inside, touching each one while counting. You could also give manipulatives to the child to count out into the cups. **MA2.2b**

★ BRIGHT IDEA

Use larger cups, bowls or boxes taped together and larger manipulatives for the children who have difficulty manipulating small objects.

Bingo Bottle Counting

Provide each child in your small group a sheet of paper and a paint dotter filled with paint. Have a few extras on hand. Spin a spinner or draw number cards, and call out a number. Each child puts that many dots anywhere on his/her paper. After a couple of spins, have the children switch bottles to get a different color. Continue spinning and counting until the paper is filled with dots. Say, "Wow, look at all the dots you counted!" **MA2.2b**

MA2 #79

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



0-12 months

**NO
INDICATOR**



12-24 months

MA2.1b

Applies number and counting to daily routine with adult guidance.

Learning to count requires lots of practice and repetition and should focus on being fun and playful. One-year-olds begin to mimic the counting sequence in daily activities led by the teacher.



24-36 months

MA2.2c

Applies number and counting to daily routine.

Learning to count requires lots of practice and repetition. Two-year-olds actively take on the role of counting in daily classroom routines.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

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MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



12-24 months

Sing It Two Times

During music and movement time, sing a favorite song, such as “BINGO,” with the children. When you are done, say, “Let’s sing that song again! We’ll sing it two times!” Add numbers to favorite songs: “If you’re happy and you know it, clap three times! One-two-three!” **MA2.1b**

How Many Friends?

Choose two or three children to come and stand in front. Sing the following song to the tune of “London Bridge”:

*How many friends are standing here,
standing here, standing here?
How many friends are standing here?
Count them with me.*

Point to each child and count aloud, “One, two, three.” Encourage the other children to sing along and count his/her friends. **MA2.1b**

Two by Two

Line the children up with a partner. They can hold hands or hold onto a walking rope. Sing this variation of “The Ants Go Marching”:

*The children are marching two by two,
hurray, hurrah.
The children are marching two by two,
hurray, hurrah.*

*The children are marching two by two,
There’s me and you, and you, and you.
And we all are marching down the hall,
to the playground... (around the shelf,
back to the rug, etc.).* **MA2.1b**



24-36 months

Lunchtime Helpers

At lunchtime, choose a small group of children to count out each lunch item while distributing them. The children should place one item at each child’s place at the table. For example, one child will count out all the spoons, another counts all the plates, and so on. Assist the children in counting to make sure there are enough of each item. **MA2.2c**

How Many?

At mealtime, encourage the children to count out servings of food as they place the food on their own plates. Say, “Rosie, you’re getting more carrot sticks. Let’s count them together. One, two, three carrot sticks.” **MA2.2c**

★ BRIGHT IDEA

Use sign language for the numbers as you count.

Who Is Here Today?

Have the children sign in when they come into the classroom by moving their photo from the home board to the school board. During small group time, have the children count how many children are at school and how many are at home. **MA2.2c**

Steps Around the Playground

During outside time have the children count the steps going up the slide. Then count how many steps it takes to go from the bottom of the slide back around to the ladder of the slide. **MA2.2c**



TEACHER TIP

Have the children count the number of sifters, buckets and shovels you have in the sandbox during outside time.

How Many? Zero

Use this activity to introduce the concept of “zero.” Ask the children preposterous questions such as, “How many elephants do you see in our room?” then prompt them to answer, “ZERO!” Continue by asking how many actual zebras, live dinosaurs, giraffes or airplanes they see. Each time have the children look around and then answer, “ZERO!” **MA2.2c**

Music Time

During large group, have the children count up in preparation for the music to start. Say, “We will start the music on five,” and count together “one, two, three, four, five!” **MA2.2c**

MA2 #80

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

MA2.2d

Participates in creating simple, real and pictorial graphs.

Graphing provides an opportunity for children to represent and communicate mathematical relationships. With two-year-olds, teachers can facilitate the creation and display of simple graphs using pictures.

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MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.



24-36 months

Our Favorite Things

Create a line with chalk or tape on the floor, and place a picture of two choices (red or green apples, milk or juice). Have the children stand next to their choice. Say, "I see more friends chose red apples than green apples." As an extension in language you might say, "I see that children prefer milk over juice," or "Fewer children like green apples." **MA2.2d**

Sweet or Sour?

As a sensory activity, have the children taste various fruits that are sweet or sour. Let them pick the fruits they want to taste. As the children taste the fruit, identify whether the fruit is sweet or sour. Say, "You are tasting a lemon. A lemon is sour." Help the child place a counter in one of two separate baskets, sweet or sour. You could color-code the counters, orange for sweet and green for sour. Once the tasting is complete, have the children count the number of counters in each basket with you. Place the counters on a line, one line for sweet and one line for sour. Notice which line is longer and say, "I see you tasted more sweet fruit than sour fruit." Use the remaining fruit for snack or as a supplement for lunch. **MA2.2d**

Whose Shoes?

Line up a variety of shoes on the floor (lace-up shoe, buckle shoe, slip-on shoe, sandal, VELCRO® shoe.) You can also use pictures of these types of shoes. Give all the children a small photo of themselves. Have the children place their photos in a line next to the shoe that is the same style as theirs. Point out which line is longer and which is shorter. Use comparative language. Say, "More children are wearing laces than VELCRO® today." **MA2.2d**



TEACHER TIP

Small photos of the children are handy in many ways in the classroom. Take a close-up (head and shoulders) picture of each child. Crop it to approximately 2" x 2," then copy or paste it into a Word document. You can get 20 children's pictures on a page. Make a number of copies and cut the pictures apart. Use these for graphing and patterning activities, or place them in the writing center for impromptu letters and cards.



I Like...

Create a chart using pictures of different pets, such as dogs, cats, goldfish and rabbits. Have the children choose a color from different colors of paint. Paint their hands to make a handprint. Have each child place his/her handprint beside the pet that he/she likes the most. Write the child's name on the handprint to remember whose handprint it is. During large group, discuss the results with the children. **MA2.2d**

Sunshine or Snow?

Have a basket with precut shapes of suns and snowflakes. Divide a piece of chart paper into two columns with a sun on one column and a snowflake on the other. Have the children say whether they like snow or sunshine better and place a sun or snowflake cutout under the appropriate column. Count and compare the cutouts under each column. **MA2.2d**



TEACHER TIP

Use paint dotters for the children to mark preferences or responses when creating simple graphs. For example, they can simply mark a dot in the Favorite Book column.

MA3 #81

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



0-12 months

MA3.0a

Plays with toys and objects of different sizes and shapes.

Infants learn about size and shape through exploration of objects of different sizes and shapes.



12-24 months

MA3.1a

Uses size words appropriately.

One-year-olds begin to repeat words they hear spoken by their adult models. They apply the terms “big,” “small,” “little” to objects in their surroundings.



24-36 months

MA3.2a

Develops vocabulary for length, weight and height.

Two-year-olds are beginning to develop vocabulary that relates to length, weight and height although they confuse the terminology. They use words such as big, small, long or short.

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MA3 – The child will explore and communicate about distance, weight, length, height and time.



0-12 months

Large and Small

Provide balls of different sizes and textures, and/or blocks of different materials, shapes and sizes for the infants to explore. Comment on the toys they are exploring: “Andrew, you have the square block, It’s red. You have a square, red block,” or “Lila, you have a big, blue rubber ball.” **MA3.0a**

Real and Found

Provide safe, found objects of various sizes, such as wooden and plastic spoons and spatulas, for the infants to explore, with close supervision. As the child explores with the objects, you might say, “Ruthie, you are banging the large spoon on the small bowl!” **MA3.0a**

Big Box

In addition to the assortment of blocks and stacking toys, place a large cardboard box in the classroom for a few days. Encourage the infants to explore by crawling or sitting inside the box. Comment on what they are doing. Say, “Brandon is inside the BIG box.” **MA3.0a**



TEACHER TIP

As the infants play with toys, it’s important to talk to them about what they are doing. Describe the toy’s color, shape or size. Let the infants hear the words as they are handling the objects.



12-24 months

Big and Little

Provide toddler-size and matching infant-size clothing, such as shirts and socks. As the child picks up an item, describe it. Say, “You found the big sock. Let’s find the little sock. Here it is! You have the big sock. I have the little sock.” **MA3.1a**

Big Snack, Little Snack

Serve two of the same kinds of crackers in different sizes, such as one small cheese cracker and one large cheese cracker. Give each child a few of each size. Name the size as you distribute them. Encourage conversation about the size as the children eat the snack. Say, “Johnny’s eating his big cracker.” Ask, “Can you show me a small cracker?” **MA3.1a**

Giant Steps, Baby Steps

Play some lively music, such as selections from Hap Palmer’s CD *Movin’*. Show the children how to take “giant steps” as they move around the space. Demonstrate how to stretch your legs out as far as they will go. Then, show the children how to take tiny “baby steps” and walk on tip-toe. Before each section, call out “giant steps” using a giant voice or “baby steps” using a baby voice,” and move along with the children. **MA3.1a**



24-36 months

Big Dog

Read *Clifford the Big Red Dog* by Norman Bridwell. Stop several times during reading to emphasize the words “big” and “biggest.” Encourage the children to use the word “big” in other contexts. Ask, “What is something big in our room?” “Did anyone see something big today while coming to school?” Make a list of big things. **MA3.2a**

Height Chart

Use chalk to record each child’s height on an outside wall, or mark it on butcher paper hung in the classroom. Label each line with the child’s name and picture. Compare heights. “Jill is 37 inches tall. She is shorter than Jack,” or “Meredith is taller than Avery. She is 39 inches tall.” **MA3.2a**

★ BRIGHT IDEA

For the children who have difficulty with the concept of height, provide string to be measured to the height of the child, then compare the lengths of string.



TEACHER TIP

While describing items throughout the day, include size descriptors such as big, little, tall, heavy or short.

MA3 #82

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



0-12 months

**NO
INDICATOR**



12-24 months

MA3.1b

Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.

One-year-olds learn about objects through exploration and modeling. Teachers should describe objects using comparative language: "This bear is sooooo big and this bear is veerry small."



24-36 months

MA3.2b

Makes simple comparisons between two objects.

Two-year-olds, through exploration, can begin to make comparisons between two objects.

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MA3 – The child will explore and communicate about distance, weight, length, height and time.



12-24 months

Leaf Collage

Have the children explore the outdoor play area to collect leaves, or bring some in from home. Press the leaves between the pages of a heavy book overnight so they are flat. Encourage the children to glue them to a large piece of poster board. Talk about the leaves. Which are big? Which are small?

MA3.1b

Box Pull

Attach a sturdy piece of rope to two small boxes (those that disposable diapers come in are a good choice). Place something heavy in one box (a reusable grocery bag filled with cans) and something light in the other (a stuffed animal). Encourage the children to push and pull the boxes around the room. **MA3.1b**

Great Big Spider

After reciting “The Itsy Bitsy Spider,” add this variation, using big motions. Use your whole hand for the spider, not just your fingertips. Encourage the children to use a “big” voice (loud and deep).

*The great big spider went up the water spout,
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
And the great big spider went up the spout again.*

MA3.1b



24-36 months

Balancing Pictures

Make several pages with pairs of items that are heavy and light. Use poster board cut to size, or other heavy paper. Glue a picture of a rock on one side of the page and a feather on the other side. Other pairs might include an elephant and a kitten, a car and a tricycle, or a tub of water and a small cup of water. Punch a hole in the top center of the page with a large hole punch. Attach a weight (such as a washer) to the bottom of the page on the side with the heavier item; tape it on the back side of the page. In small group, show the children the pages, and have one child hang the page from an unsharpened pencil you are holding. The heavier side should tip down, just like on a balance scale. Say, “An elephant is heavy. A kitten is light.” **MA3.2b**



TEACHER TIP

While describing items throughout the day, include comparative language with the children, such as big/small and short/tall.

Weight Lifting

Collect clear plastic bottles with lids that are the same size. Fill the bottles with a variety of materials of different weights such as water, cotton balls, sand, beads or feathers. Seal the tops so the children can't open them. Describe the weight of the bottles as the children explore them. Say, “You have the bottle with feathers. It's lighter than this one with beads,” or “The sand bottle is heavy. How about the one with water?” **MA3.2b**

Tower Challenge

Encourage the children to work together to build several towers in the block center using a variety of blocks. Ask questions such as, “Which tower is taller? Which tower is the shortest? Who can build a tower taller than this chair? Who can build two towers the same size?” **MA3.2b**

Balancing Act

Make two lines on the floor with masking tape, one long and one short. Show the children how to walk on the line without “falling off.” As they walk on their pretend balance beams, comment, “Kelvin's walking on the long line.” Ask them to choose, “Do you want to walk on the long line or the short line?” **MA3.2b**

MA3 #83

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



0-12 months

**NO
INDICATOR**



12-24 months

MA3.1c

Explores measuring tools.

One-year-olds are curious about their environment. Having tools related to measuring for easy access allows children to explore these objects.



24-36 months

MA3.2c

Uses measurement tools in play activities.

Two-year-olds begin to explore using measurement tools and vocabulary during play time. They may pretend to weigh themselves or to measure how long the table is.

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MA3 – The child will explore and communicate about distance, weight, length, height and time.



12-24 months

Timer Time

Show the children a variety of timers, such as a sand timer, a stopwatch and a kitchen timer, and explain that these things let us know when time has gone by. Encourage the children to explore by turning the sand timers over and watching the sand or by turning the kitchen timer to hear it ding. After the children have played with the timers, set the kitchen timer for a short time and explain, "When this timer buzzes, it will be time for a story." When the timer goes off, gather the children on the rug for a story. **MA3.1c**

Making Pudding

Individually or in small groups, involve the children in measuring ingredients to make pudding. Say, "We need one cup of milk." Help a child pour from the small pitcher of milk into the measuring cup and then into the bowl with the pudding mix. When the pudding is ready, have each child serve himself/herself with a small spoon. **MA3.1c**

Weigh In

Provide a balance scale and a variety of items from the classroom. Show the children how to place items on the balance scale and watch it go up and down. Say, "The scale tells us when something is heavy or light. The block is heavy. Watch the scale go down over here when we put the block on this side." **MA3.1c**

Cheerios Scoop

Provide the children with a small bowl of Cheerios and a couple of different sizes of measuring spoons. Have the children use the different measuring spoons to scoop up the Cheerios. **MA3.1c**



24-36 months

Shoe Shop

Create a shoe shop in your dramatic play area with a variety of dress-up shoes. Larger children's sizes are perfect for this purpose. Make a shoe size chart by gluing shoe cutouts in a variety of sizes to a piece of butcher paper. The children stand on the cutouts to measure their feet. **MA3.2c**

The Bakery Shop

Add ice cream scoops in a variety of sizes to the play dough area, along with cookie sheets and serving trays. Encourage the children to use the scoops to measure the play dough onto the baking sheets. They can use a spatula to flatten their cookies or biscuits and then to pick them up and put them on the trays. **MA3.2c**

Tool Time

Take some measuring tools outside and encourage the children to find ways to use them. Ask, "What can we measure with the measuring tape? How about the balance scale?" **MA3.2c**

How Tall Are You?

Have a height chart posted in the classroom and have the children stand at the chart and make a mark to see how tall they are. You could also use yarn to measure height and tape the yarn to the height chart. **MA3.2c**

Making Muffins

You will need muffin pans, measuring spoons and pom-poms for this activity. Have the children use the measuring spoons to fill the muffin cups with pom-poms. Prompt the children's thinking by asking which measuring spoon holds more. **MA3.2c**



TEACHER TIP

Add different types of scales to the classroom. You could add a kitchen/food scale to the dramatic play area or add a bathroom scale to the block area for the children to weigh the blocks or themselves.

MA3 #84

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA3 – The child will explore and communicate about distance, weight, length, height and time.**



0-12 months

MA3.0b

Shows awareness of consistent daily routines.

Infants find comfort in having a predictable routine each day. They are able to anticipate events and often get fussy or upset when things are not predictable.



12-24 months

MA3.1d

Begins to predict daily routines.

One-year-olds desire a predictable routine each day. They are beginning to be able to anticipate the daily routine of the school day. "First we eat breakfast, then we play with toys, then we go outside."



24-36 months

MA3.2d

Identifies daily routines and changes in routine.

Two-year-olds still need a constant daily routine. They can now make simple predictions about the daily schedule and anticipate transitions in the school day. Changes in routine, such as a fire drill, can be very upsetting. Using simple picture schedules of the main events in the day is a helpful tool for two-year-olds to know what is coming up next.

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MA3 – The child will explore and communicate about distance, weight, length, height and time.



0-12 months

Now It's Time

Get down on the infant's level, smile and say, "Come with me to wash your hands. It's time to eat breakfast." Wash hands and sing to the tune of "Mary Had a Little Lamb":

*Now it's time to wash our hands,
wash our hands, wash our hands.*

*Now it's time to wash our hands,
so we can eat our breakfast. MA3.0b*

Musical Transitions

Use familiar songs as transitions using the infant's name. When showing how to pick up toys, sing to the tune of "Way Down Yonder in the Paw Paw Patch":

*We're picking up the toys and putting them
in the basket.*

*We're picking up the toys and putting them
in the basket.*

*We're picking up the toys and putting them
in the basket.*

Emily's cleaning up. MA3.0b

Routine Talk

Provide consistent "routine talk" from day to day for a variety of activities. Each day when it's lunchtime say, "It's lunchtime... time to eat!" so the infants associate that specific phrase with the time of day and the action. At diaper changing, sing to the tune of "Bear Hunt":

*It's time to change your diaper,
it's time to change your diaper,
let's get you dry, let's get you dry. MA3.0b*



12-24 months

Tell a Story

Attach VELCRO® dots or magnets to simple picture cards of different daily routines (such as washing hands, reading a book or of a child napping). Tell a story about activities during a typical day, and use the name of one of the children in the class. As you tell the story, put the appropriate picture card on the flannel or magnet board. "Laila came into class with her mommy and started playing with the blocks. Then she danced to the music. After that, she ate lunch. She listened to a story and took a nap. When she woke up she went outside to play, and when she got back inside her mommy was there to pick her up!" **MA3.1d**

What Happens Next?

Use language as a cue to help the children predict what happens next. Say, "All of my friends have finished eating. What should we do next?" As an extension, teachers can sing transition songs, like this one to the tune of "The Farmer in the Dell":

*We all are cleaning up,
we all are cleaning up,
Hi! Ho! The Derry-O!*

We all are cleaning up.

Add the children's names to personalize it:

*Alex is cleaning up,
Brady is cleaning up,
Hi! Ho! The Derry-O!
Mary is cleaning up! MA3.1d*



24-36 months

And Then We...

In small group, show the children pictures of the daily schedule and let them help you put them in order. Place the first picture on the table and say, "First we sing our good morning song. And then... what do we do? Who can tell us what happens next? Yes, Olivia, we play at the tables. Can you find that picture and put it next?" Continue until the daily schedule is complete. **MA3.2d**

Today Is Different

When a special event happens, such as when a visitor comes to the class, prepare the children by talking about the change in the schedule. On the day of the event, sing this song to the tune of "Clementine":

*Today is different, today is different,
today is different from the rest.*

*Help me change our picture schedule,
Today is different from the rest.*

As the children watch, insert the picture of the visitor in the schedule where it belongs. Say, "Today after snack, we'll see a fire truck." **MA3.2d**



TEACHER TIP

Establish consistent arrival and departure routines. Routines might include washing hands at arrival and gathering belongings before departing.

MA4 #85

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



0-12 months

**NO
INDICATOR**



12-24 months

MA4.1a

Orders several objects on the basis of one characteristic through trial and error.

One-year-olds learn best through trial and error. They touch, taste, see, hear and smell different objects to learn about them. With teacher guidance, they can experiment with putting objects in order. Toys such as stacking rings or nesting cups help to build this concept of order.



24-36 months

MA4.2a

Orders a few objects by characteristic with adult guidance.

After they have had a lot of experience making comparisons, two-year-olds can begin to put a few objects in order with help. Teachers can model language and how to put objects in order to introduce the concept.

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MA4 – The child will sort, seriate, classify and create patterns.**12-24 months****Ring Stacking:**

Provide the children with ring stackers and encourage them to stack the rings based on size. Verbalize what the children are doing as they practice. “That one doesn’t go there, does it? Try the bigger one to see if it will go.” **MA4.1a**

Yogurt Cup Stack and Nest

Provide several different plastic containers of the same general shape that will fit inside each other (such as small, medium and large-sized yogurt containers). Show the children how to nest them inside each other or stack them like a tower.

MA4.1a**★ BRIGHT IDEA**

For the children who have difficulty stacking, use a piece of nonskid shelf liner on the table to stabilize containers for stacking and nesting.

Small and Large

Provide the children blocks of different sizes. Model for the children how to place them in order, then encourage the children to do the same. Narrate what the children are doing as they participate. **MA4.1a**

**24-36 months****Tubes in a Row**

Cut cardboard tubes into a variety of lengths. Show the children how to lay them side by side in a box lid, from shortest to tallest. Say, “You put the tubes in order by size.” **MA4.2a**

Play Dough Worms

Show the children how to make play dough worms by modeling rolling out the dough on the table with the palms of your hands. Encourage the children to make their worms different lengths. Ask, “Can you make a long worm? A short worm?” Choose three of the worms and place them in order. Say, “Look, I put them in order: small, medium and large.”

Encourage the children to do the same. **MA4.2a**

Bears in a Row

Read the story “Goldilocks and The Three Bears.” Give the children three stuffed bears and help them place them in order from smallest to largest. Give the children another animal, also in three different sizes. The children should match the new animals, by size, to the bears. For example, they can match the three bears to three different-sized turtles. **MA4.2a**

Dinosaur Roar!

Read the book *Dinosaur Roar* by Paul and Henrietta Stickland. Give the children three dinosaurs of different sizes and to put them in order from biggest to smallest. The children can then pretend to take them on a dinosaur picnic and even name their dinosaurs. **MA4.2a**

**TEACHER TIP**

Encourage the children to place random objects found during cleanup in a special container. During small group, you can help the children sort the objects into various categories, such as markers/crayons, blocks or dolls, etc.

MA4 #86

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



0-12 months

MA4.0a

Explores objects with different characteristics.

Infants are learning the physical characteristics of an object such as shape, texture and color. As they explore objects, infants learn how objects are related, how one nesting cup fits inside another nesting cup or that blocks can be stacked on top of each other. These observations help infants build mathematical knowledge.



12-24 months

MA4.1b

Differentiates between two objects with different characteristics with adult guidance.

One-year-olds are beginning to be able to discriminate between objects and notice similarities and differences, although they cannot necessarily communicate this. They can recognize objects and give them to their teacher to identify which ones are the same.



24-36 months

MA4.2b

Matches objects with similar attributes or characteristics.

Teaching young children how to match is an important part of developing early math skills. Matching helps two-year-olds identify and describe relationships between objects and is a necessary step in learning to sort.

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MA4 – The child will sort, seriate, classify and create patterns.



0-12 months

Water Play

Provide the infant with a small amount of water on a plate or small tray and encourage him/her to play in the water. While he/she is splashing, talk about what he/she is doing and identify some characteristics of the water. For example say, “The water is wet and cold! You’re sliding your hands on the plate. The plate is slippery.” **MA4.0a**

Reuse and Recycle

Provide infants with safe, clean recycled materials to explore, such as empty cereal boxes, oatmeal tubs and beverage containers with secured lids. Use language related to what the child is doing with the specific object. Provide a wide variety of materials for exploration throughout the day and verbalize the attributes of the items being explored. Say, “Alyssa, you’re banging the pots together,” or “Lily, you’re holding the large box.” **MA4.0a**

Exploring with Instruments

Provide a variety of musical instruments with different sounds and textures for the infants to explore, such as a metal triangle, a bumpy shaker or a wooden-sided drum. Encourage the infants to manipulate the instruments to hear the sounds. Talk about how the instruments look and feel. Say, “The shaker is round and bumpy.” **MA4.0a**



12-24 months

Same and Different

Collect pairs of similar objects, such as blocks, bowls, spoons or vehicles, that differ in one characteristic. For example, you might have two blocks, one red and one green; or two spoons, one wooden, one metal. Place the items in a basket or on a tray and sit on the floor. As the children gather, talk about the items. Point out the differences. “Here’s a red block and here’s a green block.” Ask the children to differentiate between two objects. Say, “Here are two spoons. Can you show me the shiny spoon?” **MA4.1b**

Big or Little?

Provide picture cards with various big and little items. Have the children assist in placing the cards in piles according to size. Use the words “big” and “little” often as you talk to the children. **MA4.1b**

Opposites

Gather several textured items such as a soft block, a wooden block, a sensory ball, smooth paper and a soft blanket. Model descriptive language, such as “This is a squishy block. It’s soft. This is a wooden block, it’s hard; This sandpaper is rough and this paper is smooth.” **MA4.1b**

★ BRIGHT IDEA

For a child who has difficulty with a variety of textures, introduce one or two textures at a time.



24-36 months

We Go Together

Create 3-D matching games based on characteristics such as color, size and shape. Begin by matching identical objects such as two triangle blocks and two square blocks. The children can match them based on attributes. You might provide a variety of blocks to match. The two red blocks go together, the two green blocks are a match, and so on. As the children match items, see if they can answer, “How are these the same?” **MA4.2b**

Shape Match

Using laminated construction paper or sheets of fun foam create a variety of shapes, including circles, squares and triangles. Make sure to include different sizes and colors of the same shape. Glue a set of the shapes onto a piece of poster board. Give the children matching sets and encourage them to put matching shapes together. Watch for opportunities to make comments such as, “You put the red triangle on the red triangle.” **MA4.2b**

Picture Match

Provide the children with pictures of different items that are similar but not exact, such as different types of fish, dogs, flowers, cats and people. Encourage the children to match the pictures. The Golden Retriever and the Dalmatian go together, the sunflower and the daisy go together, and so on. Guide the children in explaining why the two pictures go together. Say, “You put those together because they are both...?” **MA4.2b**

MA4 #87

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **MA4 – The child will sort, seriate, classify and create patterns.**



0-12 months

MA4.0b

Begins to imitate simple sounds and movements.

Infants can imitate sounds and movements at a very early age, which is the beginning of understanding patterns. They will imitate sounds or gestures made by adults saying “Ma-ma-ma-ma” or waving “bye-bye.”



12-24 months

MA4.1c

Copies patterns using sounds or physical movements, with adult prompting and guidance.

With one-year-olds, we can begin building knowledge of patterns with everyday experiences. With adult modeling and guidance, one-year-olds can copy simple patterns involving movement and rhythm.



24-36 months

MA4.2c

Recognizes simple patterns in the environment.

Patterns teach children how things work together and allow them to predict what comes next. These skills, in turn, can help children become problem solvers. Exposing two-year-olds to patterns helps them begin to recognize them in their environment.

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MA4 – The child will sort, seriate, classify and create patterns.



0-12 months

Do What I Do

Face the infant and make eye contact. Carry out a simple “conversation” by imitating the sounds and facial expressions that he/she makes. Repeat “ma ma ma” and pause to give the infant time to respond. When the infant sticks out his/her tongue or makes “raspberries,” you do the same. **MA4.0b**

Music Time

Include one or two infants in a music activity. Sing a song, such as “Row, Row, Row Your Boat” or “The Itsy Bitsy Spider,” and add motions. Gently bounce the infant on your knee, sway to the beat or use simple hand motions. **MA4.0b**

Clap, Clap, Clap

Show the infant how to clap while saying or singing, “Clap, clap, clap your hands. Clap your hands together.” Doing this often will allow the children to begin to imitate the motion of clapping. Do this with waving and other simple gestures and noises, as well. **MA4.0b**



12-24 months

Walk, Walk, Jump

On the way to the playground, have the children follow a walking pattern. Tell the children, “Today we are going to walk, walk, jump our way to the playground.” Once you get to the playground gather the children in a circle and change the pattern to hop, hop, twirl. **MA4.1c**

Bear Hunt

Sing the song or read the book *We’re Going On A Bear Hunt* by Michael Rosen. Model motions for each verse in the song. Encourage the children to copy you. Emphasize the repeating refrain, “Going on a bear hunt, going on a bear hunt.” **MA4.1c**

Clap, Clap, Clap, STOP

Encourage the children to sing this song by Ella Jenkins and follow your motions.

*Clap and clap and clap and STOP! (On STOP, hold your hands up, palms facing forward.)
Clap and clap and clap and STOP!
Clap and clap and clap and STOP!
Clap and clap and clap and STOP!*

Repeat with different motions:

Stomp and stomp and stomp and STOP! MA4.1c



TEACHER TIP

Once children are aware of patterns, they will see them in everything, such as fabric or floor tiles. Point out patterns as you see them.



24-36 months

Wet Shoe Patterns

You will need a spray bottle with water and construction paper or butcher paper in a bright color. Use the spray bottle to wet the bottom of the children’s shoes. Have them step on a piece of bright construction or butcher paper. Have them observe the different patterns the shoes make. Have them compare the bottom of a shoe to the patterns on the paper. **MA4.2c**

Walkabout

Read *National Geographic Little Kids Look and Learn: Patterns!* by National Geographic Kids. Talk about some patterns in the book. Find patterns in the classroom. For example, notice how the rug has red and blue blocks. **MA4.2c**

Stripes Galore

Show the children pictures of animals with stripes, stripes on shirts, even stripes on straws. Go on a “stripe hunt” at school, pointing out stripes wherever you see them. Give the children strips of masking tape in two different colors. Encourage them to make stripes on paper. **MA4.2c**

★ BRIGHT IDEA

For the children who have difficulty with color discrimination, provide high-contrast colors, such as black and yellow.

MA5 #88

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA5 – The child will explore, recognize and describe spatial relationships between objects.**



0-12 months

MA5.0a

Explores relationships between objects through play.

Infants naturally grab and touch objects within their reach. They observe and learn about relationships between objects through exploration, reaching out or kicking at them. As they become more mobile, they navigate through spaces, crawl across the floor or pull up next to the chair.



12-24 months

MA5.1a

When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.

One-year-olds learn about objects through manipulation and exploration. When presented with a new toy, one-year-olds will often try to figure out how to make it move but may need assistance from adults. They enjoy push toys and figuring out how to make them move in specific directions.



24-36 months

MA5.2a

Practices using directionality and appropriate vocabulary.

Directionality is what helps children understand the space around them. It helps them understand where things are in the environment and where their bodies are in relationship to other things. Two-year-olds are learning this concept and some of the vocabulary associated with directionality: "My blankie is inside the cubby," or, "The books go on top of that shelf."

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MA5 – The child will explore, recognize and describe spatial relationships between objects.



0-12 months

Shake It Baby

Provide the infant with a variety of rattles. Talk about what happens when he/she shakes the rattle. “You made a sound. Shake, shake!” Point out objects inside a clear rattle. Model shaking the rattle quickly and then slowly. **MA5.0a**

What’s Inside My Hand?

Place an object, such as a ball, inside your hand. Show your closed hand to the infant and ask, “What’s inside my hand?” Open your hand to reveal the item and describe it. “There’s a ball in my hand!” Repeat with other objects. **MA5.0a**

Ready, Set, Crawl!

Encourage mobile infants to move through and around obstacles. Place two soft pillows side by side, with a space between them, or put a chair in the way for the infants to go around. **MA5.0a**



12-24 months

Inside/Outside

Give each child a shoebox and a small block. Demonstrate the concepts of inside and outside with your shoe box and block. Call out positions, “Put your block inside the box,” and encourage the children to copy you. Ask them to tell you if their block is inside or outside the box. **MA5.1a**

Vroom! Vroom!

Provide the children with a variety of small wheeled toys. Place some empty cardboard boxes on the floor with the vehicles, along with wooden blocks for ramps. Show the children how to “drive” their cars, going up, down, around, under and inside. As they move the vehicles around, provide directionality terms. “Your car is going up the ramp,” or “Your car went inside the box.” **MA5.1a**

Near and Far

Play a game with a puppet to demonstrate “near” and “far.” When you say “near,” encourage the children to lean in toward the puppet; at the same time, move the puppet toward the children so they are very close. When you say “far,” move the puppet back, and encourage the children to lean back as well. If you have space, have the children walk toward the puppet and then back away as you alternate “near” and “far.” **MA5.1a**



24-36 months

Where’s Bunny?

Demonstrate directionality to a few children. Use a stuffed animal, such as a bunny, to place in various places in relation to a child – next to, behind, or in front of the child. Say the words as you move the bunny. “The bunny is next to Avery. Now, the bunny is behind Michael.” Then give stuffed toys to the children, and encourage them to put the animals in the position you call out. **MA5.2a**

Dancing with Bears

Play Greg & Steve’s “Dance with Your Teddy Bear” in large group. Give the children stuffed bears or provide bear cutouts or counting bears. The children dance with their teddy bears “way up high, way down low” and in lots of other positions. **MA5.2a**

Spider on the Floor

Sing Raffi’s “There’s a Spider on the Floor” with the children. Give each child a plastic spider ring so he/she can follow along with the song: “There’s a spider on the floor, on the floor.” **MA5.2a**



TEACHER TIP

Make a fun class book by taking an extremely close-up picture of each child, as well as one from far away. Glue both pictures on a page, side by side. Label the close-up picture “near” and the faraway picture “far.”



TEACHER TIP

Be sure to notice and call attention to directionality with the children. Say things such as, “I see Hunter standing in front of the block shelf,” or “Look, there is Ms. Angela next to the slide.”

MA5 #89

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA5 – The child will explore, recognize and describe spatial relationships between objects.**



0-12 months

MA5.0b

Explores simple objects to make them fit.

Infants learn to recognize objects by their shapes and not what position the objects are in. A stuffed bear is a stuffed bear whether it is lying down or standing up. Using a simple one-piece puzzle gives children the opportunity to begin exploring spatial concepts.



12-24 months

MA5.1b

With prompting and guidance, begins to slide, rotate and flip objects to make them fit.

As one-year-olds manipulate objects, they are developing hand-eye coordination, which helps them learn how to slide, rotate or flip an object so it will fit properly. In the beginning, this is done mostly through trial and error. You may notice some children trying to force the object to fit. With adult guidance and modeling, toddlers begin to develop spatial awareness.



24-36 months

MA5.2b

With some adult guidance, demonstrates increasing ability to slide, rotate and flip objects to make them fit.

Two-year-olds begin to gain independence when fitting objects such as simple puzzles together. With practice, the children learn to place an object or a piece of a puzzle correctly where it fits. Once this concept has been developed, they are able to complete a simple puzzle with minimal teacher assistance.

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MA5 – The child will explore, recognize and describe spatial relationships between objects.



0-12 months

Ring Stacker

Sit with the infant as he/she explores a ring stacker. Show the infant how to remove the rings and put them back on. The infant will be able to remove them before he/she can put them back on, so you may need to assist with this. Say, “You are taking the rings off. Let’s put them back on again.” **MA5.0b**

Ball Drop

Model how to drop an object inside a container and pull it out. Give the infant a clean, empty container such as a coffee canister or an oatmeal tub. Provide objects, such as balls or small blocks, to drop inside. Observe while the infant drops and retrieves the object from the container. Offer assistance if needed. Vary objects often to encourage repetition. **MA5.0b**

Bracelets

Provide some colorful plastic bracelets and show the infant how to slide them on and off. Encourage the infant to put the bracelets on your wrist as well. Make some homemade bracelets by cutting cardboard or file folders into strips and taping them into circles, or use the inside of masking tape rolls after the tape is gone. **MA5.0b**



12-24 months

Knob Puzzles

Have a variety of simple, large knob puzzles for play and exploration available throughout the day. Begin with single, geometric-shaped large knob puzzles. Prompt as the child manipulates the pieces: “It almost fits. Can you turn it a little bit and then try again?” **MA5.1b**

Clothespin Drop

Provide the child with a clean, narrow-mouth container, such as a water bottle or a milk jug, and a large quantity of non-spring, one-piece wooden clothespins. Model how to turn the clothespin to drop it into the opening. Encourage the children to drop all the pins into the container. Offer verbal assistance if a child is having difficulty. **MA5.1b**

Fit It In

Create a shape box out of a shoe box by cutting two geometrical holes in the lid. Provide an object to fit into each hole (such as a ball for the round hole and a block for the square hole). Get the child’s attention and place the objects into the corresponding holes. Hand one of the objects to the child and show him/her which hole to put it in. Assist if needed. Repeat with the other object. After a time, see if he/she can do it independently. **MA5.1b**



24-36 months

Shape Fill

Provide the children with pattern blocks and homemade pattern block cards. To make the cards, trace the shape of a pattern block in three different orientations (for example, a triangle pointing up, down and to the side). You can put several shapes on one card. The children match the various shapes, turning them in different directions to make them fit. Talk about the shapes by name with the children, saying, “Those are all triangles.” **MA5.2b**

Build It Again

Using LEGO®s or LEGO® DUPLO®s, fit a number of different shapes and colors together to make a tower or other structure. Give the children additional LEGO®s, and encourage them to make a structure like yours. Another idea would be to take pictures of the children’s structures, print them out and place them with the manipulatives to see if the children can build it again. **MA5.2b**

Object Match

Trace the outlines of several classroom items (a book, a spoon, a block, a marker, a hammer, a large button) onto poster board and cover the poster board with clear contact paper. Give each child an item, and encourage him/her to match it to its outline on the board. The child may have to turn the objects around to make them fit. **MA5.2b**



TEACHER TIP

Photocopy items and encourage the children to match the real item to its photocopied picture.

MA6 #90

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **MA6 – The child will explore, recognize and describe shapes and shape concepts.**



0-12 months

MA6.0a

Explores objects with different shapes.

Infants have an inborn ability to understand shapes. They can recognize the difference between a circle and a square. They should explore the feel and texture of shapes to learn about them.



12-24 months

MA6.1a

Recognizes basic shapes and matches two identical shapes.

Children learn about shapes to build the foundation for skills that will help them with reading, writing and math. Through active play and exploration, one-year-olds can begin to recognize basic shapes, such as circle, square, rectangle and triangle. Recognizing shapes means that they should not be expected to name or identify the shape, but when the teacher provides the name, such as "Which is a circle?" the child can point to it.



24-36 months

MA6.2a

Recognizes and names two-dimensional shapes with adult guidance.

As children develop, they begin to identify simple shapes they see in the environment with teacher guidance. Reinforcing shape names through games and play builds the foundation for shape knowledge.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

MA6 – The child will explore, recognize and describe shapes and shape concepts.



0-12 months

Grasping Shapes

Provide objects of different shapes, such as a circle, square, triangle and rectangle, for infants to hold and mouth. Shapes of different textures and sizes should be made available such as a plastic ring from a stacking toy, a smooth wooden block, or the metal triangle from a set of rhythm instruments. Talk about the objects as the infant handles them, naming the shape as well as the texture or color. **MA6.0a**

Read About Shapes

Sit with the infant in your lap and read *A Circle Here, A Square There: My Shapes Board Book* by David Diehl. As you read, encourage the infant to touch the pages. You can make a homemade book by cutting shapes from a variety of textured papers, such as construction paper, sandpaper, corrugated cardboard, and gluing each shape on a page. Label each with the name of the shape. **MA6.0a**

Circles, Circles, Circles

Collect an assortment of large, circular lids for the infant to play with. They should be smooth, washable and large enough that they are not a choking hazard. Encourage the infant to explore the lids. Stack them, hold them, bang them together or mouth them. Talk with the infant as he/she explores. Say, “You have some circles, Amy. They are smooth and round.” **MA6.0a**



12-24 months

Shape Hunt

Show the children a cutout shape and chant with them, “We’re going on a shape hunt. We’re going on a shape hunt. Do you see a square? Do you see a square?” As they walk around the classroom, help them notice things that are square. Hold up the square shape and say, “Look at the block. It’s square,” or “I see a box in dramatic play. It’s a square.” Hold the cutout shape next to the object so the children can see that it matches. **MA6.1a**

Find the Circle

Draw several large shapes on poster board, or cut them from construction paper and glue them onto poster board. Give the children matching shapes cut from fun foam. Encourage them to match the shapes. Sing to the tune of “Clementine”:

Find the circle, find the circle,

find the circle shape now.

Put your circle on the circle.

Find the circle shape now. **MA6.1a**

Shape Drop

Provide the children with several bowls that are labeled with shapes. Also, provide a variety of shapes glued to plastic bottle caps or lids. Have the children pick a shape and drop it into the bowl that matches. For instance, a child may choose a circle and then drop the circle into the bowl that is labeled with a circle. **MA6.1a**



24-36 months

Shape Mural

Provide the children with cutout foam shapes, all the same color, and a piece of poster board or a section of plastic shower curtain divided into sections for sorting. Ask the children questions as they work: “Can you point to the squares? What’s the name of this shape? Tell me why you put that shape there. Can this shape go here? Why or why not?” **MA6.2a**

Shape Talk

Ask families to bring in real and found objects from home to use in a shape game. Talk with the children about the shapes they see. Match paper cutout shapes to the real and found objects. For example, the children would match a bottle cap to a circle or a triangle to the logo on a cereal box. **MA6.2a**

The Shape in My Hand

Provide a variety of shape manipulatives and review the name of each one. Give each child a shape and then hide a shape in your hand. Say, “I have a shape in my hand that is the same as Billy’s shape. What shape is it?” The children call out the shape name, and you open your hand so they can check their answers. **MA6.2a**



TEACHER TIP

Ensure that shape objects are regularly rotated to encourage interest and exploration.

MA7 #91

0-36 months

domain: cognitive development and general knowledge

sub-domain: **math**

Strand: **MATHEMATICAL REASONING**

Standard: **MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.**



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

MA7.2a

When given two objects, makes a guess about a characteristic.

Introducing the concept of estimation to two-year-olds involves helping them look at objects and make comparisons. This helps develop vocabulary as they look at different attributes of objects and gets them to think about objects or toys in different ways.

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MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.



24-36 months

Which Rock?

Ask the children to find rocks and place them in a bucket. Pick up two rocks at a time and hold them up for the children to see. Ask the children, “Which rock do you think is heavier? How can we find out?” Have the children pick up the rocks and feel the weight. Put them on a balance scale and compare them. A similar activity would be to use picture cards and ask about different attributes. The teacher may hold up a picture of ice cream and a picture of the sun and ask, “Which item is colder?” **MA7.2a**

Scoop and Guess

Put Unifix® cubes or counting bears in a bowl. Use a large spoon to dip into the bowl and scoop out some bears or cubes and place them on a plate. Scoop out the cubes or bears again, trying to scoop less this time and put them on another plate. Have the children look at the piles and guess which pile has more. Then count the sets of cubes to discover which has more. **MA7.2a**

Which Is Longer?

Show the children two items – a scarf and a table, for example – and ask them to guess which is longer. Lay the scarf on the table to compare. Do this with other items in the classroom. Compare the length of a pencil to a marker, or a ruler to a book. Show the children how to lay them side by side and compare them to check their guess. **MA7.2a**

Which One Do You Like?

Choose two food items, such as a saltine cracker and a banana. Have the children guess which one will be salty. Once they have all guessed, give them a slice of the banana and a cracker to try, and have them discover which one is salty and which one is sweet. **MA7.2a**

★ BRIGHT IDEA

For a child who is overwhelmed by a variety of flavors, you can have them smell two different items, such as honey and vinegar.

Quiet Loud

Read the book *Quiet Loud* by Leslie Patricelli. As you read, call attention to the sounds that are quiet and the sounds that are loud. Say, “sniffles can be quiet but sneezes can be loud,” and have the children practice the quiet and loud sounds as you read. **MA7.2a**



Basket Ball

Use a small wastebasket or trash can. Show the children two balls, a basketball and a tennis ball. Ask the children, “Which of these balls do you think will fit in the trash can?” Have the children look at the opening of the wastebasket and examine the balls. Then stand a few feet away and toss the balls into the basket. Compare which one fits in the basket. **MA7.2a**



TEACHER TIP

Take the basketball game outside. You can use a variety of balls and have the children experiment with how many different balls will fit into the wastebasket.

TECH TIP

Using a computer or tablet, search for environmental sounds and have the children guess which sound will be quiet and which sound will be loud.

SS1 #92

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **FAMILY**

Standard: **SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.**



0-12 months

SS1.0a

Uses sounds, facial expressions or body movements when recognizing family members.

Very young children form early bonds with their families. They display obvious physical signs of recognition – smiling, reaching out – when interacting with familiar relatives or teachers.



12-24 months

SS1.1a

Uses simple words to show recognition of immediate family members.

As language skills develop, children show their recognition of family by learning and using simple word labels for family members.



24-36 months

SS1.2a

Uses words to identify his/her family members. Knows own first and last name.

In addition to the personal labels a two-year-old uses for family members (Mommy, Nana), children learn general terms for family members (mother, grandmother). They also recognize and can repeat their own names.

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SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.



0-12 months

I See My Family

Display family photos around the room near floor level. Place the infant where he/she can see the photos. During the day, point to and name family members. Encourage older infants to point to and name family members. **SS1.0a**

Familiar Voices

Record family members reading stories or singing songs. Play the stories or songs and encourage the infant to recognize and react to familiar voices. **SS1.0a**

Greeting My Family

Model greeting family members at departure time. Greet the family member, and help or encourage the child to smile, wave or hug as is developmentally appropriate. **SS1.0a**



12-24 months

My Family

Have families bring in an assortment of family photos. Point to specific family members in the photos and have the children identify the family member. Talk to the children about their relationships to each family member. **SS1.1a**

The Family Book

Read *The Family Book* by Todd Parr. Ask the children simple questions about the book. Talk about the differences between families portrayed in the book. Let the children touch and explore the pictures in the book. **SS1.1a**

Hello Time

At departure time, assist the child in greeting the family member, using simple words and phrases such as “Hi, Mommy!” or “Hi, Grandma!” **SS1.1a**



24-36 months

That’s Me

Have all the children stand in a circle. State a child’s first and last name to the group. When the child hears his/her name, the child sits down. You can repeat the activity, but this time when they hear their name, they stand or jump up. **SS1.2a**

Family Photo Book

Create a book of family photos. Have the children show each other their families and name the people in the pictures. Hold up the family pictures for a small group. Have the children verbally acknowledge their family when they see the correct photo. **SS1.2a**

This is My Family

Read *This is My Family* by Mercer Mayer. Talk about how family members can be different from one another yet special in their own way. Emphasize that whatever the structure, families should love each other no matter what. **SS1.2a**

TRANSITION TIP

State a child’s first and last name when calling him/her for hand washing, putting on his/her coat or other routine activities.

Family Match

Ask family members to provide pictures or take pictures of themselves with their child during greeting/departure. Create picture matching cards, one of the family member and one of the child. Have the children match the cards. **SS1.2a**

TEACHER TIP

Place pictures of family members under contact paper at each child’s place at the meal table. Encourage the children to talk about the people in the pictures. Point to one and ask, “Who is this?”

SS1 #93

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **FAMILY**

Standard: **SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.**



0-12 months

**NO
INDICATOR**



12-24 months

SS1.1b

Begins to gesture and ask simple questions regarding differences and/or similarities between self and others.

As children develop, they begin to compare the people in their surroundings. One-year-olds notice and attempt to point out differences, especially physical ones, in their own ways.



24-36 months

SS1.2b

Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.

Two-year-olds use more specific language to note how others are the same as or different than themselves.

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SS1 – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.



12-24 months

I Like Me

Read the book *I Like Me* by Nancy L. Carlson. Provide each child with a small hand-held mirror so he/she can watch his/her own image in the mirror as you read the book. If appropriate, have all the children point to their image in the mirror each time you read the word “me” in the story. **SS1.1b**

★ BRIGHT IDEA

For a child that has difficulty holding a mirror, position him/her so he/she is sitting in front of a mirror. Encourage him/her to look at the mirror as you read the book.

Whose Toes Are Those?

Read the book *Whose Toes Are Those?* by Jabari Asim. Have the children take off their shoes and socks and observe each other’s toes as you read the book. Sing the following song to the tune of “Are You Sleeping?”:

*Here are my toes. There are your toes.
Wiggle them around; Tap them on the ground.
My toes and your toes; My toes and your toes,
Wiggle all around; Wiggle all around.* **SS1.1b**

Say Hello

During greeting time or group time, recite this fingerplay: “10 little fingers, 10 little toes; two little ears and one little nose. Two little eyes that shine and glow, and two little lips that say ‘hello.’” As you recite the fingerplay, encourage the children to copy your movements. **SS1.1b**



24-36 months

Mirror, Mirror

Use a full-length mirror and have a height chart next to it. Have the children stand in front of the mirror one at a time. Recite the chant:

*Mirror, mirror on the wall,
Look at Jackson. He’s this tall!*

Point so the child can see how tall he/she is in the mirror. Transfer this to the height chart so the children can compare how tall they are. **SS1.2b**

I Am Special

Sing “I Am Special” with the children to the tune of “Are You Sleeping?”:

*I am special. I am special.
If you look, you will see.
Someone very special,
Someone very special.
That is me. That is me.* **SS1.2b**

Placemat Labels

Create a placemat with each child’s picture on it. Before meals, have the children find their placemat and put it at their spot at the table. **SS1.2b**

↔ TRANSITION TIP

Call the children for routine tasks, such as washing hands and putting on coats, based on their hair length, eye color, hair color or gender.

This Is My Family

Read *This Is My Family* by Gina and Mercer Meyer. Chart responses of children’s family members, such as how many children have a sister or a grandmother living at home. **SS1.2b**

No Two Alike

Read the book *No Two Alike* by Keith Baker. Use phrases with the children to help them understand how they are the same or different, such as in hair length, eye color, or gender. **SS1.2b**



SS2 #94

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.**



0-12 months

SS2.0a

Begins to understand acceptable and unacceptable behavior.

Infants cue into adults' facial expressions and body language to understand when a behavior is acceptable.



12-24 months

SS2.1a

Demonstrates understanding of simple rules.

One-year-olds are beginning to understand very simple rules although they may not follow them. They learn best if teachers use simple words and state what they want them to do.



24-36 months

SS2.2a

Recognizes and follows simple rules of the classroom community.

Two-year-olds are becoming more aware of the rules expected of them in a classroom but still may not follow them consistently. Teachers should have no more than two to three rules and use concrete terms, such as "Walking feet" versus abstract terms such as "Be nice."

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SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.



0-12 months

Follow Me Around the Room

Carry the infant or crawl alongside the infant as you guide him/her on a tour of the room. Point out things as you tour, such as the outlet, and say, "No, no." Or point to the door and say, "Closed." **SS2.0a**

We Can

Recite the "We Can" chant, and encourage the older infants to do the actions with you:

*We can jump, jump, jump. We can hop, hop, hop.
We can clap, clap, clap. We can stop, stop, stop.
We can nod our heads for yes,
We can shake our heads for no,
We can bend our knees a tiny bit.
And sit down slow. **SS2.0a***

When I...

During a routine such as changing a diaper, play "When I..." Say, "When I smile, I am happy; when I wrinkle my brow, I am worried; and when I shake my head, that means "No." **SS2.0a**



12-24 months

Sharing Time

Read *Sharing Time* by Elizabeth Verdick. As you read the simple text, point out the rules you have in the classroom, such as taking turns. **SS2.1a**



24-36 months

Look What I Can Do

Have the children gather in a circle. One at a time, each child goes to the middle of the circle and does an action for the other children to follow (such as clap, jump or hop). Add a chant, for example, "Everybody do it, do it, do it. Everybody do it, just like me." **SS2.1a**

From Head to Toe

Read the book *From Head to Toe* by Eric Carle. Encourage the children to listen and watch as you demonstrate the movements, then follow along. **SS2.1a**



TEACHER TIP

Write each of your classroom rules on colored paper. Then remind the children or ask them about the rules by color, such as, "Who remembers the red rule?" At this age, limit to two to three rules.



TEACHER TIP

Create a picture chart of two to three simple class rules. State rules in the positive: what you want children to do, not what you do not want them to do. For example, "Walking Feet" instead of "No Running; "Gentle Hands," not "No Hitting."

These Are My Hands

Recite the following while making the suggested gestures. Have the children hold their hands up in front of themselves, with palms out, and say, "These are my hands and they belong to me." (Tap chest with hands). "And I'm going to keep them just on me." (Tap chest with hands, then place hands in lap or to the side.) **SS2.2a**

This is the Way

Create a song to the tune of "Pop! Goes the Weasel" about your rules, such as:

*This is the way we walk inside,
Walk inside, walk inside.
This is the way we walk inside
When we're in our classroom.*

Continue with other classroom rules. **SS2.2a**

When/Then

Review the classroom rules using very simple when/then statements such as: "When we pick up all of our toys, then we can go outside. When we wash our hands, then we can have snack." Use gestures and give prompts. **SS2.2a**

★ BRIGHT IDEA

For children who need more concrete visual support, refer to large pictures as you review the rules.

SS2 #95

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS2** – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.



0-12 months

**NO
INDICATOR**



12-24 months

SS2.1b

Observes cultural celebrations.

One-year-olds are aware of cultural events and celebrations, such as birthdays, and can participate on a simple level.



24-36 months

SS2.2b

Identifies traditions and cultural celebrations of his/her own family.

Two-year-olds have a more personal view of traditions and celebrations. They are becoming aware of what their families do during family gatherings and events. They will say things like, "We go to Grandma's to have a birthday."

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SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.



12-24 months

Fly Kites

Have the children color a brown paper bag and use yarn to make a kite. You can add streamers or ribbon if desired. Take the kites outside to fly. Explain that many children fly kites to celebrate special days. **SS2.1b**

Birthday Party

Set up a pretend birthday party with streamers, decorations and a pretend cake. Play upbeat music and have the children role play having a party. **SS2.1b**

It's a Wrap

Cut squares from holiday gift wrap paper for the children to draw or paint on, or decorate with collage materials. Include a variety of paper for the children to choose from. After wrapping paper dries, help the children gift wrap blocks or boxes using the paper and tape. **SS2.1b**



24-36 months

Family Sharing

Invite families of the children to come in to speak with the class or send in photos or items that represent the family. Let each child tell why his/her family is special. **SS2.2b**

Greetings

Play the song "Greetings in Many Languages" by Ella Jenkins, and have the children repeat some of the greetings in the song. **SS2.2b**

Family Reunion

Read *The Berenstain Bears' Family Reunion* by Stan and Jan Berenstain. Have the children draw a picture and dictate who would come to their house for a family gathering. **SS2.2b**



Chinese New Year

Add paper lanterns, fortune cookies and other items to dramatic play area for children to explore. Have the children paint on paper and fold into fans. **SS2.2b**



TEACHER TIPS

Celebrate the diversity of the children in your classroom. Here are some ideas:

Add multicultural books about celebrations around the world to your classroom. Contact your local library to check out books.

Extend the family sharing activity into a multicultural party where children can eat foods from different cultures.

Add multicultural pictures of people and celebrations to classroom displays. Use the Internet and old magazines to get pictures.

Add multicultural props, costumes and other items to the dramatic play area.

During the month of December, invite family members to visit the class to discuss their holiday traditions. Ask them to bring in photos and items that represent the celebrations.



TEACHER TIP

Use the holiday paper the children decorated to wrap a special gift that the child makes for a family member.

★ BRIGHT IDEA

For the children who need more concrete visual support, provide pictures of their family to reference as you ask who would come to their house.

SS3 #96

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS3 – The child will demonstrate awareness of the geography in his/her community.**



0-12 months

SS3.0a

Recognizes personal objects.

Infants at a very young age recognize and show preferences for personal objects such as a favorite blanket.



12-24 months

SS3.1a

Recognizes people and objects have an appropriate location.

One-year-olds begin to understand certain objects belong in specific locations. They recognize familiar people and show preferences for teachers.



24-36 months

SS3.2a

Places people and objects in the appropriate place with assistance.

As two-year-olds develop, they not only recognize that objects or people have a specific location, they are also beginning to be able to place them in the appropriate place with teacher assistance.

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SS3 – The child will demonstrate awareness of the geography in his/her community.



0-12 months

Outside Peek-a-Boo

Play Peek-a-Boo with infants on the playground using a familiar object, such as a hat or a blanket. **SS3.0a**

Where's the Bunny?

Use a small, stuffed bunny and a scarf. Put the bunny under the scarf, and pull the scarf off as you ask, "Where did the bunny go?" then, "Here it is." **SS3.0a**

Box Trucks

Use a tissue box and place a favorite truck or car inside it. Have the infant reach in to discover the truck inside the box. **SS3.0a**



12-24 months

Putting Things Away

Provide containers labeled with large photographs or with a real item such as a LEGO® DUPLO® block. As the children are cleaning up, point out the labels and assist in finding the right place for toys to be put away. **SS3.1a**

Good Morning to You

Have a simple ritual for the children to put up their belongings as they enter the classroom. Assist the children with putting their bags and jackets in their cubbies. **SS3.1a**

Who Is This?

Have pictures of different people familiar to the children (such as the director, other teachers, the cook) on a poster in the classroom. Review with the children who each person is: "This is Ms. Kim. She helps fix our lunch." **SS3.1a**



TEACHER TIP

Have photos of the adults in the classroom. When a teacher is absent show the children his/her picture and say, "Mr. Shawn is not here today, but will be back tomorrow."



24-36 months

Cleanup Binoculars

Have a pair of binoculars for a helper to use. Pick a couple of areas and have the helper zoom in to make sure everything has been put back in the right place. **SS3.2a**

Community Helpers

Use picture match cards of community helpers and corresponding vehicles. Have children match the community helper to the correct vehicle. **SS3.2a**

What Belongs in Our Room?

Have pictures on a ring. Include pictures of items found in the classroom, as well as pictures of items that don't belong. As you flip through the pictures ask the question, "Does this belong in our classroom?" If located in classroom, encourage children to find the item. **SS3.2a**

Cleanup Caddy

During cleanup time, have small caddies in various areas of classroom. When the children pick up small items or blocks, they can place them in the appropriate caddy. **SS3.2a**



TEACHER TIP

Add a job helper chart and have an inspector check the caddies to make sure the appropriate things are in the right caddy.

SS3 #97

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS3 – The child will demonstrate awareness of the geography in his/her community.**



0-12 months

SS3.0b

Shows familiarity with aspects of classroom and home environment.

Infants are constantly taking in information about their environments and quickly become accustomed to familiar furnishings, sounds and lighting. As they become mobile, they explore and learn where their favorite toys are located in their homes and classrooms.



12-24 months

SS3.1b

Recognizes aspects of his/her classroom and home environment.

As children grow, they experience more of their communities. They visit the grocery store or the park and many come to school. As they see different places, they develop a sense of the world around them. One-year-olds are beginning to recognize familiar things in their communities. They can point out specific features such as Grandma's house or a popular fast food restaurant.



24-36 months

SS3.2b

Recognizes aspects of his/her community.

Two-year-olds are able to recognize places in the community where they have experiences. They may point to a picture of the school and say, "This our school." Or they may see a logo on a box of donuts and say, "We go there after school."

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SS3 – The child will demonstrate awareness of the geography in his/her community.



0-12 months

Where Are We?

Name the areas of the room as you walk around with the infants. Encourage them to look or move toward different areas of the room in search of a favorite toy. **SS3.0b**

Balls, Balls, Balls

Provide infants with an assortment of balls in different sizes, colors and textures. Place the balls on the floor, and encourage the infants to reach for them. Leave the balls out for a couple of weeks before switching to a different type of toy. Substitute soft blocks, soft animals/dolls and other toys. **SS3.0b**

Morning Greeting

Establish a morning greeting that you use with the infants each day as they arrive. Use the infant's name in the greeting so the infant recognizes arrival at school. The greeting should be simple, such as, "Amy, Amy, I see you. Hello, Amy, and how do you do?" **SS3.0b**



12-24 months

Toast to Family

Read the book, *Toast to Family* by Sandra Gross. Give prompts and ask the children to tell you about who lives in their house. **SS3.1b**



24-36 months

Classroom Parade

Take a small group on a walk around the school. Have the children name different classrooms and people. Prompt them with questions. Say, "Here's an office. Who is that sitting at her desk? Yes, it's Miss Jennifer!" **SS3.1b**

Adopt an Animal

Have a selection of soft toy animals in a basket. Have the children pick an animal to adopt for the day. Try to include animals similar to pets the children might have at home. **SS3.1b**

Teacher Says

Play "Teacher Says" with the children by giving them directions to go to places in the room. Say, "Ms. Nancy says, 'Walk or point to the reading area,' or Ms. Nancy says, 'Walk or point to where we eat lunch.'" **SS3.1b**

Class Community

Create a class book of familiar places in the community. Find logos and pictures in magazines or on the computer. Include restaurants the children like to eat at, such as McDonald's or Pizza Hut. Add places where the children shop, such as Kroger or Wal-Mart. Read the book to the children and encourage them to call out places they recognize. Continue to add pictures to the book. **SS3.1b**

I Know My Community

Show the children pictures of different community landmarks, restaurants and other places commonly visited. Have the children raise their hand or stand up when they recognize a place they have visited. **SS3.2b**

My House

Have the children select the picture of their home out of a group of home photographs. Encourage them to describe their home with at least one descriptor: "It's big," or "It has a black roof." **SS3.2b**

Home or School

Provide the children with pictures of items that are found at home and those found at school. Have the children identify which items belong at school, which belong at home, and which belong in both places. **SS3.2b**



TEACHER TIP

Add community helper books, block people and props to the classroom.

SS4 #98

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



0-12 months

SS4.0a

Assists with simple tasks.

As infants grow and develop, they are beginning to assist teachers with simple tasks.



12-24 months

SS4.1a

Completes a task with assistance.

One-year-olds are learning the routines of the classroom. They are eager to complete tasks independently although they often need help.



24-36 months

SS4.2a

Completes jobs to contribute to his/her community with adult guidance.

Two-year-olds have a better understanding of the classroom and are able to participate in daily jobs that contribute to the community of the classroom.

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SS4 – The child will demonstrate an awareness of economics in his/her community.



0-12 months

Finger Food

When the infant is ready, provide finger foods to practice picking up small items and to encourage self-feeding. Encourage the infant to help hold the cup or spoon as you feed him/her. Say, "Look at you, Tim! You are picking up your cereal." **SS4.0a**

Getting Dressed

During diaper change, use self-talk to describe what you are doing. Say things such as, "I am unsnapping your pants." As the infant is able, have him/her assist you in removing clothes by raising his/her arms or bending his/her legs. **SS4.0a**

Hold the Bottle

Hold the infant's bottle with one hand and place it in the infant's hands. Assist the infant in bringing the bottle up to his/her mouth. As the infant grows older and gains more control, have the infant independently hold the bottle. **SS4.0a**



12-24 months

Caring for Our Pets

Have the children wash plastic animals in soapy water (created with child-safe soap) in the sensory table. Assist the children in drying the pets and putting them back in their homes. **SS4.1a**

Hand Washing Fun

Have the children sing a song while they wash their hands to the tune of "Frère Jacques":

*Top and bottom,
Top and bottom,
In between,
In between,
Rub them all together,
Rub them all together,
Squeaky clean,
Squeaky clean.* **SS4.1a**

Cleanup Time

After mealtimes or a messy activity, give the children a wet sponge or washcloth to help wipe the tables and chairs. **SS4.1a**



TEACHER TIP

To help children learn to clean up, sing a song about what you need the children to do to help clean up. Sing to the tune of "The Farmer in the Dell":

*We're picking up the blocks,
We're picking up the blocks,
Hi! Ho! The Derry-O!
We're picking up the blocks.*

*The shoes go in the basket,
The shoes go in the basket,
Hi! Ho! The Derry-O!
The shoes go in the basket.*



24-36 months



TEACHER TIP

Provide a visual chart for the children to see the steps involved in washing hands. Hang this close to the sink used most often.

Watering Plants

Designate a plant helper. Have the plant helper assist you in watering the classroom plants. Make two or three holes in the lid of a plastic bottle. Fill the bottle about half full and use this to squirt water onto the plants. If you have more than one plant, two children can help water it weekly. **SS4.2a**

Sweep It Up

Use masking tape to make a square on the tile. Have the children use small brooms to sweep all the dirt into the square. Then assist them by holding the dustpan and sweeping the dirt up. Children can often sweep small bits into the dustpan themselves if you give them a whisk broom. **SS4.2a**

Hooray for Helpers

Provide brown paper grocery bags and cut openings in them to make vests. Have the children decorate their vests. They can wear it as their helper vest on a day they are selected to be a helper. **SS4.2a**

SS4 #99

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



0-12 months

SS4.0b

Observes key community occupations.

Infants process information through all of their senses. As they are exposed to images, language and experiences related to community occupations, these concepts become part of their prior knowledge. There may not be deep meaning yet, but this background provides a foundation to anchor later understanding.



12-24 months

SS4.1b

Recognizes that familiar people perform different occupations.

One-year-olds can begin to connect familiar people to the jobs they perform. They may show interest in “work” items such as a computer or a tool belt, or in clothing worn by different workers.



24-36 months

SS4.2b

Recognizes occupations.

Two-year-olds are beginning to recognize that people have different occupations. They commonly identify different community workers by the uniform that is worn or the equipment that is used.

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SS4 – The child will demonstrate an awareness of economics in his/her community.



0-12 months

Pat-a-Cake

Recite the rhyme “Pat-a-Cake” with the infants, using gestures:

*Pat-a-cake, pat-a-cake, baker’s man
Bake me a cake as fast as you can.
Pat it, and prick it, and mark it with a B,
and put it in the oven for baby and me.*

At the end of the rhyme, use the infant’s name to say, “Ben, that cake is going to be so good when the baker is finished,” or “I can’t wait to share that cake with you, Ashley.” **SS4.0b**

The Wheels on the Bus

Sing the song “The Wheels on the Bus” with the infant. Place the baby close to you as you sing and do the hand gestures and movements. **SS4.0b**

Doctor Foster

Recite the nursery rhyme as you do the hand gestures suggested:

*Doctor Foster
Went to Gloucester
In a shower of rain (Sprinkle rain.);
He stepped in a puddle (Tickle the foot.),
Right up to his middle (Trace up to the belly),
And never went there again!* **SS4.0b**

Community Helpers All Around

Observe community helpers in the children’s environment such as the gardener, landscaper and garbage collector. Talk to children about what each community helper is doing, such as, “I see the garbage collector. He drives a great big truck to pick up the trash that we throw away.” **SS4.0b**



12-24 months

Trucks, Trucks

Add a variety of trucks to the sand table, such as dump trucks, bulldozers, delivery trucks or steam rollers. Have the children talk about all the different jobs trucks can do and who uses the trucks. Give the children accessories for the trucks to help illustrate their role. Put rocks in the dump truck and pretend to drive them across an area and then dump them somewhere else. Pretend the steamroller is creating roads. **SS4.1b**

Helper Pictures

Show photographs of different community helpers, and describe for the children the job each person does. Include pictures of some family members at their jobs as well. **SS4.1b**

I Can Cook

Provide small pots, utensils and aprons for the children to use to pretend to cook. At mealtime, talk about how the meal was cooked, such as on the stove or in the oven. Invite the school cook to bring a few of his/her pots and utensils and talk about how they are the same or different from the ones the children might see at home. **SS4.1b**



TEACHER TIP

Display and show the children pictures of people in non-traditional roles, such as a female police officer or a male ballet dancer.



24-36 months

Tracing Tools

Have the children trace tools from familiar occupations. You can use things such as a screwdriver, a paintbrush, a key, a credit card or a toothbrush. As the children trace the different items, discuss who uses each of the tools. **SS4.2b**

Percy’s Neighborhood

Read the book *Percy’s Neighborhood* by Stuart Murphy. Ask the children to recall the different workers Percy met as he went with his dad around the neighborhood. **SS4.2b**

Model Mouth

Read *The Tooth Book* by Dr. Seuss. Discuss the job a dentist does. Cut an egg carton into individual cups. Glue them onto poster board to resemble a set of teeth. Have the children use pipe cleaners for dental floss and a large toothbrush to practice good dental habits. **SS4.2b**

★ BRIGHT IDEA

For a child who has difficulty manipulating a toothbrush, place a piece of soft foam on the handle. Use hand-over-hand modeling to provide additional support. Be sure to also provide opportunities for the child to practice this independently.

SS4 #100

0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **SS4 – The child will demonstrate an awareness of economics in his/her community.**



0-12 months

SS4.0c

Understands concept of “more.”

As infants develop, they learn language and concepts from interactions with adults. For example, a teacher might comment: “Do you want more?” as they offer additional food. Older infants can learn words or gestures that communicate this desire.



12-24 months

SS4.1c

Understands concept of trading with peers to exchange goods/toys.

One-year-olds can begin to understand the concept of trading with peers, although it is very difficult. They do not understand ownership; they believe that everything belongs to them. The closest they can get to it is through turn-taking – my turn, your turn. This should occur in a managed situation, closely monitored by the teacher.



24-36 months

SS4.2c

Recognizes relationship between supply and demand.

Supply and demand is one of the most basic concepts when teaching social studies. *Supply* is how much you have of something, for example, graham crackers. *Demand* is how many people want the graham crackers. Two-year-olds struggle with this concept as they have difficulty understanding that everything does not belong to them personally.

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SS4 – The child will demonstrate an awareness of economics in his/her community.



0-12 months

More, Please

Use facial expressions and hand gestures along with the word “more” to demonstrate this concept to the infant. You can say things such as, “I think you want more fruit.” **SS4.0c**

Tugging Box

Cut four holes in a small cardboard or tissue box, and feed ribbon through the holes. Be sure to knot the end of the ribbon so it doesn’t come all the way out. Model for the infant during play time how to pull the ribbon. As the infant pulls the ribbon, say the term “more” to encourage the infant to continue to pull it through the opening. Say, “You’re pulling the ribbon. Is there more ribbon? Pull it and see.” **SS4.0c**

High Chair Pom-Pom Play

Under direct supervision, while the infant is in his/her high-chair or at the table, provide him/her with a bowl and a variety of large pom-poms. Have the infant place the pom-poms in the bowl as you ask, “Can you put more in the bowl?” **SS4.0c**



TEACHER TIP

Teach the children the sign language sign for “more.”



12-24 months

Trading Paint

Put fingerpaint into small containers. Have the children trade and take turns using each color. Say, “Do you want a different color? Let’s trade with Beatrice. She can have red and you can have blue.” You may need to model this. Have some paint cups that you can trade. Say, “I will trade with you, Anthony.” **SS4.1c**

Rubber Ducky Swap

Place several rubber ducks in a tub of water. Have the children use large and small strainers to scoop up the ducks. After a few minutes, have them trade strainers with a friend. You can count the number of ducks they pick up with the different-sized strainers. **SS4.1c**

Trade or Share

Read the book *Sharing Time* by Elizabeth Verdick. Provide small toys for the children and have them practice trading with a friend. Comment often on what they are doing. “Thank you, Carlson, for trading with Meredith. You are taking turns.” Set up an area to be a store. Give the children tickets they can use to trade for a toy. When the children are done playing with a toy, encourage them to come and trade it for another one. **SS4.1c**



24-36 months

Snack Count

Have the children help pass out items for snack. You can lead a discussion about making sure everyone has the same amount and what will happen if there are extras. **SS4.2c**

Tricycle Fun

Count the tricycles with the children. Compare the number of tricycles to the number of children. Ask, “What can we do when we have more children than tricycles?” Explain to the children that sometimes we have to wait and take turns. Use a signal for the children to know when it is time to change riders. **SS4.2c**

★ BRIGHT IDEA

For the children who are having difficulty riding a tricycle, have an alternate available, such as a wagon.

The House that Jack Built

Read *This Is the House that Jack Built* by Simms Taback. Have the children think about what is needed to build a house, and chart their answers. Ask them to think about how much of each material they would need. **SS4.2c**

SS5
#101
0-36 months

domain: cognitive development and general knowledge

sub-domain: **social studies**

Strand: **HISTORY AND EVENTS**

Standard: **SS5 – The child will understand the passage of time and how events are related.**



0-12 months

SS5.0a

Responds to changes in routine or schedule.

Infants respond to any changes in their routines or schedules with physical signs. They may smile or laugh at a new experience or become fussy and cry if their nap time is delayed.



12-24 months

SS5.1a

Adapts to changes in routine and/or schedule and anticipates events.

One-year-olds are able to adapt to changes in routine more readily than infants. They can delay nap for a few minutes to enjoy a new song or eat lunch outside instead of in the classroom. They have confidence in their teachers and rely on them to help them manage these changes.



24-36 months

SS5.2a

Recognizes sequence of events.

Two-year-olds become used to a regular schedule and can anticipate what comes next. They understand more about the "order" of their day ("after music time") than specific times ("in the morning"). They know that they go outside before story time and that nap time happens after lunch.

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SS5 – The child will understand the passage of time and how events are related.



0-12 months

Outdoor Music

During outside play, provide a radio or a CD player with music for the infants to listen to. **SS5.0a**

Outdoor Stories

Move storytime to an outside area. Take a large blanket or outdoor pad for the infant to sit and lay on while the story is being read. The book can be about insects or other items commonly found outdoors. **SS5.0a**

What Are You Doing?

Use self-talk to help the infant understand what's happening and what's coming up next. Say, "Now I'm changing your diaper. Then we'll have some lunch." **SS5.0a**



12-24 months

What's Coming Up?

As you plan special events, talk with the children about what to expect. If the firefighters are coming to visit, let the children know that instead of outside time we will visit the fire truck. Show pictures of the fire truck, and use a picture to replace that segment on the daily schedule. **SS5.1a**

Picnic Time

Plan this for a day when the weather is nice and lunch can be served outside. Have the children help with setting up and cleaning up, just as they would if they were eating inside. **SS5.1a**

Picture This

Use a picture schedule on the wall for the children to follow events. To make it fun, use pictures of the children and a clip or magnet that moves to each segment of the day. **SS5.1a**



24-36 months

Last Night

Ask the children simple questions about what they did the night before. You can start with a question such as, "What did you do when you left school yesterday?" As the children are able to recall, chart their answers. **SS5.2a**



TEACHER TIP

Put a dry erase board near the entrance to let the children know about upcoming events. Use a simple picture or drawing to convey information.

Flip-Up Schedule

Use a picture schedule, and cover up all but the current segment. Talk with the children about what segment of the day you are in and what comes next. Show them by flipping up the next section. **SS5.2a**

Good Night Moon

Read the familiar story *Good Night Moon* by Margaret Wise Brown. Have the children recall the sequence of the story. Have pictures or props from the story on hand, and let the children manipulate those as you put the story in sequence. **SS5.2a**

A Butterfly Garden

Read the *The Very Hungry Caterpillar* by Eric Carle and talk about how caterpillars become butterflies. Purchase chrysalises from a science store for the children to observe how caterpillars become butterflies. Once the butterflies have hatched, encourage the children to watch them for a few days before they set them free outside. **SS5.2a**



SC1 #102

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



0-12 months

SC1.0a

Observes and explores objects using all senses.

Infants use their senses to learn about their environment. They handle objects in many different ways, twisting or turning them to see what happens.



12-24 months

SC1.1a

Observes and explores the nature of sensory materials.

One-year-olds begin to realize that toys and objects can have multiple uses. They begin to try different ways to manipulate objects.



24-36 months

SC1.2a

Uses senses to observe and experience objects and environment with adult guidance.

Two-year-olds become more independent and begin to experiment with new toys or objects to find out what they do.

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SC1 – The child will demonstrate scientific inquiry skills.



0-12 months

Bangin' Bottles

Create sensory bottles that an infant can explore with all five senses. Place lightweight items such as colorful beads, foil squares, pom-poms, bells, feathers and buttons inside separate bottles. Twist and shake the bottles to catch the infant's attention. **SC1.0a**

Balls Galore

Create an infant-sized ball pit by placing balls in a small plastic pool. Select balls that vary in color, size, weight, sound and texture. Place the infant so he/she can explore as you narrate his/her actions. Say, "You are using your hands to hold the big, fuzzy ball," or "Look at your right foot. It is touching the bright, yellow ball!" Roll, shake and squeeze the balls to capture the infant's attention. **SC1.0a**

Tummy Time Textures

Create tummy time mats using textured fabrics such as silk, velvet, leather or vinyl. Encourage the infant to touch and feel the fabrics. Use descriptive language for each one. Say, "Joshua, you are using your hands to touch the velvety fabric. Let me use my hands too. It feels smooth, and the color changes when I rub my hand back and forth." **SC1.0a**



12-24 months

Basket Play

Provide baskets of various shapes, colors and sizes. Place items such as textured balls, scarves, water bottle shakers and soft toddler blocks in separate baskets. Model how to pour out and explore the items. Pique the children's interest by chanting, "A tisket, a tasket, what is in the basket?" As the children pour the items on the floor, describe the items you see. Have the children place the items back in the basket and pour them out again. **SC1.1a**

Texture Blocks

Use colorful contact paper and wrap some tissue boxes. Create texture blocks by securely gluing various textured fabrics onto the sides of the wrapped boxes. Try corduroy, vinyl or velvet fabric. Encourage the children to stack the blocks and use their hands to explore the textures. **SC1.1a**

Pom-Pom Play

Provide colorful pom-poms for the children to shake while dancing to an upbeat song. CDs may include *150 Toddler Sing-A-Long Songs* by the Countdown Kids and *Move to the Music: Toddler Dance Class* by Bright Stars. **SC1.1a**



24-36 months

Paint with Water

Provide brushes, dish sponges, bath poufs or feather dusters, along with buckets of water. Take the items outside and encourage the children to "paint" a wall, sidewalk or tricycle trail. Talk about how their water paint looks and help them notice when it dries up. **SC1.2a**

Shells Galore

Read *My Shell Book* by Ellen Kirk. Provide a variety of sea shells, and have the children use magnifying glasses to examine the shells. Count how many different colors they see on a sea shell. Provide play dough and encourage the children to make shell prints. Talk about where sea shells come from and the different textures. Ask questions such as, "Why do you think sea shells come in different shapes and sizes?" **SC1.2a**

Grass Grows

Provide garden soil, grass seed and tube socks. Have the children assist as you fill four or five tube socks with garden soil and grass seed. Knot off the tops of the socks, and have the children dunk the socks in water. Place the wet socks near a window and discuss what will take place. As the grass begins to grow through the fabric of each sock, have the children water the grass using spray bottles. Encourage the children to touch the grass, and assist them in comparing what they feel to the feel of grass on the playground. Ask, "Is it different or the same?" **SC1.2a**

SC1 #103

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



0-12 months

SC1.0b

Attempts to use objects as tools.

As infants develop motor control, they explore simple toys and how they work.



12-24 months

SC1.1b

Uses simple tools to explore.

Imitating adults doing common tasks is a way that one-year-olds begin to use tools.



24-36 months

SC1.2b

Uses simple tools as props through play.

Two-year-olds often add objects to their play to support their imaginations.

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SC1 – The child will demonstrate scientific inquiry skills.



0-12 months

Wooden Spoon Play

Provide the infant with wooden or plastic salad spoons to explore and bang. Demonstrate how the spoons can be used. For example, use the spoon to hit blocks or empty containers for the infants to hear the sounds. Ask questions such as, “Can you use this spoon to hit the floor and make a sound? Show me. Wow! You did it!” **SC1.0b**

Corn Shaker Instruments

Secure 10 to 15 corn kernels in 6- or 8-ounce water bottles. Play music such as Fisher Price’s *Dance, Baby, Dance* CD and encourage the infant to shake the bottles. **SC1.0b**

Dish Play

Provide the infant with one or two dishes, bowls and cups from a play dish set. As the infant explores, talk about how to use the utensils. For example, pretend to drink from the cup and then offer the infant the cup to mimic your actions. **SC1.0b**



12-24 months

May I Take Your Order, Please?

Create a play restaurant in the classroom. Encourage the children to take your order of what you would like to eat and drink. Provide toddler-friendly kitchen utensils and food props for the children to use to pretend to cook and serve. Demonstrate how the kitchen utensils and props are used. **SC1.1b**

Stacking Cups

Provide rainbow-colored stackable cups. Demonstrate how the cups can be stacked. As you stack the cups, count them. “I’m placing my cups on top of each other, one, two, three.” Then knock them down. “Look! They just fell over. Can you help me stack them again?” Offer words of encouragement such as, “You did it! You stacked them on top of one another!” or “Look at the cups on the floor. Let’s gather them and try again.” **SC1.1b**

Baby Wash

Partially fill shallow tubs with soapy water made from child-safe soap. Provide the children with sponges and washcloths to wash the classroom baby dolls and a small towel to dry them with afterward. To add to this activity, have the children dress the baby dolls once they are clean. **SC1.1b**



24-36 months

Phone Fun

Collect a variety of old telephones and cell phones. Place the phones in the dramatic play area for pretend play and exploration of the different types of phones. Use one of the phones to place a call to one of the children: “Ring, ring. It’s Miss Sarah calling.” **SC1.2b**

Egg Carton Color Sort

Spraypaint cardboard egg cartons. Provide pom-poms in the same colors and child-sized tongs. Have the children draw a colored card with a number (one through five) and use the tongs to pick up the color and number of pom-poms to place in the matching-colored egg carton. **SC1.2b**

Magnetic Sponge Art

Hot-glue a large metal washer inside a bath sponge. Place white paper in the bottom of a shallow cardboard box. Secure and prop up the box on blocks so that the children can guide the sponge with a hand magnet from underneath the box. The children can squeeze a variety of colors onto their paper and use the magnet and sponge to create abstract art. **SC1.2b**



TEACHER TIP

Add more dishes and cups to demonstrate how they can be stacked or placed inside each other. Provide a ball to demonstrate the concepts of “in” and “out,” “on top” and “underneath.”



TEACHER TIP

Use primary colors with the sponge art activity and have the children mix colors or use black and white paint on brightly colored paper to show contrast.

SC1 #104

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **SC1 – The child will demonstrate scientific inquiry skills.**



0-12 months

SC1.0c

Responds to what he/she sees, hears, tastes and smells.

Infants process information by the sights, sounds, smells and feel of the world around them. Although it may take a while to understand what the information means, infants respond to familiar faces, voices and sensations of everyday life.



12-24 months

SC1.1c

Uses sounds and simple words to describe things in the environment.

One-year-olds are beginning to vocalize and use words, so they can begin to describe their observations to teachers using simple words and sounds.



24-36 months

SC1.2c

Observes and discusses objects and events in the environment.

Adult conversation is a large part of how two-year-olds learn about the environment. They learn language and new vocabulary as they explore and discuss objects related to science.

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SC1 – The child will demonstrate scientific inquiry skills.



0-12 months

Water Splish Splash

Place drops of water on a plastic tray. Play Handel's "Water Music" and encourage the infant to splash the water. **SC1.0c**

Feed and Sing

Sing "Apples and Bananas" as you feed the infant. Emphasize a word or sound and use facial expressions to help the infant realize that a spoonful of food is being fed to him/her. Change the words of the song to food names that match what the infant is eating. "I like to eat, eat, eat peas and sweet potatoes." **SC1.0c**

Where's the Bay-Bee?

Sit while holding the infant in your arms. Create a bumble-bee finger puppet to fly around the infant as you make a buzzing sound. Tie a short length of wired ribbon around your finger and pull the ends apart to resemble wings. Help the infant focus so that his/her eyes will follow the "bee." Land the "bee" on the infant with a slight tickle. Repeat many times. Use care to avoid scratching the infant with ribbon wire. **SC1.0c**



TEACHER TIP

Bring in nontoxic flowers such as gardenias or lilies for the infants to touch and smell.



12-24 months

Lunchtime Talk

Talk about the foods the children are eating. Use words that describe the color, texture and temperature. Remember to use open-ended questions such as, "What do you eat at home?" or "Which foods are soft? Which are crunchy?" **SC1.1c**



TEACHER TIP

Be sure to include discussion of foods based on the culture or special diet of the children in your class when talking about food the children eat at home.

Sock Color Hunt

Collect a variety of colored socks ensuring that you have more than two or three sets of the same color. Place the socks all around the room. Call out a color and have the children look for the matching-colored sock. When they find the correct color, have them wave the sock in the air and say the color. **SC1.1c**

Animal Actions

Read the *Bright Baby Animals* board book by Roger Priddy. Point out the sounds or movements of each featured animal. Have the children mimic your animal actions. **SC1.1c**



24-36 months

Felt Board Animal Play

Provide felt pieces for the children to use with the song "I Went to Visit a Farm One Day." As the children listen to the song, have them find the animal to place in the barn. After the song is over, ask simple questions such as, "What sound does the cow make?" or "What do you think cows eat and drink?" **SC1.2c**

Class Pet Pictures

Take a series of pictures of caring for the class pet, such as putting food in the bowl, adding water to the feeder, changing the bedding or giving a treat. Print the pictures and encourage the children to describe the tasks and share about times when they were the pet helper. **SC1.2c**

Traveling Bag

Collect a variety of child-sized suitcases, children's clothes, shoes, jewelry, props, baby dolls and travel brochures. Encourage the children to pack their bags to go on a trip. Ask questions such as, "What types of clothes will you wear at the beach?" or "What foods will you eat when you go to the restaurant?" As the children respond, record their responses and take pictures to create a class display. **SC1.2c**



SC2 #105

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2** – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



0-12 months

SC2.0a

Touches water with adult support and supervision.

Infants can explore with all their senses as they splash and play in small amounts of water.



12-24 months

SC2.1a

Engages in structured play using water.

One-year-olds continue to be curious and love to explore water with teacher-designed activities.



24-36 months

SC2.2a

Explores and investigates the properties of water.

Two-year-olds begin to investigate and try new strategies with familiar materials. Keep a variety of toys near the water table for exploration.

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SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



0-12 months

Baby Splash

Place towels and a large baking sheet with a rim on the floor. Add a small amount of lukewarm water to the baking sheet, along with three or four baby bath toys. Place the infant on his/her tummy in front of the baking sheet for water play. Help the infant explore how the water feels by placing his/her hands in the water to splash and move the bath toys. **SC2.0a**

Water Misting

Fill a spray bottle with cool water, and set it on a mist setting. Carefully mist the infant's hands over a tray. Encourage the infant to rub his/her hands together. Say, "You're touching the water. The water feels cool." **SC2.0a**

Sponge Squeeze

Encourage the infant to use a small sponge or washcloth to soak up water on a tray. Encourage him/her to squeeze the cloth and watch the water. Say, "You're squeezing the sponge! Look at the water dripping out." **SC2.0a**



TEACHER TIP

You can use empty plastic spice bottles and add small amounts of water to each bottle to make water shakers. Give these to infants outside and have them shake the water out.



12-24 months

Splash Painting

Provide a bucket of water, large paintbrushes and bright or dark butcher paper. Give the children the paintbrushes and have them shake water onto the butcher paper. Point out that when the water hits the paper it makes a splash print. Challenge the children to make small or big splash prints. **SC2.1a**

Bath-Time Baby

Add water-safe baby dolls and washcloths to a water table, and assist the children as they bathe the babies. Add a few drops of child-safe soap to make bubbles. Keep a close watch. Change the water between groups of children. **SC2.1a**

Will It Float?

Add a small amount of water to a water table. Provide water toys for the children to explore such as small balls, boats, large rocks and toys. Point out items that sink and items that float. Explain that when something goes down to the bottom then it sinks. When it stays on top, it floats. **SC2.1a**



TEACHER TIP

A dishpan or plastic tub can be used instead of the water table. Close supervision is needed to prevent children from mouthing the objects or drinking from them. Remember to change the water between groups of children. Wash the children's hands before and after water play.



24-36 months

Baster Game

Provide two bowls or a two-sided pet bowl filled with a small amount of water. Give the children large basters to transfer water from one bowl to the other. Show them how to squeeze the bulb and watch where the water goes. Add interest by adding food color. Talk about "more" or "less," "empty" and "full," and encourage the children to count drops. **SC2.2a**

Sea Bottles

Have each child bring an empty water bottle to the classroom. Read *One Small Place by the Sea* by Barbara Brenner. Talk about things that you find in the sea and how the water in the sea moves from one place to another. Assist the children in creating their own seascape by providing materials such as sand, small sea shells, water, blue food coloring and small plastic sea creatures. When combined, the materials should take up $\frac{3}{4}$ of the bottle. The idea is to turn the bottle on its side to resemble a tide pool, just like in the book. **SC2.2a**

Ice Blocks

Have the children help you pour colored water into a variety of containers such as orange juice cans, yogurt containers and empty milk cartons. Talk about what will happen once placed in the freezer. After they are frozen, place them in the sensory table for exploration. Talk with the children about why the ice blocks are different shapes. Ask, "Can you guess what we put the water in to make this block?" **SC2.2a**

SC2 #106

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



0-12 months

SC2.0b

Touches sand and mud with adult support and supervision.

With hazard-free materials and teacher supervision, older infants can learn about the properties of soil through multi-sensory activities. Be mindful of infants trying to taste or swallow soil or sand.



12-24 months

SC2.1b

Engages in structured play using sand, soil and mud.

Teachers can guide one-year-olds through activities to direct their learning about these natural substances. Use hazard-free materials and supervise carefully to avoid choking hazards.



24-36 months

SC2.2b

Asks questions about the properties of sand, soil and mud.

When teachers model questioning, two-year-olds begin to use new vocabulary and verbal skills to inquire about these substances.

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SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



0-12 months

Mud Play

Add clean soil and a small amount of water to a clean plate or pan for the infant to experience the feeling of mud. Place the infant at the table, and encourage the infant to explore with his/her hands. As the infant plays, use descriptive words such as cold, soft, wet and messy. Provide close supervision to prevent the infant from mouthing the soil. **SC2.0b**

Sand Pour

While outside, use a funnel or cup to pour a small amount of dry sand over the infant's hands. Provide close supervision as the infant claps his/her hands or places his/her hands on the ground in the remaining sand. **SC2.0b**

Kicking Sand

Fill a shallow container with a small layer of sand. Hold the infant over the container, and let his/her feet touch the sand. As the infant kicks his/her feet, describe what he/she is doing. Say, "Look at you! You're kicking your feet in the sand!" **SC2.0b**



12-24 months

Making Mud

Fill a shallow container with a small layer of soil, and add water. Provide cups, bowls and sand toys for the children to explore the mud. Demonstrate and explain to the children that water and soil create mud. Use descriptive words such as lumpy, squishy, gooey and messy as they use their hands and toys to explore. **SC2.1b**

Mud Mural

Tape butcher paper to an outdoor wall or fence. Add water to potting soil to create mud. Have the children use their hands and large brushes to paint mud on the butcher paper. Encourage the children to describe how the mud feels in their hands. **SC2.1b**

Sand Holes

Provide toys and small shovels or sturdy spoons for the children to dig holes in the sandbox. Bury small toys in the sand and encourage the children to dig to find them. Use spray bottles filled with water and have the children spray water onto the sand. Describe the changes in the sand as the children spray more and more water. Introduce the concepts of "wet" and "dry." **SC2.1b**



24-36 months

Plant Play

Show the children pictures in a book, such as *Flowers* by Vijaya Bodach. Add sterile potting soil, shovels and small plastic pots to a sand table or tub. Encourage the children to practice filling and emptying pots. Add plastic flowers to plant. **SC2.2b**

Sand Socks

Secure a sock at the cuff or ribbed opening with an empty duct tape roll to hold the sock open so pouring in sand is easier. Talk about the texture of the sand and how it sticks to things. Pick up the sock and feel how heavy sand can be. **SC2.2b**

Mud Kitchen

Collect raincoats, rain boots and ponchos for the children to wear outdoors to play in a mud kitchen. Provide large containers with lids that can be used as storage and as a play stove. Use a permanent marker to draw circles to represent the burners. Add real pots and pans, and provide a small amount of water and soil. Assist the children by demonstrating how it takes more water to create soup and less water to create burgers. **SC2.2b**



TEACHER TIP

Shoebbox-size plastic containers can be used for individual sandboxes. They are shallow enough for children to reach into easily and come with a tight-fitting lid to prevent spills when not in use.

★ BRIGHT IDEA

Use a salt shaker to sprinkle water on the sand for the children who have a difficult time using a spray bottle.

★ BRIGHT IDEA

For a child who dislikes touching a variety of textures, you can provide gloves for them to wear, or place the mud mixture in a large zip-top bag for exploration.

SC2 #107

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



0-12 months

SC2.0c

Observes the sun, clouds and transition from day to night with adult support.

Infants are exposed to the differences in day and night, becoming aware of these differences slowly as they grow and develop. They experience the slower pace, darkness and onset of sleep at night and the increased activity level and light of day. Point out and name objects in the environment to draw attention: "It's a sunny day. The air feels warm."



12-24 months

SC2.1c

Identifies the objects in the sky and uses basic vocabulary to describe day and night.

With repeated exposure by teachers, one-year-olds connect vocabulary words to the objects they represent. Children may not be able to say the words themselves, but can point out the objects when prompted.



24-36 months

SC2.2c

Describes the objects in the sky during daytime and nighttime by drawing and/or naming.

Two-year-olds see and think about objects in the sky at home as well as in a structured care setting. They draw from these experiences and can start to discuss them with teachers.

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0-12 months

Window Watching

Take the infant to a window and discuss what he/she sees in the sky. Point out the clouds, for example. Say, “It’s daytime. The sun is shining.” Another time say, “It’s starting to get dark. The sky is dark blue.” **SC2.0c**

Good Night, Sun

Hold the book *Good Night Sun, Hello Moon* by Karen Viola so the infant can see the pictures. Have the infant to touch the pages, and help him/her turn the pages and generally become involved in the process of reading. With older infants, point to items named in the book. Talk about the differences between night and day. **SC2.0c**

Night and Day Sensory Bottles

Create a day bottle using water and one or two drops of blue food coloring. Create a night bottle using several drops of red and blue food coloring to make it very dark purple. Hot-glue the bottle caps on tightly, for security. As the infant manipulates a bottle say, “When it’s daytime, the sky is light blue,” or, “When it’s nighttime, the sky is dark.” **SC2.0c**



12-24 months

Picture Book

Use a picture book with photos showing the daytime and nighttime sky, such as *Day and Night* by Robin Nelson. Ask the children to point to the sun or show you the stars. **SC2.1c**

Playground Chat

While on the playground discuss the sun, the clouds, the shadows and the wind. Provide the children with streamers made from lightweight, colorful fabric cut into strips and tied to an empty masking tape roll. Hold the streamers up and watch them move in the wind. **SC2.1c**

Twinkle, Twinkle, Little Star

Cut out a star template to fit over a flashlight. Shine the “star” on the ceiling while you sing “Twinkle, Twinkle, Little Star.” Ask the children, “When do you see stars?” Read *Stars* by Mary Lyn Ray. **SC2.1c**



24-36 months

Nighttime Drawings

Read *Goodnight Moon* by Margaret Wise Brown. Ask the children to share their nighttime rituals. As a family activity, send art materials home and ask families to help the children draw a picture of something they do at night. **SC2.2c**

When It’s Sunny

Read *The Sun Is My Favorite Star* by Frank Asch. Place a cutout sun on the wall, and encourage the children to describe or draw something they like to do when the sun is shining. **SC2.2c**

Sky Drawings

Take clipboards outside along with crayons and paper. Set up a spot with a blanket where the children can sit or lay down and look at the sky. Encourage them to draw what they see. **SC2.2c**

Five Little Stars

Cut out five stars and a moon to use with the flannel board as you recite this rhyme during large group.

*Five little stars shine and shine some more,
One fell to the earth and then there were four.
Four little stars, happy as can be,
One fell to the earth and then there were three.
Three little stars in a sky so blue,
One fell to the earth and then there were two.
Two little stars, having lots of fun,
One fell to the earth and then there was one.
One little star left all alone,
That one fell to earth and then there were none.
The moon came out – what a pretty sight!
He waved to the stars and he said, “Good night.”*

SC2.2c

TRANSITION TIP

Did you know that there are three verses to the song “Twinkle, Twinkle, Little Star”? Learn all three verses to sing to the infants as a transition song or during diaper changes.

SC2 #108

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **EARTH AND SPACE**

Standard: **SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**



0-12 months

SC2.0d

Observes different types of weather.

Infants notice different types of weather in their environment. Adults can discuss weather and relate it to how infants dress every day.



12-24 months

SC2.1d

Uses emerging vocabulary to describe basic weather.

One-year-olds notice changes in temperature and precipitation, as these are multisensory experiences. They use very simple weather words when supported by teachers.



24-36 months

SC2.2d

Observes and discusses weather.

A child's location in the state of Georgia is a factor in the types of weather she observes. Two-year-olds learn about weather through what they see and feel. Concepts of "sunny" and "rainy" can be learned with teacher support.

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SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.



0-12 months

Weather Talk

Take the infant outside for brief times throughout the year. While outdoors, talk about the weather and the types of clothes and activities appropriate for the day or season. For example, say, “It’s cold outside today because it’s winter. We are wearing coats and hats,” or “The sun is shining. It feels hot.” **SC2.0d**

It’s Raining

Open a door or window, or take the infant outside to a sheltered spot when there is a light rain. Talk about the coolness of the air or the sound of the rain falling. **SC2.0d**

Blowin’ in the Wind

Hang wind chimes just outside a classroom door or window or somewhere in the play space. Hold the infant where he/she can see and hear the chimes. Say, “The wind is blowing today. Our chimes are ringing.” **SC2.0d**



TEACHER TIP

Sing familiar songs related to the weather to introduce vocabulary. Examples include, “Rain, Rain, Go Away” or “Oh, Mr. Sun.” Try this one to the tune of “Clementine”: *What’s the weather? What’s the weather? What’s the weather everyone? Is it windy? Is it cloudy? Is there rain? Or is there sun?*



12-24 months

Weather Words

Use pages from *Weather Words and What They Mean* by Gail Gibbons to encourage the children to talk about different kinds of weather. Learn and use new words such as drizzle, sleet or hail. Sing songs such as this one to the tune of “Are You Sleeping?”:

*It is raining, It is raining,
On my head, on my head.
Pitter patter raindrops.
Pitter patter raindrops.
I’m all wet, I’m all wet.* **SC2.1d**

Bubble Fun

On an overcast, cloudy day give all the children a small bottle of bubble solution and encourage them to blow and catch bubbles. The high humidity in the air will make the bubbles last longer. Ask questions such as, “Does it look like it might rain?” or “Is the wind blowing?” and “Are the bubbles moving slowly or fast?” **SC2.1d**

Catch a Raindrop

Read *Rain* by Robert Kalan. On a warm day when it’s drizzling rain, provide raincoats, hats, rain boots and small umbrellas, and go outside to catch raindrops. Encourage the children to catch a raindrop on different body parts, such as their hands, feet, face and tongue. **SC2.1d**



24-36 months

Down Comes the Rain

Read *Down Comes the Rain* by Franklyn M. Branley. Talk about kinds of rain you have seen – light, sprinkling rain or hard, pouring rain. Make it “rain” in the classroom. Start by rubbing your hands together (wind) and then snapping your fingers (sprinkles). Then pat your knees for raindrops. Make it rain harder by kicking your heels on the floor and clapping your hands for lightning. Then gradually do the motions in reverse until the “storm” is over. **SC2.2d**

When the Wind Blows

Read *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks. Talk about what happens when the wind blows. Create “wind” with a small fan, and have the children hold up socks to watch them move. Make a simple kite by cutting the end from a small paper bag and taping on a few streamers. Attach a string, and take it outside to fly. **SC2.2d**

Tornado Bottle

Create a tornado bottle using oil and water. Secure the cap with hot glue. Have the children rapidly shake the bottle. Discuss what they see going on inside it. Say, “This looks like what happens when there is a tornado. There is a strong wind that makes things move up and around in a funnel shape.” **SC2.2d**

SC3 #109

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



0-12 months

SC3.0a

Shows curiosity about people, plants and animals.

Infants are curious about things in their environment. They will notice animals and respond to them differently than people. They use their hands and mouths to touch, feel and learn, so close supervision is necessary.



12-24 months

SC3.1a

Interacts with plants and animals.

Living things in the classroom provide one-year-olds the opportunity to interact with non-poisonous plants and class pets such as fish, hermit crabs or hamsters.



24-36 months

SC3.2a

Investigates plants and animals, and how they grow and change.

Two-year-olds will indulge their natural curiosity about plants and animals when teachers supply appropriate support materials such as real examples, books, posters and related manipulatives.

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SC3 – The child will demonstrate knowledge related to living things and their environments.



0-12 months

Touch and Feel

Hold the infant and look at pages in *Touch and Feel: Farm or Animals: Baby Touch and Feel* by DK Publishing. Encourage the infant to touch the different textures on the page. Say, "You're touching the baby chick. It's so soft." **SC3.0a**

Exploring Plants

Take the infant outside, and show him/her the plants ensuring that plants are nontoxic and safe for children. Talk about what the infant sees. Describe the plant. "Here's a pink flower. These leaves are long and skinny. These leaves are smooth." Inside, give the child an edible plant, such as a head of bok choy, to touch and explore. **SC3.0a**

Family Picture Cubes

Ask families to bring in small pictures of the infant's close family members. Laminate the pictures and place them on the sides of a small tissue box. Secure the pictures with clear tape. Give to the infant and encourage the infant to look at pictures of his/her family. Point out who he/she sees. **SC3.0a**



12-24 months

Nature Walk

Take the children on a nature walk and encourage them to find nature items such as leaves, rocks, pine cones and branches. Provide a large, clear plastic bag for the children to drop their items into. Name and describe the characteristics of each item they place in the bag. **SC3.1a**

Caring for a Plant

Provide a nontoxic plant for children to care for and observe. Show them how to water the plant using a water bottle sprinkler. Make several holes in the bottle cap. The children can squeeze the bottle to squirt the water onto the plant. Read *The Reason for a Flower* by Ruth Heller or *How a Seed Grows (Let's-Read-and-Find-Out Science 1)* by Helene J. Jordan. **SC3.1a**

Fish Fun

Read *10 Little Fish* by Audrey Wood. Place a small fish, such as a goldfish, in a clear bowl and invite the children to observe it. Talk about what they see. "Look at the fish. It's swimming back and forth. Those are the fins and there is the tail." If desired, keep the fish in the classroom as a pet and have the children participate in naming the fish. **SC3.1a**



24-36 months

Bird Feeder Fun

Add a small bird feeder near the class window. Have the children help add bird seed. Draw the children's attention to birds at the feeder and talk about how birds need food just as people do. Then read *Birds* by Kevin Henkes. Encourage the children to spot birds at the bird feeder that are similar to the birds in the book. **SC3.2a**

Pet Veterinarian Clinic

Create a class animal clinic. Provide bandaids, a play veterinarian kit and soft toy animals. Ask a local vet hospital for props that the children can use such as signs, magazines and old X-rays. Ask the children questions such as, "I see that the dog has a fever. What do you think that means?" Books to read include *Sally Goes to the Vet* by Stephen Huneck and *The Pet Vet* by Marcia Leonard. **SC3.2a**

Bottle Plants

Cut the tops off empty water bottles and tape over the cut edge with masking tape. Help the children fill the bottle about a third of the way with soil. Have the children drop a variety of plant seeds in the bottle. Give the children empty seasoning bottles filled with water to sprinkle onto the seeds. The children can observe the growth of plants and take part in caring for the plants. **SC3.2a**



TECH TIP

Use a computer or tablet and have the children see and hear a variety of insects or animals discussed in class.



SC3 #110

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



0-12 months

**NO
INDICATOR**



12-24 months

SC3.1b

Explores characteristics
of living things.

One-year-olds enjoy hands-on play and learning. With teacher supervision, one-year-olds can feel the textures of leaves and tree bark, smell flowers, watch the class pet move about in its environment, and observe the way their own bodies move and function.



24-36 months

SC3.2b

Explores a variety of living
and non-living objects.

Two-year-olds begin to observe similarities and differences of living and non-living items with teacher support. They love to discover and manipulate a variety of classroom materials such as toys, natural objects, plants and animals.

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SC3 – The child will demonstrate knowledge related to living things and their environments.



12-24 months

Are You Living?

Read and sing “Are You Living?: A Song About Living and Nonliving Things” by Laura Purdie Salas. This song is sung to the tune of “Are You Sleeping?” and lists the characteristics of living things. There are illustrations for each phrase. For example:

Is it moving? Is it moving?

Can it fly? Gallop by? **SC3.1b**

Animal Picks

Read *My Big Animal Book* by Roger Priddy.

Encourage the children to repeat the animal names as you say them. Discuss what makes each a living thing. For example, say, “This is a chicken. It has eyes to see just like we do. Can you point to your eyes?” Have the children point to the body parts of the animals. Say, “Let’s find all the legs in the pictures.” **SC3.1b**

★ BRIGHT IDEA

For a child who has difficulty attending to the story as you read, provide him/her with a picture card of the various animals in the book. As you read the book encourage him/her to reference the animal picture cards.

Butterfly Garden

Plant and grow flowers that will attract butterflies. Encourage the children to watch the butterflies as they land on the leaves. Talk about the stages of a butterfly. Display large, colorful pictures around the room, and point out characteristics such as their wings and legs. **SC3.1b**



24-36 months

School Pets and Objects

Take a walk around the school to identify pets in the various classrooms. Discuss with the children why the pets are living things. List the characteristics that the children point out. Next, make a list of characteristics of nonliving objects. Compare the two lists, and look at the book *Living and Nonliving* by Carol Lindeen. Ask the children if they saw any of the objects on the walk. **SC3.2b**



How We Grow

Read *Are You A Butterfly?* by Judy Allen and Tudor Humphries. Talk about the different stages of a butterfly and how it grows, and compare this to how children grow. Encourage the children to bring in their baby pictures and show how they have grown. **SC3.2b**

Fish Observation

Spend time with the children as they watch the classroom fish. Ask questions such as, “How does it swim? What does it eat? How do fish breathe? What makes it alive?” **SC3.2b**

Which Ones Will Grow?

Read the book *Do You Know Which Ones Will Grow?* by Susan Shea and Tom Slaughter. Ask the children to compare the living and nonliving things in the book. Reread and have them give a thumbs up to the “Yes to...” items. **SC3.2b**



TEACHER TIP

Take a school field trip to the infant, toddler and Pre-K rooms. Encourage the children to compare themselves to the infants, for example, and talk about how their bodies have changed and grown.

SC3 #111

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **LIVING THINGS**

Standard: **SC3 – The child will demonstrate knowledge related to living things and their environments.**



0-12 months

SC3.0b

Discovers body parts.

Infants slowly become more and more self-aware as they grow and develop. They sometimes see their own body parts as separate from themselves, almost like toys or other objects. Teachers support this new self-awareness by talking with babies as they are fascinated with their own bodies.



12-24 months

SC3.1c

Names basic body parts.

One-year-olds use body vocabulary learned from teachers and parents. They love mimicking touching body parts and repeating their names (face, arms, legs, knees or mouth).



24-36 months

SC3.2c

Identifies more complex body parts.

As two-year-olds develop, they are able to identify more parts of their bodies such as elbows, neck and back.

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SC3 – The child will demonstrate knowledge related to living things and their environments.



0-12 months

Feet Fun

Place the infant on his/her back on a blanket. Have him/her explore using bare feet. Encourage awareness and movement with the touch of soft items like a feather or toy. **SC3.0b**

This Is Me!

Sit with the infant in your lap. Play and sing “The Baby Song: This Is Me” by ELF Learning. Guide the infant’s hands to touch the body parts in the song. Encourage older infants to point to and name the different body parts. **SC3.0b**

My Body

Sit in front of a mirror as you read *My First Body Board Book* by DK Publishing. Hold the infant in your lap and show him/her the pictures. Encourage the infant to touch his/her body parts as you read. **SC3.0b**



12-24 months

From Head to Toe

Read *From Head to Toe* by Eric Carle. Encourage the children to move their bodies like the animals in the story, bending their necks like a giraffe or raising their shoulders like a buffalo. **SC3.1c**

Do What I Do!

Have the children look at you, point to and move different body parts. Create a chant to make it easy for the children to follow your instructions. For example, say:

Point to your feet, now stomp, stomp, stomp.

Point to your hands, now clap, clap, clap.

Point to your head, now nod, nod, nod.

Point to your legs, now jump, jump, jump. **SC3.1c**

Find the Body Part

Gather a variety of soft toy animals. Call out different body parts and have the children point to their bodies then point to the same part on the toy animal. Point out how body parts look different from one another. For example, show them that a pig’s nose is a different color and flat. **SC3.1c**



24-36 months

Body Part Collage

Provide magazine pages for the children to tear out pictures of body parts. Have them glue the pictures to butcher paper to create a collage of body parts. Display the body parts at toddler eye level. Call out various body parts and have the children point to the correct picture. **SC3.2c**

Gingerbread People Parts

Have the children help you make soft gingerbread cookies. Point out the head, arms, legs, chest and stomach. Use icing to separate the body parts and features such as eyes. Call out body parts and have the children eat one part at a time. **SC3.2c**

It’s Me...

Recite this finger play and have children point to the body part as it is named:

Here are my ears. Here is my nose.

Here are my fingers, and there are my toes,

Here are my eyes, they are both open wide.

Here is my mouth, and my teeth are inside.

Here is my tongue, that helps me to speak.

Here is my chin, and here are my cheeks.

Here are my hands, and here are my feet.

All of these things make up me! **SC3.2c**

Body Parts Class Book

Read *Where Is Baby’s Belly Button?* by Karen Katz. Have the children point to different parts of their bodies. Ask, “Where are Melanie’s eyes?” or “Where is Zachary’s nose?” Take pictures and create a class book of them. Try to provide a different body part picture for each child. Label each page with a simple sentence such as, “This is Jack’s nose,” or “These are Georgie’s toes.” **SC3.2c**

Mr. Potato Head

Cut flannelboard pieces to resemble a large Mr. Potato Head. Have the children add parts to Mr. Potato Head and name them. **SC3.2c**

SC4 #112

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to **physical science**.



0-12 months

SC4.0a

Demonstrates ability to move objects.

Infants are beginning to learn that they have some control over their limbs and begin to move them to affect objects in their environment.



12-24 months

SC4.1a

Demonstrates ability to push and pull objects.

One-year-olds respond to their natural curiosity as motivation to move objects around them. They can pull a small wagon or push buttons on a music box.



24-36 months

SC4.2a

Explores motions to play with toys with adult support.

When teachers demonstrate how a new toy works, two-year-olds are quick to try it for themselves. They are increasing in motor strength and dexterity, which gives them the ability to play with a wide range of toys.

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SC4 – The child will demonstrate knowledge related to physical science.



0-12 months

Move It! Move It!

Provide a small basket or box with a variety of graspable objects. Items can include rattles and hand toys. Encourage the infant to explore the objects from the basket or box as you demonstrate how to grasp, shake or squeeze the objects. Name the objects as you take them out of the basket.

SC4.0a

Pull and Snap

Make a toy from a can with a plastic lid, a pom-pom and soft elastic. Remove the metal ends of the can. Make sure you use a can opener that doesn't leave a sharp edge. Cover the can with contact paper. Fold the excess over the edges. Cut a piece of soft elastic the same length as the can, and thread it through a slit in the plastic lid, securing it from the outside. Fasten the other end of the elastic to the pom-pom or other object. Place the lid on the can so the object and the elastic are inside. The infant grasps the object from the open end and pulls on it. When the infant lets go, the object pops back in the can. **SC4.0a**

Ball Roll

Sit facing the infant and roll a large ball so that it lands right in front of him/her. Encourage the infant to reach out and push the ball back to you. Sing to the tune of "Jingle Bells":

Roll the ball, roll the ball, roll it back to me.

Megan you can roll the ball, roll it back to me.

SC4.0a



12-24 months

Push and Pull Day

Choose a day during the week for the children to push and pull a variety of toys. Toys can include baby doll strollers, wagons, popcorn poppers, cardboard boxes, laundry baskets and small shopping carts. Provide these toys indoors as well as outdoors. Model how to use the items with words such as "fast," "slow," "over" and "under."

SC4.1a

Open and Close

Collect a variety of containers and bags that have different ways to open and close them. You might have zipper pouches, mini swing trashcans or flip-top bottles. Provide pom-poms and assist the children with opening and closing the containers as they fill and empty them. **SC4.1a**

Box Play Push and Pull

Decorate boxes of various sizes with colorful butcher paper. Make sure the boxes are large enough for the children to push or pull. Attach a very short, thick rope, knotted from the inside, to the outside of each box so that the children can use it to pull the box. Indoors or outdoors, place a start and finish line. Place weighted items such as hollow blocks inside the boxes and encourage the children to push the boxes to the finish line. Have them pull the boxes back to the starting line.

SC4.1a



24-36 months

Roll It

Cut cardboard tubes into various lengths and cover with colorful paper. Make a ramp with heavy cardboard. Show the children how to roll the tubes down the ramps. Experiment with different angles for the ramp. Stuff some of the tubes to make them heavier. Ask what happens. **SC4.2a**

Timber!

Draw a colorful picture of a tree on butcher paper. Cut the picture in three or four pieces and tape the pieces to individual soft blocks. The children should be able to put the tree together by stacking the blocks in order. Once they build the tree, they can put on construction hats and pretend to be lumber jacks. Using half of a pool noodle, demonstrate how to chop down the tree by swinging at the blocks. Yell, "Timber!" as the tree falls down. Encourage the children to continue to build the tree and chop it down again. **SC4.2a**

Hole in One

Create a game by cutting a hole in one end of a sturdy shoebox lid. Make the hole slightly smaller than the golf ball so the ball will catch in the hole but not fall through. Place a golf ball in the lid, and show the children how to tilt the lid back and forth to direct the ball into the hole. Make it more challenging by cutting holes in both ends of the lid and using two golf balls. **SC4.2a**

SC4 #113

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to physical science.



0-12 months

**NO
INDICATOR**



12-24 months

SC4.1b

Observes objects that move at different speeds.

One-year-olds begin to use basic vocabulary to describe moving objects in the environment, such as toys, games, objects and natural items.



24-36 months

SC4.2b

Uses basic words for speed of motion.

Two-year-olds are gaining control of large muscles and can move at different rates of speed. They realize that they can act on objects to make them move fast or slow.

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SC4 – The child will demonstrate knowledge related to physical science.



12-24 months

Wind-Up Fun

Place wind-up water toys in a tub of water for the children to explore. Show them how to turn the knob or key on the toy to wind it up. Place it in the water and watch it move. Encourage comments about speed. "The duck is going fast." **SC4.1b**

Fast and Slow

Play the "Fast And Slow" song by Maple Leaf Learning on the *Songs for Learning 2* CD. Provide dancing scarves. Have the children follow you as you follow the directions in the song. **SC4.1b**

Water Bead Observation

Lean a long aluminum pan or tray against a wall. Secure it so it won't slip. Spray water at the top of the pan. Have the children watch the water form beads at the top, then run down to the bottom of the tray. Point out the beads of water that move fast and the ones that move slowly. **SC4.1b**

Rolling, Rolling, Rolling

Sit on the floor across from a child. Roll a ball slowly toward the child and say, "I'm rolling the ball slowly. Can you roll the ball slowly?" Acknowledge the speed of the ball as you roll it back and forth with the child. **SC4.1b**



TEACHER TIP

Some children will need physical support to roll the ball or control its speed.



24-36 months

Dance to the Beat

Play a steady beat with sticks, a tambourine or a drum and encourage the children to walk, jump or dance to the beat. Call out, "Now move fast!" and tap the drum quickly. Then call out, "Slowly," changing the beat to a very slow one. Alternate moving fast and slowly. After a time, change the beat without calling it out and see if the children respond. **SC4.2b**

Things That Go

Read *Cars and Trucks and Things that Go* by Richard Scarry. Provide a selection of small vehicles for the children to push along a playmat or teacher-made roadway. Create two posters, one that has a picture of an animal that moves fast and one that moves slowly. Have the children move their small vehicles fast or slowly when they see the corresponding picture. **SC4.2b**



Beanbag Toss

Provide a large, open container or a target on the wall for the children to throw beanbags at. Provide a starting line so the children can experiment with different speeds as they try to hit the target. **SC4.2b**

Go, Dog, Go!

Read *Go, Dog, Go!* by P.D. Eastman. Point out and encourage the children to repeat the word "fast" when it appears. During active play, encourage children to re-enact the story. **SC4.2b**

★ BRIGHT IDEA

For the children who have difficulty recalling a story, provide visual cues of major events as they re-enact the story.



TEACHER TIP

When talking to the children about speed of motion, use your voice to imitate the speed. For example, when saying "slow" change your rate of speech to slow and exaggerated. Point out different speeds observed throughout the day. "Brandi, you ran so quickly from the slide to the swing!"

SC4 #114

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4** – The child will demonstrate knowledge related to physical science.



0-12 months

SC4.0b

Touches objects to gain knowledge about them.

Infants process information by the feel of items in the world around them. They may reach for or crawl toward items they want to explore.



12-24 months

SC4.1c

Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids.

One-year-olds develop more curiosity and seek out toys and objects they find interesting. They enjoy teacher-structured activities that include solids and liquids, such as sensory table and simple cooking activities.



24-36 months

SC4.2c

Begins to use words to describe physical properties and states of matter of objects.

Two-year-olds use their expanding vocabulary to tell others about objects in their environment. Teachers can introduce vocabulary words like "liquid" and "solid." Through discovery and observation, children can connect their exploration to the words.

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SC4 – The child will demonstrate knowledge related to physical science.



0-12 months

Balls in a Bowl

Place a wide, round, plastic or aluminum mixing bowl on the floor. Provide lightweight plastic balls, and have the infant drop the balls in the bowl. Point out how the balls move around the bowl and from one side to another. Encourage the infant to fill the bowl and empty it. **SC4.0b**

Sticky Fun

Secure contact paper, with the sticky side facing out, to a flat surface. Place objects, such as balls, rattles or rings, on the contact paper, and have the infant pull the objects off and stick them back on. **SC4.0b**



12-24 months

Stringing Things

You will need some wooden or plastic thread spools and some large rubber washers. Washers are available at home supply stores and come in a variety of sizes and colors. Tie a washer to one end of a length of heavy yarn. Encourage the children to string the items on the yarn. Talk about the shape of the spools and washers. Encourage the children to describe what they feel like. **SC4.1c**

Popsicle Party

Let the children help make popsicles for snack by pouring fruit juice into an ice cube tray and adding a craft stick for a handle. Freeze the popsicles overnight. As the children are eating them the next day, talk about how the solid popsicle is changing into a liquid. Encourage the children to use words to describe the popsicle such as cold, wet, drippy and melting. **SC4.1c**



24-36 months

Exploring Eggs

With a small group of the children, explore a raw egg. Crack the egg into a bowl and talk about how it looks. Use words such as runny or slimy. Encourage the children to describe other features such as the egg yolk. Place several eggs in a small pan and cover with water. Explain to the children that you will heat the eggs until they boil; that means they will get very hot. After cooking, cool the eggs and have the children explore the cooked eggs. Peel the shells, and talk about what the white part looks like now. Cut open the eggs. Ask, "Do you see the yellow part?" Enjoy the boiled eggs for snack. **SC4.2c**

Oobleck

Add cornstarch to water to make this unique sensory material that has properties of both a liquid and a solid. Start with a cup or so of water in a bowl and add the cornstarch a bit at a time. You will probably use one-and-a-half to two times as much cornstarch as water. Keep mixing until it has a gooey consistency. If you grab a handful and squeeze it, it will feel solid but if you release the pressure it will ooze through your fingers. **SC4.2c**

★ **BRIGHT IDEA**

For the children who have difficulty touching a variety of textures, let them observe and describe what they see as they watch a friend squeeze and manipulate the oobleck.

Molding Sand

You will need a small bowl of sand for each child and spray bottles of water. Have the children explore and observe the dry sand in the bowl. Use the water bottle to spray the sand and have the children continue to explore. Ask the children to describe what is happening to the sand as it gets wetter. Demonstrate how the water makes the sand more moldable. **SC4.2c**

SC4 #115

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **SC4 – The child will demonstrate knowledge related to physical science.**



0-12 months

**NO
INDICATOR**



12-24 months

SC4.1d

Plays with and explores
different toys and objects.

One-year-olds are more aware of objects in the environment and seek out toys and objects to satisfy their curiosity about how they function.



24-36 months

SC4.2d

Uses complex motions
to play with toys that are
simple machines.

The term “simple machines” refers to a group of basic implements that are the foundation of every other tool. They include wheel/axle, wedge, pulley, screw, lever and inclined plane. With teacher modeling and support, two-year-olds begin to explore these tools and how they work.

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SC4 – The child will demonstrate knowledge related to physical science.



12-24 months

Cooking Tools

Bring in a variety of safe cooking utensils for exploration. Big spoons, whisks, rubber spatulas and basters are good examples of different tools the children might find interesting. **SC4.1d**

Paper Bag Balls

You will need some medium-sized paper bags, newspapers and duct tape. Ask the children to help you tear the paper into strips. Stuff the bags about $\frac{3}{4}$ full with the newspaper strips. Mold the bags so they are a roundish shape. Close and cover with duct tape. Encourage the children to toss and catch the balls. **SC4.1d**

Scoop It Up

Give the children a large bowl with an assortment of plastic eggs or ping-pong balls inside. Provide a ladle for scooping. Encourage the children to pour the eggs into a second bowl. **SC4.1d**

Ramp Painting

Place a piece of paper on baking sheet or tray. Have the children paint with thin tempera paint at the top of the paper and then place a block under the tray to create an incline. Have the children observe what happens to the paint. **SC4.1d**



24-36 months

Laundry Line

Set up an indoor or outdoor laundry line. Provide dish tubs and water to wash doll clothes. The children can use clothespins to attach the clothes to the line to dry. Use both non-spring and spring type clothespins; these are examples of a lever, a type of simple machine. **SC4.2d**

The Wheels on the Bus

Sing “The Wheels on the Bus” with the children during large group. Then go to small groups to investigate wheels further. Remind the children of the words to the song. Ask, “How do the wheels go? Round and round.” Provide some interesting examples of wheels for the children to explore and discuss, such as a rotary egg beater, a steering wheel, a tricycle wheel, and a spinner from a rod and reel. **SC4.2d**



Tongs and Tweezers

Provide a variety of objects in a tub for the children to pick up such as pom-poms, bath scrubbies or ping-pong balls. Also provide a selection of tongs and large tweezers. Encourage the children to use the tongs and tweezers to pick up the items. **SC4.2d**

Rolling Road Block

You will need several pencils and a rectangle unit block for this activity. Lay several pencils on the table or rug, about an inch apart and parallel to each other. Demonstrate how to roll the block over the pencils, similar to a wheel and axle. Experiment by moving the pencils closer together and further apart. **SC4.2d**

Let's Look Around

Take a small group of children for a walk around the center or school. As you walk point out simple machines you see. Look for things such as door stops (wedges), wheels on the lunch cart, nuts and bolts on the playground, and door hinges. **SC4.2d**



TEACHER TIP

Add a gear set to your manipulative toys and have children experiment with arranging the gears and observe how they move.



TEACHER TIP

Take black and white photos of simple machines throughout the classroom and put these in a class book.

SC5 #116

0-36 months

domain: cognitive development and general knowledge

sub-domain: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**



0-12 months

SC5.0a

Identifies familiar people and objects in his/her environment.

Infants can identify parents, grandparents and teachers at a very early age. An infant's environment is what is most familiar to him/her, and that is usually his/her home and school.



12-24 months

SC5.1a

Identifies familiar people and living things in his/her environment.

One-year-olds can identify familiar people and living things around them. Quality classrooms add pictures, songs and real-life items to help children learn about animals and plants. It enhances learning when young toddlers interact with this rich classroom environment.



24-36 months

SC5.2a

With assistance, he/she participates in activities to protect the environment.

Two-year-olds can begin to develop a sense of respect and caring for the natural environment. With prompting and support, they can learn concrete ways to protect the environment.

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SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.



0-12 months

Peek-a-Boo Cube

Laminate pictures of the teachers and infants in the class. Glue the pictures to each side of a cube and place a piece of opaque fabric over each picture. Have the infant hold the cube and play Peek-a-Boo with the pictures on each side. **SC5.0a**

Look Book

Laminate pictures of family members and familiar objects from home using card stock or construction paper for mounting. Punch holes in the corner of each picture and use a small book ring to hold the pictures together. Look at the book together and give the infant opportunities to hold the book and flip the pages. **SC5.0a**

What Is That?

Place photos of familiar objects close to the changing area for the infant to look at during diaper change. As you are changing, call the infant's attention to things in the pictures. Say, "Do you see the toys in the picture? I see a ball, a truck and a rattle." **SC5.0a**



12-24 months

Magnetic Personalities

Use laminated pictures of family members and the children. Glue magnets to the back. Provide a cookie sheet and have the children place the pictures on the cookie sheet. Encourage them to point to the pictures and sing along with you:

*Where is Jane? Where is Jane?
There she is. There she is.* **SC5.1a**

Furry Friends

Create a book of familiar animals. Include the pets of children in the class and common animals like squirrels or classroom pets, such as goldfish. Look at the book with the children. Point out the animals and say where you might see them. "This is Tom's puppy. She lives at his house," or "This is a squirrel. He lives in a tree." **SC5.1a**

We See Plants

Take photos of plants in and around the school. Print them out, punch holes in the pages and put them in a notebook. Look at the book with the children and point out the plants. Talk about where they are located. "Here are the pansies that grow in front of the school," or "Here is the plant in Mr. Danny's office." **SC5.1a**



24-36 months

A Grand Old Tree

Read *A Grand Old Tree* by Mary Newell Depalma or *A Tree Is a Plant* by Clyde Robert Bulla. Talk about why trees are important. They are homes for birds and other animals. They give us food and shade and help clean the air. Ask the children where they see trees: in their yard, at a park, on the playground? Help them make trees for the block center to "plant" next to their buildings. Paint short cardboard tubes brown or cover them with brown paper. Stuff squares of green tissue paper in the tops for instant trees. **SC5.2a**

For the Birds

You will need two plastic berry baskets and yarn. Help the children cut the yarn into pieces 4- to 6 inches long. Place the yarn in a berry basket. Cut the bottom from another basket for a lid. Tie the lid on the basket and attach the whole thing to a tree. Birds will use the yarn for nesting. **SC5.2a**

Plant a Flower Garden

Create a small flower garden with perennials and annuals for the children to care for during outside play. Use child-size watering cans or pitchers for watering plants. Write the children's names on craft sticks to place beside their plant. **SC5.2a**

CR1 #117

0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CR1 – The child will participate in dance to express creativity.**



0-12 months

CR1.0a

Responds to music.

An infant is born ready to listen, even though his listening ability is not fully developed. Children as young as two months old give fixed attention to musical sounds from the human voice or an instrument.



12-24 months

CR1.1a

Moves body to music.

One-year-olds are in constant motion and are in the process of discovering all the things their bodies can do. They are learning to walk, bend, stretch, sway, stamp, clap, shake and wiggle parts of their bodies. Provide lots of music experiences so children can practice these newly discovered accomplishments.



24-36 months

CR1.2a

Dances to and becomes engaged in music and movement.

Two-year-olds are gaining more control and strength as they move and explore. They can verbally express what they like and how they feel. Use music and movement experiences in your daily schedule and during transitions, to comfort a child or to celebrate a success.

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CR1 – The child will participate in dance to express creativity.



0-12 months

Play It Again

Play multicultural music and set out scarves for the infant to wave to the music. Model and talk about the concepts up and down, side to side, high and low, and fast and slow. **CR1.0a**

Sing My Name

Sing familiar songs to the infant while rocking. Add his/her name and familiar words to the song whenever possible: “Rock-a-bye, Victoria, in the treetop...” or “Jackson had a little lamb, little lamb, little lamb...” or “Are you sleeping, are you sleeping, little friend, little friend?” **CR1.0a**

Roll Over

Gently bounce or rock the infant from side to side as you sing “When We All Roll Over” to the tune of “Have You Ever Seen a Lassie?”:

*When we all roll over,
Roll over, roll over,
When we all roll over,
How happy we'll be!
Roll this way and that way,
And this way and that way.
When we all roll over,
How happy we'll be!* **CR1.0a**

Dancing Bells

Make ankle bracelets for the infant using large jingle bells. Play lively music and encourage the infant to sway, dance and clap to the beat. **CR1.0a**



12-24 months

Shake It Out

Play fast-paced multicultural music and encourage the children to dance to the beat. Notice their moves and make comments on what they are doing. “Jada is clapping her hands and Lucas is kicking his feet up.” **CR1.1a**

B-I-N-G-O

Play or sing “BINGO” and encourage the children to clap along to the song. **CR1.1a**

Down by the Banks

Bounce one child on your knees as you say this chant. Holding him/her securely, let the child “slip” part way between your legs when you say “kerplop!”

*Down by the banks of the hanky panky
Where the bullfrogs jump from bank to banky,
They went oops, opps, belly flops
One missed the lily pad and went...kerplop!*

CR1.1a



24-36 months

Musical Parade

Play music and encourage the children to march around the room shaking instruments to the beat. Encourage one child to lead the parade and play the instruments up high, then down low, then on a particular side. **CR1.2a**

Partner Dancing

Play classical music, and encourage the children to dance with a partner and sway to the beat. Talk about how the music makes them feel and what it makes them think about. **CR1.2a**



TEACHER TIP

Play other types of music that the children can dance to, such as swing or tango music. If possible, show a video of ballroom dancing for them to observe.

Pop! Goes the Weasel

Gather five or six children in a circle and sing “Pop! Goes the Weasel.”

*All around the cobbler's bench
(Holding hands, run in a circle.),
The monkey chased the weasel.
The monkey thought it was all in fun,
POP goes the weasel!
(Jump up, then fall to the ground.)* **CR1.2a**

Spotlight Dancing

During music and movement time, gather the children into a circle. Encourage each child to take a turn to dance in the middle of the circle to the music being played. **CR1.2a**

CR2
#118
0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**



0-12 months

CR2.0a

Explores simple art materials.

Infants will swipe at objects, then quickly learn to reach and grab. Exploring basic art materials encourages development of fine motor muscles and helps build new skills.



12-24 months

CR2.1a

Expresses self creatively with simple art materials.

As one-year-olds grow and gain new skills they can experiment in many ways with art materials under careful supervision. Provide materials that allow them to explore and discover.



24-36 months

CR2.2a

Experiments with a variety of materials to express individual creativity.

Two-year-olds are gaining more motor control and are able to explore art materials with interest and confidence. Model how to use a variety of materials and show them how much fun creating art can be.

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CR2 – The child will create and explore visual art forms to develop artistic expression.



0-12 months

Colors Everywhere

Use descriptive language when exposing the infant to colors as they relate to the environment. Show the infant crayons and paper and let him/her hold a crayon to explore on paper. **CR2.0a**

Painting Exploration

Sit on the floor with the infant, with a large piece of paper and fingerpaint (commercial or homemade). Encourage the infant to explore the paint with his/her hands and fingers while you describe how it feels and looks. Help the infant make a picture, with care. **CR2.0a**

Paint Bag

Add paper and paint to a zip-top bag and seal it. Let the infant look at it, touch it and crumble it. Talk about how it feels, such as smooth, squishy or cold. Talk about the colors and what the paint looks like (red, blue, purple, shiny, thick). **CR2.0a**



12-24 months

Sticky Adventure

Place a large square of contact paper on the wall, sticky side out. Have the children place different textured paper and magazine pictures on it. Try crepe paper, construction paper and tissue paper. Talk about what you've created together. **CR2.1a**

Sidewalk Chalk

Place chalk on the ground outdoors or near a piece of large paper indoors, and encourage the children to create with it. Talk about moving the chalk round and round to make circles, or make straight lines or zig-zags. Add some water to the chalk and see what happens! **CR2.1a**

★ BRIGHT IDEA

For a child that has difficulty sitting on the ground to use sidewalk chalk, find an alternate location that he/she can more easily reach, such as an outdoor wall.

Bubble Wrap Painting

Tape a sheet of bubble wrap to a table and invite the children to fingerpaint on it. Talk about the bumpy texture as the children work. Have each child press a piece of paper over his/her bubble art painting to make a print. Display the prints. **CR2.1a**



TEACHER TIP

Try other surfaces for painting, including paper plates, coffee filters, egg cartons and foil.



24-36 months

Stamping Fun

Provide stamps, stamp pads and paper for the children. Model how to use the stamps. Encourage each child to tell a story about his/her work. **CR2.2a**

Play Dough Play

Provide play dough for the children and encourage them to create with it. Ask questions such as, "What kind of animal can you make?" and "What kind of tail does it have?" Give the children pipe cleaners and wiggly eyes to add to their creation. Encourage conversations related to their art. **CR2.2a**

Paper Towel Paint

Give all the children a textured paper towel to use as a canvas. Provide paint and brushes for painting on the textured paper. Cover a paper towel roll with bubble wrap and have the children roll paint on a piece of paper. **CR2.2a**

★ BRIGHT IDEA

For children who may have difficulty holding stamps or brushes, attach a small block or knob to the stamps or add a piece of soft foam to the handle of the brush.

CR2 #119

0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**



0-12 months

CR2.0b

Attends to bright or contrasting colors.

The sense of sight develops over the first six to eight months of life, at which point a baby will see things as well as you do. Infants can see color from birth but have difficulty distinguishing similar tones (such as red and orange), so they show a preference for bright primary colors or contrasting black and white.



12-24 months

CR2.1b

Looks at pictures, photographs and mirror images.

One-year-olds are self-centered. They are interested in looking at themselves and making new discoveries. They respond to pictures and photos of family and familiar things with interest and curiosity.



24-36 months

CR2.2b

Describes what he/she sees when looking at pictures, photos and art work.

Language development is key during a child's second year of life. Two-year-olds describe what they see in a picture: "That's Daddy." Model vocabulary with vivid descriptions of pictures and artwork. "Look at the curvy, yellow lines you drew."

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CR2 – The child will create and explore visual art forms to develop artistic expression.



0-12 months

Contrast

Infants are attracted to contrasting colors, black, white and red. On a sheet of white paper, draw a face with black hair, eyebrows, eyes, nose and a red mouth. Tape your “masterpiece” to a wall. Infants see best when viewing objects 7 to 9 inches away from their face. **CR2.0b**

Mat Exploration

Place a brightly colored, multi-textured mat on the floor, and place the infant on it. Show the infant how to explore each item on the mat. Talk about the bright colors, using descriptive words, as the infant plays. **CR2.0b**

Bright Balls

Provide three or four bright, colorful balls for the infant to observe and interact with. Roll them to the infant and talk about the colors as you play. **CR2.0b**



12-24 months

Baby Faces

Read *Baby Faces* by DK Publishing to the children. Talk with them about the different expressions. Encourage them to point to different things they see in the book. **CR2.1b**

Mirror Play

Provide individual, unbreakable mirrors. Encourage the children to explore looking into the mirror. Use descriptive words to talk with them about what they see. **CR2.1b**

Color Collage

Have the children find pictures with bright colors in magazines; for example, things that are yellow. Assist the children with tearing the pictures out and gluing them on paper. Bind the pictures into a book. Make the books available for the children to view and talk about the pictures with friends. Encourage conversations with descriptive words and observations. Say, “You found a picture of pretty flowers for the pink page.” **CR2.1b**



24-36 months

Family Photos

Attach photos of each child’s family on a wall or back of a shelf so that they can be seen at the child’s eye level. Sit and talk with the children about their families and what they are doing in the pictures. **CR2.2b**

What Do You See?

Provide the children with a picture from a book or magazine, and ask them what they see. Encourage them to describe the scene to you in detail. **CR2.2b**

I Spy

Encourage the children to look at “I Spy” books together. See if they can locate all the missing items. **CR2.2b**



TEACHER TIP

Place wallets in the dramatic play area with pictures of the children in the plastic photo sleeves. Watch for the children’s reactions as they recognize themselves and friends.



CR2 #120

0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **VISUAL ARTS**

Standard: **CR2 – The child will create and explore visual art forms to develop artistic expression.**



0-12 months

CR2.0c

Shows preference for particular visual stimuli.

An infant's vision is almost fully developed in its clarity and depth perception by about eight months. An infant shows a clear preference for bold colors and contrasting shapes, as well as familiar faces.



12-24 months

CR2.1c

Communicates what he/she likes about a picture.

One-year-olds respond to pictures with sounds and actions, patting, pointing or making sounds or saying words.



24-36 months

CR2.2c

Communicates preferences for one piece of art over another and tells why.

Two-year-olds begin to show preferences for favorite pictures. They might point to a picture and describe it with a few words.

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CR2 – The child will create and explore visual art forms to develop artistic expression.



0-12 months

Hanging Out

Place a picture or hang an object over the changing table and out of reach. Encourage the infant to look at the object. Narrate the infant's reaction. Say, "You are smiling at that bunny," or "Look at the stars swaying back and forth." **CR2.0c**

Picture Map

Place pictures on the floor and cover them with clear contact paper. Encourage the infant to explore the pictures and narrate what he/she sees. **CR2.0c**

Family Blocks

Put family pictures on soft blocks. Wrap each block in clear contact paper. Encourage the infant to look at, reach for or touch the picture. Use prompts such as, "Look at Mommy," or "Where's Grandpa?" while pointing at the pictures. Wait a few seconds to give the infant time to respond. **CR2.0c**

Sensory Place

Place different textures, such as soft, scratchy, rough and smooth, on a board. Help the infant touch each one as you use descriptive words. For older infants, create a texture box with a variety of fabrics as described above, but place the fabrics in a clean baby wipe container that the infant can pull out one by one with his/her hands. **CR2.0c**



12-24 months

Pom-Pom Paint

Clasp pom-poms with clothespins to use as paintbrushes. Put a variety of colors of paint in small bowls. Have the children dip a pom-pom clothespin into the paint and dot it on their paper. Use one pom-pom per paint color. Ask which colors they like the most. Have them talk about the designs they are making. **CR2.1c**

Moo-Moo

Read "Old MacDonald" with the children. Encourage them to point to the animals and make the corresponding sounds. Talk about which animals are their favorites. **CR2.1c**

Picture Play

Use old calendar pictures with animals, bright scenery or other engaging pictures. Look at them with the children, talking about what they like and what makes them laugh or smile. **CR2.1c**

Which One Do You Like?

Provide two or more examples of art, such as Andy Warhol's "Campbell's Soup" and Vincent Van Gogh's "Sunflowers." Ask the children which one they prefer and why. Model for them by saying, for example, "I like this picture of the flowers because I have those growing in my yard and yellow is my favorite color." **CR2.2c**

Art Show

Have the children create individual expression art. Mount the art around the classroom. Have the children walk around the room talking and describing the artwork that is displayed. **CR2.2c**



TEACHER TIP

Encourage the children to discuss positive aspects of their peers' artwork.



24-36 months

Favorite Things

In a large or small group, ask each child to name a favorite color, animal or song. Chart the results. Have the children illustrate their choices, and then talk about whose are the same and whose are different. **CR2.2c**

Musical Painting

At the art easel, provide MP3 players or CD players with headphones. Have the children listen to music as they paint at the easel. Provide a variety of music such as classical, reggae, blues or nature sounds. **CR2.2c**

CR3 #121

0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **MUSIC**

Standard: **CR3 – The child will use his/her voice, instruments and objects to express creativity.**



0-12 months

CR3.0a

Experiments with vocalization and sounds.

One of the first sounds most infants hear is the human voice and they can distinguish that sound from other sounds. At six months, interest in sounds is so intense, they want to participate with coos and babbles to interact with others.



12-24 months

CR3.1a

Imitates sounds using his/her voice or objects.

One-year-olds can imitate familiar sounds and actions. They babble strings of word-like sounds as they interact with others. They can imitate animal sounds and will confidently tell you that a cow goes "Mooo" or that a doggy goes "Wuff wuff."



24-36 months

CR3.2a

Experiments with vocalization, sounds and musical instruments.

Two-year-olds are beginning to express themselves freely through singing. They enjoy experimenting with their voices and the sounds they can make with simple instruments.

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CR3 – The child will use his/her voice, instruments and objects to express creativity.



0-12 months

Can You Hear Me?

Sit with the infant on the floor and make soft sounds to him/her. As the infant responds, mirror the sounds back to him/her. **CR3.0a**

Moo, Baa, La La La!

Read *Moo, Baa, La La La!* by Sandra Boynton to the infant. Exaggerate the animal sounds and encourage him/her to make the sounds with you. **CR3.0a**

Sing and Play

Sing “Row, Row, Row Your Boat” to the infant. Move his/her arms back and forth with you while you sing. Sing it fast and slow, high and low. Encourage the infant to sing. Copy the sounds he/she makes, and describe them. **CR3.0a**



12-24 months

Shake with Me

Keep a simple beat with a shaker, such as shake twice, and ask the children to repeat the sound. **CR3.1a**

Bear Hunt

Lead a group of children in the song “We’re Going on a Bear Hunt,” including the sounds of the journey and the motions. **CR3.1a**

Baby Bumblebee

Sing this song with the children, using exaggerated sounds:

I’m bringing home a baby bumblebee,

Won’t my mommy be so proud of me.

(Cup hands together as if holding bee.)

I’m bringing home a baby bumblebee,

Quch! It stung me!

(Shake hands as if just stung.)

I’m squishing up the baby bumblebee.

Won’t my mommy be so proud of me?

(“Squish” bee between palms of hands.)

I’m squishing up a baby bumblebee.

Ooh! It’s yucky!

(Open up hands to look at the “mess.”)

I’m wiping off the baby bumblebee.

Won’t my mommy be so proud of me?

(Wipe hands off on shirt.)

I’m wiping off the baby bumblebee.

Naw my mommy won’t be mad at me!

(Hold hands up to show they are clean.)

CR3.1a



TECH TIP

After leading the group on a “bear hunt,” find images online of several different types of bears, such as polar bears, koala bears, panda bears or black bears, and show where they live.



24-36 months

Toddler Idol

Create a song “die” cube out of a square tissue box. Place song titles and picture cues on each side of the box. Ask a child to roll the die and lead the group in singing the song that results. Encourage the other children to join in. Add a toy microphone for more fun. **CR3.2a**

Clap Your Hands

Play the song “Happy” by Pharrell Williams. Have the children clap along to the song. Clap high and low, fast and slow, or soft and loud. **CR3.2a**

Music Makers

Make shakers from small plastic bottles or plastic eggs (closed tightly and sealed with packaging tape or hot glue). Fill them with small pebbles, aquarium gravel or pennies. Compare the sounds as the children shake and move them. **CR3.2a**



TEACHER TIP

Make maracas by pouring small pebbles, aquarium gravel or pennies into empty plastic eggs and closing them up. Put the head of two plastic spoons on either side of the egg and then wrap some colorful masking tape around it. Tape the bottom of the spoon handles together and you are done!

CR4 #122

0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



0-12 months

CR4.0a

Shows interest in rhymes, finger-plays and stories with props.

Infants will show interest in short stories and finger-plays when a teacher moves their hands and feet to get them involved.



12-24 months

CR4.1a

Listens to rhymes, finger-plays and stories with props.

One-year-olds listen to short stories with bright pictures about familiar topics. They may turn the pages of a book or point to favorite pictures.



24-36 months

CR4.2a

Listens and shows interest when an adult tells a story with props.

Two-year-olds will show interest in a story when familiar props are used, because they are “hands on.” Stuffed animals and dolls or small toys such as balls engage them in a story.

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CR4 – The child will use dramatic play to express creativity.



0-12 months

Monkey Puppets

Create a monkey finger puppet using a glove, brown pom-poms and VELCRO®. Use a small pillow for the bed. Sing “Five Little Monkeys”:

Five little monkeys (Hold up five fingers.)
Jumping on the bed (Jump up and down.)
One fell off (Hold up one finger and then roll your hand down toward the floor.)
And bumped his head (Tap your head with your fist.)
Mama called the doctor and the doctor said (Put your pinky to your mouth and thumb to your ear to make a telephone.)
“No more monkeys jumping on the bed” (Put one hand on your hip and wag your index finger!) **CR4.0a**

Baby Band

Give the infant a shaker. Encourage him/her to shake, beat and rattle to the rhythm while you sing familiar songs such as “Twinkle, Twinkle,” “ABC’s,” and “Row, Row, Row Your Boat.” **CR4.0a**

Little Nose

Sing this song to the tune of “Mary Had a Little Lamb,” and touch the baby’s facial parts as you sing using infant’s name:

*Ana has a little nose,
 Little nose, little nose,
 Ana has a little nose,
 Oh, it’s so nice to touch.*

Repeat but change nose to chin, ears, lips or cheek. **CR4.0a**



12-24 months

Five Green and Speckled Frogs

Create simple props to go along with different songs and stories. You can use five plastic frogs and a small bowl of water for this song. Sing the song “Five Green and Speckled Frogs” with the children:

Five green and speckled frogs
Sitting on a speckled log
Eating the most delicious bugs – YUM YUM!
One jumped into the pool
Where it was nice and cool.
Then there were four green and speckled frogs.
Ribbit! Ribbit!

Continue the verses. **CR4.1a**

Color Zoo

Read the book *Color Zoo* by Lois Ehlert. Have the corresponding color shapes available for the children to match on the flannelboard as you read the story or to hold up when they see the color or shape they are holding. For example, they can hold up the red triangle for the fox. **CR4.1a**

★ BRIGHT IDEA

For a child who is having difficulty matching, introduce only one attribute at a time. Start with color only and then do shapes only.



24-36 months

Story Props

Gather props for *If You Give a Dog a Donut* by Laura Numeroff and read the story as the children interact with the props. When you are done with the story, provide the children with apples for a snack, as described in the book. **CR4.2a**

The Napping House

Make paper doll characters from the story *The Napping House* by Audrey Wood, out of magazine pictures or drawings. Attach these to heavy paper or cardboard, and tell the story using these characters. **CR4.2a**

Very Hungry Caterpillar

Create a hungry caterpillar out of a parmesan cheese container with a flip-top lid. Decorate the lid with wiggly eyes to resemble the caterpillar in the book *The Very Hungry Caterpillar* by Eric Carle. Have on hand all the foods the caterpillar eats and have the children feed them to the caterpillar as you read the story. **CR4.2a**



CR4 #123

0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



0-12 months

CR4.0b

Participates in finger-plays.

Infants learn through sensory experiences and movement. Finger-plays, such as Pat-a-Cake or The Itsy Bitsy Spider, encourage their participation as they interact with adults.



12-24 months

CR4.1b

When prompted, pretends to take on the characteristics of a character or animal as part of a group.

One-year-olds can respond to finger-plays, songs and chants with appropriate sounds and movement. They can copy animal sounds in "Old MacDonald Had a Farm" and pretend to "Row Your Boat."



24-36 months

CR4.2b

Spontaneously pretends to take on the characteristics of a person, character or animal.

Two-year-olds enjoy moving and interacting with others. They may jump like a kangaroo or stomp around like a dinosaur as they sing a group song.

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CR4 – The child will use dramatic play to express creativity.



0-12 months

Where, Oh, Where?

Hide the infant's toes with a blanket as you sing "Where, Oh, Where?" to the tune of "Pawpaw Patch":

*Where, oh, where are Alex's toes?
Where, oh, where are Alex's toes?
Where, oh, where are Alex's toes?
Way down yonder under the blanket.
Come on Alex, let's go find them,
Come on Alex, let's go find them,
Come on Alex, let's go find them,
Way down yonder under the blanket.*

*Wiggle your toe-toes, now put 'em back under;
Wiggle your toe-toes, now put 'em back under;
Wiggle your toe-toes, now put 'em back under;
Way down yonder under the blanket. CR4.0b*

Five Little Babies

Sing "Five Little Babies" to the infant and move and play with the infant as you sing:

*Five little babies jumping on the bed
One fell off and bumped his (her) head.
Mama called the doctor and the doctor said,
No more babies jumping on the bed! CR4.0b*

The Airplane Song

Sing this song to the tune of "Row, Row, Row, Your Boat" and make airplane motions with the infant's arms and hands:

*Fly, fly, fly your plane,
Fly your plane up high.
Merrily, merrily, merrily, merrily,
High up in the sky CR4.0b*



12-24 months

Frog Jump

Encourage the children to pretend to be frogs and jump around the room. Sing to the tune of "Are You Sleeping?":

*Be a frog now, be a frog now,
Hop, hop, hop, hop, hop, hop.
Can you be a frog now?
Can you be a frog now?
Hop, hop, hop; Let's not stop! CR4.1b*

Teddy Bear

Sing "Teddy Bear, Teddy Bear, Turn Around" and encourage the children to turn and move.

*Teddy bear, teddy bear, turn around
Teddy bear, teddy bear, touch the ground
Teddy bear, teddy bear, turn out the lights
Teddy bear, teddy bear, say, "Good night!" CR4.1b*

Trot Little Pony

Gather a small group and sing this song as the children trot and move to the tune of "Hush Little Baby":

*Trot little pony, trot to town,
Trot little pony, don't slow down.
Don't spill the buttermilk, don't spill the eggs,
Trot little pony, trot to town. CR4.1b*



TEACHER TIP

Sing the song "Where, Oh, Where?" and change "toes" to "hands" or other body parts.



24-36 months

★ BRIGHT IDEA

For a child who has difficulty hopping, demonstrate how the child can move his/her hands and arms up and down as an alternative to hopping.

Animal Action

Play the song "Animal Action" by Greg & Steve. Encourage the children to participate by following along with the movements in the song as you model possible movements. CR4.2b

Hats

Place a variety of hats and jackets in the dramatic play area to encourage the children to pretend to be community helpers, such as a firefighter, police officer or construction worker. CR4.2b

Baby Wash

Provide tubs filled with warm water and bubbles made from child-safe soap, washcloths and baby dolls for the children to wash and care for. You can also add other props, like plastic rubber duckies. Add towels for each child to dry his/her baby with. Have baby clothes and diapers available for the children to dress the babies after their bath. Talk about how grown-ups wash their babies, and love and take care of them. CR4.2b

CR4 #124

0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



0-12 months

CR4.0c

Responds to volume in tones and inflection.

Infants are listening to your voice to learn how to make sounds. Using a sing-song voice helps teachers connect with infants and helps them develop language skills. Model different sounds for them, looking at them closely, using both a loud and soft voice.



12-24 months

CR4.1c

Experiments with voice inflection.

One-year-olds are experimenting with their voices as they are learning to speak and communicate. They may make high-pitched sounds or low growls and raise their voices at the end of a sentence to ask a question. They are listening to teachers as they model good communication techniques.



24-36 months

CR4.2c

Imitates and repeats voice inflections to entertain others.

As two-year-olds are developing listening and speaking skills, they can imitate what they hear others do. They can copy adults as they change the pitch and volume of their voice.

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CR4 – The child will use dramatic play to express creativity.



0-12 months

Baby Talk

Parentese, also known as baby talk, is delivered with a “cooing” pattern of intonation, different from normal adult speech. It is high in pitch, with many variations. Use baby talk when speaking with infants. **CR4.0c**

Change the Music

Play slow tempo music followed by faster music to change the auditory stimulation for infants. Encourage them to listen to the songs being played. Talk about the different sounds. **CR4.0c**

Sound Play

Play various simple instruments as you sit with the infant, and talk about how they sound. Play a bell, shaker, rhythm sticks or tambourine. **CR4.0c**



12-24 months

Noise Maker

Use a toy that makes a sound, such as a truck or a squeaky animal. After the toy makes a sound mimic the sound and encourage the child to do the same. **CR4.1c**

Voice Changer

Collect paper towel rolls and other cardboard tubes and encourage the children to speak into them to observe how sounds change. **CR4.1c**

Zoo Time

Place a variety of stuffed animals in a row. Encourage the children to point to the different animals and identify each one by the sounds the animal makes. **CR4.1c**



24-36 months

Tiny Teacher

Set up your dramatic play area to be a school. Give the children props such as notebooks and pencils or chalkboards with chalk. Encourage one child to be the teacher and the other children to be the students. **CR4.2c**



TECH TIP

Make a video of the children acting out a familiar story and show it as a class movie.

Talent Show

Encourage the children to dance, sing or tell a story or joke in front of their classmates. Props can include costumes, microphones or stuffed animals. **CR4.2c**

The Three Bears

Make paper plate puppets to represent the three bears and Goldilocks. Help the children act out the story using different voices for the characters. Practice with them how to make a Papa, Mama and Baby Bear voice. Have small groups present the story so others can watch their friends perform. **CR4.2c**



TEACHER TIP

Take pictures of the “The Three Bears” activity and make a book to put in library or dramatic play area.

Animal Sounds

Gather the children in a circle and show photos of familiar animals. Have the children identify the animal and make the animal sound. **CR4.2c**

CR4 #125

0-36 months

domain: cognitive development and general knowledge

sub-domain: **creative development**

Strand: **DRAMA**

Standard: **CR4** – The child will use dramatic play to express creativity.



0-12 months

**NO
INDICATOR**



12-24 months

CR4.1d

Role plays real behaviors during play.

One-year-olds are observant. They watch and mimic familiar behaviors in their play such as holding a baby doll or talking on the phone.



24-36 months

CR4.2d

Explores new situations through dramatic play.

As two-year-olds grow and develop, they can move and interact with toys and props in a dramatic play area. They put on dress-up clothes or use props such as a toy stethoscope.

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CR4 – The child will use dramatic play to express creativity.



12-24 months

Tea Party

Set up a tea party in the dramatic play area. Provide the children with a teapot, cups, saucers, cloth napkins and pretend cookies. Model pouring the tea and eating the cookies. **CR4.1d**

Doctor's Office

Supply items related to a doctor's office such as a toy stethoscope, doctor's smock, pressure cuff and baby dolls to keep in a prop box. **CR4.1d**

Pet Day

Provide several stuffed animals, blankets, plastic bowls, dog toys and old pillows for animal beds. Set up an area where the children can feed, care for and play with their animals. Talk about their animals with descriptive words such as furry, soft and cuddly. Read assorted animal books such as *Corduroy* by Don Freeman or *Doggies* by Sandra Boynton. **CR4.1d**



24-36 months

Little Librarian

Encourage the children to read stories to their classmates, dolls or stuffed animals as though they were a librarian. Provide simple props such as dolls or animals that relate to the story. **CR4.2d**

Let's Go Shopping

Set up a pretend grocery store and encourage the children to shop and find certain items to put in their bags. Include a cash register, play money and clean, empty food boxes. **CR4.2d**

Leaves Are Dancing

Using fall leaves (either silk or die cut) and small rakes, have the children rake leaves on the rug. As the children rake, sing "Leaves Are Dancing" to the tune of "Are You Sleeping?":

*Leaves are dancing,
Leaves are dancing,
All around, all around.
All the leaves are dancing,
All the leaves are dancing,
On the ground, on the ground.*

Have the children then pretend they are leaves falling to the ground. **CR4.2d**

Restaurant

Collect menus and other restaurant-style props to create a restaurant in the dramatic play area. Be sure to include aprons, notepads for taking orders and serving trays. **CR4.2d**



TEACHER TIP

Extend the activity by adding items that relate to the restaurant. For example, a Chuck E Cheese would have games and prizes added to the area.

Garden Center

Provide the children with small aprons, garden gloves, sun visors, small plastic flowerpots, play dough, silk flowers and greenery. Put balls of play dough in the pots to hold the plants in place. Encourage the children to make different flower arrangements. You can have the children decorate a small rectangular box to look like a window box and place the pots in it. They can also display and "sell" their floral creations in the dramatic play area. **CR4.2d**



TEACHER TIP

Have several rakes available, and have the children rake leaves on the playground while they sing about falling leaves.



CP1 #126

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



0-12 months

CP1.0a

Acts on an object to make a pleasing sight, sound or motion.

As infants gain control of head and body, they begin to discover ways to interact with the world around them. They may kick at a mobile to make it move or bang two blocks together to hear the loud sound. They become increasingly aware of their own abilities, shaking a rattle and smiling at the noise.



12-24 months

CP1.1a

Repeats actions many times to cause desired effect.

As one-year-olds continue to explore cause and effect, they will repeat actions over and over. They may drop items for teachers to retrieve or turn the handle on a toy to watch an object pop up. This repetition helps them learn that they can act on objects and consistently get the same results.



24-36 months

CP1.2a

Explores the effects that simple actions may have on objects.

Two-year-olds enjoy exploring the effects that their actions have on objects. They will experiment with a ball, bouncing and rolling it in a variety of ways, or spread paint on paper with a large brush, moving it back and forth. They are learning that different actions can have different effects.

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CP1 – The child will demonstrate awareness of cause and effect.



0-12 months

Kick the Bells

Place infant on the floor or mat. Place bells near the infant's feet and encourage him/her to kick the bells. Say, "You're kicking your feet. Hear the bells jingle." Attach a rattle bracelet or anklet to the infant's hands or feet and encourage him/her to wave his/her arms and legs to make sounds **CP1.0a**

Splashing Water

Place a few tablespoons of water on a highchair tray or small plastic tray. Encourage the infant to pat the water or rub it back and forth. Talk about what the infant is doing. Say, "You are splashing in the water. It's going up in the air. It's getting on your face and arms." **CP1.0a**

Squeaky Toy

With the infant in your lap, squeeze a squeaky toy. Place the toy in the infant's hand. He/she will grasp it as a natural reflex and will be surprised when it squeaks. Keep giving the toy to the infant and help him/her realize he/she is making it squeak. Say, "Listen. You're making the toy squeak." **CP1.0a**



TEACHER TIP

Give the infant many opportunities to hear the language of cause and effect. Say things like, "I'm changing your diaper so you will feel dry," or "Let's ring the bell so Miss Amy can let us into the classroom."



12-24 months

Bang, Bang, Bang

Place a variety of lids in front of the children. Encourage the children to bang the lids together. Say, "You're hitting the lids together. Listen to the sounds you are making." **CP1.1a**

What Will Happen

Place a cause-and-effect toy, such as a pop-up toy, before one of the children. Encourage the child to interact with the toy to see what will happen. Ask, "What happens if you push the button? Look! You made it pop up!" Have children take turns. **CP1.1a**

Open and Close

Provide several clean plastic containers with lids that are hinged so they open and close easily. Containers that wipes come in work well for this purpose. Show the children how to open and close the lid. Encourage them to repeat the action. Clap and say, "You did it! Can you do it again?" **CP1.1a**



TEACHER TIP

Talking to the children about what they are doing and what is happening as a result is a great way to help them understand cause and effect. It's as if you are a sports announcer doing a play-by-play. Describe the child's actions ("You're pushing the button") and the result ("You're making the bell ring"). Then add a word of encouragement ("Way to go, Evan!").



24-36 months

Ball Play

Provide a variety of balls to the children. Encourage them to roll, bounce or kick the balls. Talk about what they are doing. "You kicked the ball hard! Look how far it went!" **CP1.2a**

Painting Time

Provide a variety of painting tools such as brushes, rollers, stamps and sponges. Show the children how to dip them into the paint and then press them on the paper. Talk about the different marks the tools make on the paper. Ask, "How did you make this mark? What did you use?" **CP1.2a**

Soupy Sand

Add water to sand and encourage the children to explore the new texture. Talk about what happened when you added water. Say, "The sand feels different, doesn't it? The water made the sand feel soupy." **CP1.2a**



CP1 #127

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP1 – The child will demonstrate awareness of cause and effect.**



0-12 months

**NO
INDICATOR**



12-24 months

CP1.1b

Asks simple questions.

One-year-olds ask simple questions: "What dat?" – while pointing to objects and people. They may say, "Kitty gone?" when they don't see their cat or "Out?" to ask to go outside. They are developing the thought processes necessary to ask "why" questions as well as the vocal control to use a rising inflection at the end of a phrase to indicate a question.



24-36 months

CP1.2b

Asks simple questions
to try to understand.

Two-year-olds will begin to ask simple "why" questions, usually based on requests from parents or teachers. If they hear "Time to go inside," they may respond with "Why?" They are trying to understand the reasons behind actions.

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CP1 – The child will demonstrate awareness of cause and effect.



12-24 months

Hide and Seek

Place stuffed animals around the classroom for the children to find. As they search, model by asking, "Where's the bunny?" Encourage them to repeat the question. When they find the animal, say, "Here's the bunny!" **CP1.1b**

Would You Like This?

Sit at a table with play dough in front of you. As the children come over, encourage them to ask for some play dough. Ask, "Would you like some play dough?" Then have the children say to you, "May I have some?" Give the children play dough and supervise play. **CP1.1b**

Brown Bear

Read *Brown Bear, Brown Bear* by Bill Martin, Jr. and Eric Carle. Place a strong emphasis on the questions, being sure to use a rising tone of voice. This is a sign that a question is being asked. Encourage the children to recite the questions with you. Ask, "Amy, Amy, who do you see?" Encourage Amy to answer with the name of a classmate, "I see Joshua looking at me." **CP1.1b**



24-36 months

Making Play Dough

Make play dough, and encourage the children to ask simple questions about the activity. Model by saying, "Do you want to know why we are putting in water? It's so the flour will stick together to make the dough." **CP1.2b**

What's Inside?

You will need several plastic eggs in different colors. Give each child an egg and sing this song to the tune of "Who's Afraid of the Big, Bad Wolf?" and encourage the children to sing along with you:

What's inside the yellow egg?

The yellow egg?

The yellow egg?

What's inside the yellow egg?

Open it and see! CP1.2b

I Wonder Why

Read *Why?: The Best-Ever Question and Answer Book About Nature, Science and the World Around You* by Catherine Ripley. This book is full of questions kids ask such as, "Why do cows moo? Why is soap slippery? Why do some people use a wheelchair?" Use examples in the book to encourage the children to come up with their own questions. Model for them by saying, "Sometimes I wonder why..." **CP1.2b**

Toy Inspector

Provide toys that have moving parts such as wheels or doors, or that move in some way. Give children magnifying glasses and toy tools. Place the items on a table and encourage the children to explore how they move, open or make sounds. Ask questions to expand reasoning such as, "What do you think makes the door open?" **CP1.2b**

Basket Ball

Use a recycled rectangular cardboard box, a laundry basket and tennis balls. Cut holes in the box so the balls will fall through, and tape the box to the opening of the basket. Leave enough room so that when the balls fall into the basket the children can pick them back up and replace them. **CP1.2b**



TEACHER TIP

To encourage the development of cause and effect, provide lots of open-ended materials that can be acted on in various ways with different results. For example, have different types of balls to roll down a ramp.

CP2 #128

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



0-12 months

CP2.0a

Experiments with objects.

Infants are naturally curious. They are eager to explore objects with all their senses. This helps them build a base of knowledge about the world and how it works.



12-24 months

CP2.1a

Uses objects as intended.

One-year-olds continue to build knowledge about their world. They begin to use objects for specific purposes – drinking from a cup or brushing their hair with a brush. They love to have their own “special items” for these purposes.



24-36 months

CP2.2a

Makes connections between objects and ideas.

Two-year-olds can connect familiar objects to ideas. They can use an object for multiple purposes. For example, they can use a cup to drink from or fill it with sand. They understand that goggles are used to protect your eyes or that a broom is used for sweeping.

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CP2 – The child will use prior knowledge to build new knowledge.



0-12 months

Texture Basket

Place a variety of items with different textures in a basket and encourage the infant to explore them. Include things such as a piece of soft felt, a bumpy squeeze toy or a smooth ball. Talk about what the infant is experiencing. “The felt is soft when you rub it on your face.” Create a texture book using a variety of safe materials such as textured and smooth fabrics, sandpaper, VELCRO® and other items that can be glued to construction paper or card stock. **CP2.0a**

Shake Bottles

Fill a clear water bottle with beads, then tightly glue and tape it shut. Encourage the children to shake the bottle and listen to the sounds. Bottles can also be filled with sand or colored water, pom-poms, shells, large buttons or colorful straws cut into short lengths. Be sure to check bottles regularly for signs of wear, and monitor their use carefully. **CP2.0a**

Plastic Cards

Obtain a variety of smooth plastic cards, such as key cards from hotels or customer loyalty cards. Clean and disinfect them. Encourage older infants to interact with the cards, feeling the smooth surface, clicking them together and dropping them into containers. **CP2.0a**



12-24 months

Sleepy Time

Provide each child with a baby doll and appropriate props such as a small blanket or a baby bottle, for example. Show him/her how to wrap the baby doll in the blanket. Encourage the child to interact with the doll in a variety of ways such as putting the baby down for a nap, feeding the baby and rocking the baby to sleep. **CP2.1a**

Hello Neighbor

Provide a toy telephone for the children and another telephone for yourself. Encourage the children to make a call. Role play answering the call. Say, “Hello. Is that Jimmy calling?” **CP2.1a**

Stirring Practice

Provide a large plastic bowl and spoon along with some large buttons or plastic lids. Make sure the buttons and lids are too large to be a choking hazard. Encourage the children to stir the objects in the bowl. Show them how to go around and around or over and over. The buttons and lids will make an interesting sound as they are stirred, keeping the children interested in the activity. **CP2.1a**



24-36 months

Laundry Basket Toss

Provide several pairs of rolled-up socks and a laundry basket. Encourage the children to toss the socks into the basket. Talk about how the socks are like a ball: they are round and we can toss them. Ask the children to think of other things they could use as a “ball” to toss in the basket such as crumpled-up paper or a sponge. **CP2.2a**

Dance, Dance

Play music with a fast-paced beat, and encourage the children to dance along! Say, “You heard the music playing and it made you want to dance!” Play a song with a slower beat. Ask, “How does this music tell your body to move?” **CP2.2a**

Soak It Up

Place several absorbent items in a tub of water, such as different sizes or colors of sponges, a small washcloth and some large pom-poms. Encourage the children to soak them in the water and then squeeze the water out. Say, “All these things will hold water. How can you get the water out? Right, you can squeeze the water back into the tub.” Monitor play carefully to make sure the children do not put objects in their mouths. **CP2.2a**

CP2 #129

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



0-12 months

CP2.0b

Imitates sounds and movements.

Infants readily imitate sounds and movements. They repeat words such as “bye-bye” and motions such as waving. They are learning language as well as becoming adept in social situations.



12-24 months

CP2.1b

Imitates simple actions, gestures, sounds and words.

One-year-olds are growing in their abilities to imitate. They can repeat simple finger-plays, such as “Itsy Bitsy Spider,” along with hand motions and they can respond to requests to repeat words and phrases: “Can you say ‘thank you’?”



24-36 months

CP2.2b

Demonstrates imitation skills, including imitation of peers.

Two-year-olds’ abilities to imitate sounds and actions are increasing. They can follow along with simple activity records and eagerly copy the actions of their teachers or friends in games such as Follow the Leader.

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CP2 – The child will use prior knowledge to build new knowledge.



0-12 months

Sway to the Music

Play soft music, swaying back and forth with the infant. This can be done sitting on the floor or standing and holding the infant. **CP2.0b**

Hello, Goodbye!

When parents or friends arrive in the classroom or leave the classroom, encourage the infants to wave to them. Wave your hand and repeat, “Bye-bye Mommy,” several times. You could also gently hold the infant’s hand and make waving motions. **CP2.0b**

I Can Do It Too

Sit facing the infant. Make exaggerated sounds and facial expressions. For example, slowly stick out your tongue or say, “Ba-ba-ba.” Repeat the action or sound many times. Watch for the infant to copy your motions or sounds. **CP2.0b**



12-24 months

Friend’s Name Game

For a small group activity, say a child’s name and have the other children say the name. Sing this song to the tune of “London Bridge”:

*Who is sitting next to you?
Next to you? Next to you?
Who is sitting next to you?
It is Jacob.* **CP2.1b**



24-36 months

Ring Around the Rosie

Sing “Ring Around the Rosie” and encourage the children to watch each other as they participate. Say, “I see Aidan falling down... and Jordan falling down... and Amy falling down.” **CP2.2b**

Follow the Leader

Sing a song with the children, encouraging them to follow your hand motions.

*Open, shut them
Open, shut them
Give a little clap, clap, clap.
Open, shut them
Open, shut them
Lay them in your lap.* **CP2.1b**

Marching All Around

Sing this song with the children to the tune of “The Farmer in the Dell” and encourage them to follow your motions:

*We’re marching all around,
We’re marching all around,
Hi! Ho! The Derry-O!
We’re marching all around.*

Change the words to actions like jumping, twirling, or stomping. Invite the children to join. **CP2.1b**

Follow the Leader

Model how to play “Follow the Leader.” Walk around the room and encourage the children to follow you in a line. Say, “Watch me and go where I go.” Make it harder by adding actions. Clap your hands, wave or extend your arms to the sides. Next, choose a child to be the leader and model following him/her with the other children. **CP2.2b**

Head, Shoulders, Knees and Toes

Sing this song with motions and encourage the children to follow along:

*Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
Eyes and ears and mouth and nose
Head, shoulders, knees and toes
Knees and toes.*

Go very slowly at first, pausing after naming each body part so the children can watch and copy you before you move to the next motion. **CP2.2b**

★ **BRIGHT IDEA**

For a child that has difficulty following the sequence of the song, provide visual cues that represent the different actions in the song. When the actions occur, hold up the picture at the child’s eye level and model the action.

CP2 #130

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2 – The child will use prior knowledge to build new knowledge.**



0-12 months

**NO
INDICATOR**



12-24 months

CP2.1c

Realizes that people or objects still exist even when out of view.

One-year-olds have developed the concept of object permanence – that objects exist even though you cannot see them. They will lift a blanket to find the toy bear underneath or ask about Daddy when he leaves the room.



24-36 months

CP2.2c

Understands that familiar objects and people do not change when child is separated from them.

Two-year-olds can understand that being away from an object or person does not cause it to change. Examples: “Mommy is still Mommy when she returns from work to pick me up.” “My favorite toy is still in the classroom each time I come back.”

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CP2 – The child will use prior knowledge to build new knowledge.



12-24 months

Where Did It Go?

Place an item such as small doll or ball in front of the children and say, “See the doll/ball. Now watch.” Place it underneath a blanket or cup and ask, “Where did it go?” Encourage the children to look for the object. If they don’t show an interest in looking, uncover the object yourself and say, “There’s the doll/ball. It was under the blanket.”

CP2.1c

Peek-a-Boo

Sit facing the children. Talk to them so they are looking at your face. Use your hands or a small blanket to place between you and the children. Say, “Peek-a-boo!” or “Where’s baby?” and move the blanket away quickly so the children can see you again. Repeat as long as the children are engaged. **CP2.1c**



TEACHER TIP

Creating a family picture tree or family picture mural can help the children feel safe and secure. When parents leave, encourage the children to go to the tree and look at the pictures that have been placed there. Talk with them as they look at the pictures. “There is your mommy. She’s at work now but she will come for you at the end of the day.”

Ball in the Can

Show the children a tennis ball and an empty Pringles® chip can. Place the can on its side, on the floor or on a table. Roll the ball into the open end of the can. Ask, “Where’s the ball?” Encourage one of the children to pick up the can and pour out the ball. Say, “You found it! Can you hide it from me?” **CP2.1c**



24-36 months

What Will You Do?

At the close of the day, talk with the children about what they will do when they get home and who they will see. Recalling familiar routines helps them feel comfortable and secure. Sing this song with them to the tune of “Wheels on the Bus” and help them use words appropriate for their situation.

*When I go home, I’ll see my Mommy,
See my Mommy, See my Mommy,
When I go home, I’ll see my Mommy,
and we will read a book. CP2.2c*

Our Class

Create a book with photos of the children in the classroom. When discussing who is present that day ask, “Who is not here today? That’s right. Jason is not at school today.” Show the children Jason’s picture. Say, “He’s at home. He will come back to school tomorrow.” **CP2.2c**

We Miss You Cards

When a classmate or a teacher is absent, encourage the children to draw pictures or create cards for their friend. Say, “Juanita isn’t here today, but I know she would like to see a picture you drew for her.” Write the children’s dictation on the picture. You could also sing this song to the tune of “The Farmer in the Dell”:

*We wish her well,
We wish her well,
Juanita is not here today,
We wish her well. CP2.2c*

Bug Under the Rug

You will need a large beach towel, a sheet or blanket. Have the children sit in a circle on the rug with their eyes closed and pick one child to sit in the middle. Cover the child with the towel and chant, “Bug under the rug, bug under the rug, who’s that bug under the rug?” Encourage the children to guess. Ask questions. “Is it a boy or girl? Who’s missing?” Show them clues like a part of the child’s shoe, then pull the towel off excitedly and say, “Alan was under the rug.” **CP2.2c**

CP2 #131

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2** – The child will use prior knowledge to build new knowledge.



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

CP2.2d

With adult prompting, uses clues to make predictions.

Two-year-olds can make simple predictions following clues given by an adult.

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CP2 – The child will use prior knowledge to build new knowledge.



24-36 months

Mix It Up

Provide two colors of paint. Show the children how to use the brush to mix the paints on the paper. Comment on what is happening. Say, "Look, the paints are mixing together on your paper. They are making different colors." Give each child a third color of paint. Ask, "What do you think will happen if you add another color to your painting?" **CP2.2d**

Who's Hiding?

Make file folder puzzles by gluing a picture inside. Cut the front cover of the folder into three sections, cutting from the long edge all the way to the fold. This will make three lift-up flaps that can reveal parts of the picture underneath. Hold up the folder and let the children choose a flap to lift up. Encourage them to predict what the picture is. **CP2.2d**

Wheelies

You will need several small-wheeled vehicles as well as wooden table blocks and rocks from the science center. Using masking tape, make a road on the floor or carpet. Tell the children they are going to use the blocks or rocks for cars, and have the children push them along the road. Encourage the children to experiment. Then show them the toy cars. Ask, "Will it be easier to push these cars? Why?" **CP2.2d**

Box Play

Provide boxes of all sizes to use indoors or outdoors. Have the children build things with the boxes or stack them inside each other. Guide the children by saying, "We can stack blocks. What will happen if we stack boxes?" **CP2.2d**

Tasting Fruit

Cut an orange and a grapefruit into sections. Encourage the children to taste each one. Describe it. Was it sweet? Sour? Pour a small amount of orange juice and grapefruit juice into clear cups. Ask the children to predict whether each juice will be sweet or sour. Ask, "How do you know?" Encourage them to sip the juice to see if they were right. **CP2.2d**



TEACHER TIP

Prediction is always based on prior knowledge. Asking a child to guess what's inside a box is NOT prediction. In order to predict, you must have given the child some knowledge on which to base his/her prediction. You might show him/her three items such as a bell, a ball and a block and explain that one of these items is in the box. He/she can then move and shake the box to determine which of the items is inside.

I Spy

Play this traditional game with a variety of classroom items or adapt it to your theme. Talk about children's clothes or the foods they eat. At lunch time say, "I spy a vegetable that is tiny and green." Keep giving clues until one of the children guesses the answer. **CP2.2d**

TEACHER TIP

When using foods in activities, make sure that you follow the state licensing guidelines concerning safe and healthy practices. Be aware of allergies in your classroom and plan food experiences accordingly.

CP2 #132

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **THINKING SKILLS**

Standard: **CP2** – The child will use prior knowledge to build new knowledge.



0-12 months

**NO
INDICATOR**



12-24 months

**NO
INDICATOR**



24-36 months

CP2.2e

Discusses why things occur.

Two-year-olds may be able to talk about why things happen. They can decide that a girl in a picture is wearing a coat “because it is cold.” They need simple, concrete examples and lots of modeling from their teacher to make the connection between the event and the cause.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

CP2 – The child will use prior knowledge to build new knowledge.



24-36 months

Why Did That Happen?

Gather pictures of events such as a girl putting on a coat or a dog barking. Look at the pictures with the children and ask, "Why do you think she is putting on a coat?" or "Why is the dog barking?"

CP2.2e

Baby Talk

Provide baby dolls, and interact with the children and their dolls by asking questions and making comments. You might ask, "Oh, is your baby crying? Why is your baby crying? Do you think she's hungry? If she's hungry, what could you do?"

CP2.2e

Paper Towel Art

You will need liquid watercolor paints or water colored with food coloring, in two or three different colors. Place in small containers, using spoons or droppers. Cover a tray with several layers of newspaper and then a layer of paper towels. Show the children how to drop the paints onto the paper towels. Talk about the colors spreading and mixing together. Say, "We didn't have any orange paint. I wonder where the orange color came from?"

CP2.2e

Weather Watch

Provide pictures of various types of clouds such as white, puffy ones and gray clouds on an overcast day. Talk about the clouds. Say, "Before it rains, the sky and the clouds sometimes look gray." Or, "If the clouds look like this, it will probably stay sunny." Have the children go outside or look out the windows and predict what they think the weather will be by looking at the clouds. "Will it rain or stay sunny today? Why do you think that?"

CP2.2e

Lunchtime Talk

During lunch or snacktime, ask the children questions designed to help them use prior knowledge about the foods they are eating and how they were prepared. For example, you might say, "These are yummy mashed potatoes. Remember the potatoes we looked at in the science center? They were brown on the outside and hard inside. How did these get to be white, soft and mushy? What do you think happened?"

CP2.2e

Feelings

Provide books, pictures or homemade picture cards of various facial expressions. Identify and discuss each feeling shown. Discuss why the individual in the picture may be feeling sad, happy, surprised, excited, mad, scared or angry. You can create a dictated story from the discussion to read later.

CP2.2e

Indoor Garden

Use clear plastic cups, soil and safe, nontoxic seeds. Encourage the children to plant the seeds in the soil and pour a little water on them. Observe the plants as they grow. Describe the steps in the process. Talk about what the plants need. With this activity you are building prior knowledge that children can access later.

CP2.2e



CP3 #133

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



0-12 months

CP3.0a

Interacts with a toy or object to understand it.

Infants use all their senses to interact and play in different ways. They may hold a toy key ring, look at it, mouth it and shake it to hear the sound. The combination of all these actions gives them an understanding of the object.



12-24 months

CP3.1a

Interacts with a toy or object to solve a problem.

As one-year-olds gain more control of movements and demonstrate beginning balance and control, they can interact with objects to solve problems. For example, they can get a stool to reach a toy or use a stick in the sandbox when there are no shovels.



24-36 months

CP3.2a

Experiments with familiar objects to solve problems.

Having lots of open-ended and hands-on materials encourages two-year-olds to experiment with different solutions to problems. They will turn a puzzle piece in different directions to see if it will fit or try alternate ways to position it. This exploration gives them many different strategies for solving problems.

INDIVIDUALIZE YOUR TEACHING – Let skill level, not chronological age, be your guide in introducing skills to children. Two examples:

- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

CP3 – The child will demonstrate problem-solving skills.**0-12 months****Squishy Squashy**

Fold a small washcloth and place it in a shallow pan of water so it can soak up the water. Encourage the infant to press the cloth and feel the texture. Wash the cloth when done. **CP3.0a**

Sorting Cups

Place a variety of cups near the infant. Encourage the infant to touch, stack and explore the cups. **CP3.0a**

One Too Many

Sit on the floor with the infant facing you. Give the infant a small toy to hold in one hand. Once he/she has a good grasp of the toy, give the infant a second toy to hold in the other hand. Once the infant is able to hold a toy in each hand, offer a third toy. He/she will try to grasp the third toy with full hands but will soon figure out how to put down one or both toys in order to pick up the third one. **CP3.0a**

**12-24 months****How Can I Get It?**

Place an object slightly out of reach, such as in a tunnel or in a box. Encourage the children to figure out how to get the item. **CP3.1a**

Will This Fit?

In front of the child, place a container with an opening in it, such as a cup with a lid that has a hole in it. Provide a variety of objects to put in the container. Include objects that are slightly too large, some that fit the opening and others that must be turned a certain way to fit, such as a clothespin. Encourage the child to try each item in multiple ways. **CP3.1a**

The Scarf Trick

Give each child a short length of cardboard tube from a paper towel roll and a colorful scarf or piece of thin fabric. Show the children how to push his/her scarf into the tube and then pull it back out again. **CP3.1a**

**24-36 months****Using Tongs**

On a tray in front of the child, place a bowl and a few other items such as a plastic LEGO®, a large bottle cap, a rock, a shell or a clothespin. Give him/her a pair of kitchen tongs and demonstrate how they work. Encourage the child to pick up the items and place them in the bowl using the tongs. Have the children take turns. **CP3.2a**

Bottle Fill

Provide a container such as a plastic jelly jar or water bottle and a variety of objects for the children to fit into the container. Encourage the children to add and remove the items. Some items will be easy to put into the container but difficult to get out. **CP3.2a**

Sandbox Scoopers

Remove typical sandbox toys like shovels and rakes, and replace them with spoons and paper towel rolls. Encourage the children to use the new tools to scoop and dig in the sand. **CP3.2a**

Chopsticks and Noodles

Under close supervision, provide wooden chopsticks and a bowl holding cut pieces of yarn. Demonstrate how to pick up the “noodles” using the chopsticks. Then have the children use the chopsticks to attempt to pick up the “noodles.” **CP3.2a**



CP3 #134

0-36 months

domain: cognitive development and general knowledge

sub-domain: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CP3 – The child will demonstrate problem-solving skills.**



0-12 months

**NO
INDICATOR**



12-24 months

CP3.1b

Solves a simple problem successfully with adult assistance.

One-year-olds are increasing in their problem-solving abilities. They ask for adult help with gestures or sounds. For example, they may look toward their teacher and say “Uh, uh” when they can’t get the music box to work. They will watch carefully and try to imitate the actions needed to solve the problem.



24-36 months

CP3.2b

Tries several methods to solve a problem before asking for assistance.

Two-year-olds are becoming more independent at solving problems. They will try several things on their own before asking for assistance. They may reply, “Me do it” when asked if they need help.

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- 1) If a 24-month-old child is struggling with the 12-24 months skill, guide him/her in mastering the 0-12 months skill on the left.
- 2) For a 12-month old child who has mastered the 12-24 months skill, introduce the 24-36 months skill on the right.

CP3 – The child will demonstrate problem-solving skills.**12-24 months****You Can Do it!**

During meals and snack times, provide each child with a child-sized spoon and encourage the children to feed themselves with it. If a child has trouble, hold the spoon and help guide it for the child. **CP3.1b**

Bottles and Pins

Provide a sturdy bottle with a medium-size top and some wooden clothespins (without springs). Show the children how to turn the clothespins lengthwise and drop them into the bottle. Then demonstrate how to shake the bottle so the clothespins will fall out. Stand nearby to offer assistance and affirmation. **CP3.1b**

Ball Roll

Sit facing a child, feet apart with the soles of your feet touching his/hers. Now roll a small ball toward the child and encourage him/her to roll it back. If the child has difficulty, coach by saying, "Push the ball hard, Suzanne, to get it to roll to me." **CP3.1b**

People Puzzles

Take a photo of each child playing. Print and cut the photo into three to four pieces. With guidance, encourage the children to put their picture back together. **CP3.1b**

**24-36 months****Sand Hunt**

Bury several small toys in the sand table. Provide a variety of tools such as spatulas, scoops and spoons so the children can dig and scoop the sand and retrieve the toys. Encourage the children to try different methods of digging and scooping. Narrate what they are doing. "You're using the spatula to dig. It's scooping up lots of sand." **CP3.2b**

Matching Lids

Collect a variety of plastic containers with lids. Include some screw-on lids and some snap-on lids. Clean them and put the lids in a pile that is separate from the containers. Have the children match the lids to the containers. **CP3.2b**

Cup Stack

Provide several heavy-duty plastic drinking cups or clean, empty yogurt containers. Show the children how to stack the cups in a variety of ways. How high will the stack be? Can they make a pyramid stack? **CP3.2b**

Box Maze

Collect some large cardboard boxes, and use duct tape to connect the boxes to make a long tunnel that the children can safely crawl through. Make the tunnel curve or turn left or right. Encourage the children to find their way through the maze. The children can paint or draw on the boxes the day before. **CP3.2b**

Pom-Pom Eggs

Gather six to 12 extra-large pom-poms in different colors. Paint the inside of each section of a cardboard egg carton the same color as each of the pom-poms. Encourage the children to find the section of the carton that matches and put the pom-pom "eggs" in the carton. **CP3.2b**

**★ BRIGHT IDEA**

To make the cups easier to stack and balance, tape the first row to the table.

**TEACHER TIP**

If desired, you can add eyes or other features to the pom-poms in the Pom-Pom Eggs activity to make them resemble baby chicks. Be mindful of small parts and potential choking hazards.



BRIGHT IDEAS PHYSICAL/MOTOR

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty grasping or manipulating materials	★ Maintain proximity to provide support to the child as he/she explores the environment.	★ Provide materials that are easy for the child to grasp using the palm (palmar grasp). Examples are small blocks, large crayons, soft rattles, soft books and small soft baby dolls.
Difficulty accessing or playing with toys/materials	★ Place toys on a variety of shelving levels and on the floor so that the children can easily reach them.	★ Facilitate play by modeling the toy's function, for example, rolling a ball, or pushing the button on a cause and effect toy. Assist as the child performs the function of the toy by gently placing your hands over his/her hands and guiding him/her in making the movement.
Difficulty sitting, standing or moving around the classroom	★ Be sure that all furniture is stable for use as the child pulls to stand and walk.	★ Be flexible in positioning to encourage the child to sit in a manner that is most comfortable for him/her. This may mean adapting equipment so that it properly supports the child. With parental consent, consult with a professional before making any adaptations to equipment.
Difficulty using feeding utensils	★ Sit near the child during feeding times to support him/her when using utensils. Provide hand-over-hand modeling then prompt the child to try. Give positive feedback when he/she uses the utensil independently.	★ Throughout the day, provide practice opportunities to the child for grasping utensils and bringing them to his/her mouth. Snack time is a natural practice time. In dramatic play, you can also encourage him/her practice with pretend food.
Difficulty accessing materials/equipment outside	★ Move outdoor materials to be within reach and stay close by. To assist the children who have difficulty accessing outdoor equipment, provide physical support. For example, you can slide down the slide with the child in your lap, or place the child on the slide and help him/her go down while keeping your hands around his/her trunk.	★ Maintain proximity to the child while outdoors to give support when accessing equipment. When possible, assist the child in completing the activity safely. For example, if the child wants to slide, place him/her near the end for a shorter ride and securely hold his/her trunk.



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**THINGS TO CONSIDER:**

- ★ A child may have difficulty moving, coordinating and balancing but teachers can still structure nearly all play activities to compensate for physical difficulties.
- ★ The children with motor difficulties may need to participate from another perspective, such as crawling difficulties, walking, or using a wheelchair instead of walking.
- ★ Be sure that floor pathways are clear of debris and clutter.
- ★ Be sure that furniture is stable and heavy equipment is secured.
- ★ Expect to offer multiple experiences in order for children with motor difficulties to master a physical concept or skill.
- ★ Seek out support (with parental consent) from professionals with training in physical development.
- ★ Before making individualized adaptations, consult the child's family, and with permission, their therapist or physician.
- ★ With parental consent, therapists supporting the child can help identify both high-tech and low-tech adaptations to assist with positioning or other difficulties that affect participation in physical activities.
- ★ Be aware of health and safety concerns.





BRIGHT IDEAS COGNITIVE

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty selecting and playing with materials	★ Be sure to provide a variety of materials at varying developmental levels. Rotate materials on a regular basis to maintain interest.	★ Be sure that materials are balanced between those that the children can use independently and those that may require support from a teacher to use as intended.
Difficulty engaging in group time	★ Consider grouping the children in small groups instead of one large group.	★ Be sure that group time is short and includes high-interest activities. Pair most activities with movement and/or props.
Difficulty transitioning from one activity to another	★ Avoid transitioning as a whole group. Build transition warnings, such as setting a timer, ringing a bell/chime or humming a song.	★ Add a visual schedule, one with pictures representing each of the day's routines. Allow the children to flip routines over when they are "all done" and help them to identify what is next.
Difficulty passing things from one hand to another	★ Break tasks down into small steps. For example, show the child how to start by holding an object with one hand and moving it across midline. Once the child completes this step, add in how to grasp with the other hand.	★ Provide more time to complete the task. Provide materials with knobs or handles that are easier to grasp. This will allow the child to concentrate on the motor task of passing from one hand to another.



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THINGS TO CONSIDER:

- ★ The children differ in both the rate they gain knowledge and also in the way they remember and understand.
- ★ Always have materials that support varying levels of development accessible.
- ★ Have materials on hand that support a variety of learning styles – visual, auditory and tactile. These help enhance understanding and promote participation in activities that might have been difficult otherwise.
- ★ Some of the children may need expanded opportunities to use concrete representations in order to grasp concepts.
- ★ Break complex concepts into smaller achievable steps. Provide clear directions and verbal or physical prompts.
- ★ Provide many opportunities for repetition, practice and for applying new knowledge.
- ★ Seek out support (with parental consent) from professionals with training in cognitive/neurological development, such as special educators and physicians.



 **BRIGHT IDEAS SOCIAL/EMOTIONAL**

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty engaging in group time	★ Provide a variety of seating options.	★ Be sure that group time is developmentally appropriate in activity and length.
Difficulty calming down once becoming upset (>8-10 minutes)	★ Acknowledge the child's feelings (example: "I see you're sad. You're crying and upset because your friend has something you want.") Provide support based on the child's wants/needs (example: back rubs, hugs, sitting/standing near the child). Model and encourage calming strategies (such as deep breathing).	★ Maintain a consistent classroom routine. Post a visual schedule at the children's eye level. Plan for schedule changes and talk about them with the children in advance.
Difficulty expressing wants and needs	★ Label the different areas and materials throughout the classroom with pictures and words. Encourage the child to refer to the labels as appropriate if he/she is having difficulty communicating. Incorporate simple gestures as appropriate.	★ Use one to two word phrases, simple gestures or visuals to support the child's attempts to communicate (example: signing "more" when he/she wants more snack).
Difficulty following routines	★ Maintain proximity to support the child as he/she transitions from one routine to the next. Provide individualized transition warnings and encourage and support the child to refer to the visual schedule as appropriate.	★ Post a visual schedule at the children's eye level. Refer to the schedule throughout the day. This child may require advanced notice of a change in activity/routine. You may take him/her to look at the schedule and explain what is happening next before you share it with the whole group. Consider allowing this child to turn the visual for one routine over when it is complete.



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THINGS TO CONSIDER:

- ★ Many of the children acquire the majority of social-emotional skills through observation and practice.
- ★ There are concepts related to social-emotional competence that children must be taught and given the opportunity to practice in order to become fluent. These include problem solving, emotional regulation (calming down, impulse control, etc.) and emotional literacy (labeling emotions appropriately).
- ★ Some children require repeated, intentional and explicit teaching to understand many social-emotional concepts.
- ★ Provide various opportunities for children to practice social-emotional skills with adult guidance and support.
- ★ Resources for teaching practices that promote social-emotional competence can be found at www.csefel.vanderbilt.edu.
- ★ Seek out support (with parental consent) from professionals with training in social-emotional development, such as special educators, therapists and developmental pediatricians.



BRIGHT IDEAS #4

0-36 months

BRIGHT IDEAS SENSORY

The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.



Common Challenges	Environmental Adaptations	Daily Schedule or Materials Adaptations
Difficulty navigating the classroom environment (vision)	★ Be sure that pathways are unobstructed and consistent. When changes occur, help the children navigate through the changes.	★ Keep materials in the same place. When changes are necessary, prepare the child by walking with him/her to the new location and having him/her feel where the materials are located as you describe referents.
Difficulty transitioning from one activity to another (vision or hearing)	★ Provide additional time for the child to complete the transition and provide individualized transition warnings as appropriate.	★ Provide auditory and/or visual warnings before transitions (avoid blinking lights). For some children, you may need to provide an individual advanced warning before the group warning.
Difficulty accessing materials (vision)	★ Materials should be labeled to ensure they are found and returned to the same place.	★ Maintain proximity so that you can help the children navigate the area and describe the materials they are selecting. Help them use materials successfully with hand-over-hand assistance and modeling.
Difficulty engaging in group time (vision or hearing)	★ Provide visual/auditory cues that tell the children what to expect during group time.	★ Ensure that group time is short and includes developmentally appropriate activities.
Difficulty expressing wants and needs (hearing)	★ Provide additional time for communicating.	★ Provide visuals and teach simple gestures to help the child communicate.

THINGS TO CONSIDER:

- ★ Before making individualized adaptations to the environment or activities, seek out support (with parental consent) from professionals with training in vision and/or hearing development, such as ophthalmologists, physicians and teachers of children with sensory impairments.



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BRIGHT IDEAS LANGUAGE/COMMUNICATION
Common Challenges**Environmental Adaptations****Daily Schedule or Materials Adaptations**

Difficulty expressing wants and needs

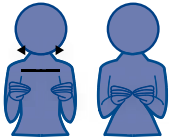
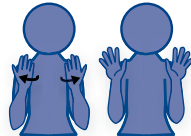
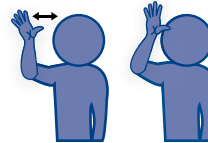
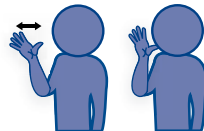
★ Label the different areas and materials throughout the classroom with pictures and words. Encourage the child to refer to the labels as appropriate if they are having difficulty communicating. Incorporate gestures as appropriate.

★ Use visuals and/or simple gestures to help the child communicate.

Difficulty labeling familiar objects/people

★ Label familiar people and objects in the environment with simple language (example: "ball," "Ms. Susan" or "dog.")

★ Place pictures of familiar people/objects in the environment at the childrens' eye level and encourage exploration and labeling with simple language.

**More****All Done****Daddy****Play****Mommy****THINGS TO CONSIDER:**

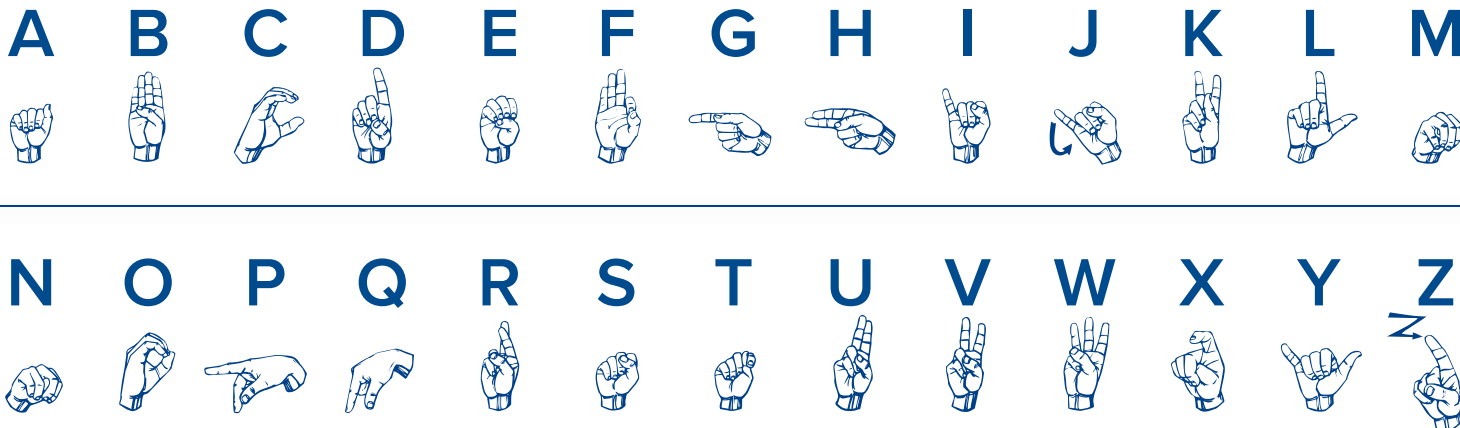
- ★ Language and communication fluency develop at different rates for all children.
- ★ There are many variables that may impact a child's ability to communicate efficiently and effectively.
- ★ The children that have difficulty communicating are often frustrated and may display aggressive behaviors.
- ★ By providing the children with as many modes to communicate as possible, you will increase their ability to get their needs/wants met.
- ★ This card contains a few high frequency signs/gestures that you may use in your classroom.
- ★ Before making individualized adaptations to the environment or activities, seek out support (with parental consent) from professionals with training in speech and language development such as speech language pathologists and physicians.



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The adaptations noted here help ensure that children with disabilities receive learning opportunities and experiences that support their unique needs.

ALPHABET



NUMBERS

0



1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



16



17



18



19



20



My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

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Domain:





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Children's Age:



Domain:





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Domain:





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Domain:





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Teacher Name: _____



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choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:

- 0-12
- 12-24
- 24-36
- 36-48
- 48-60

Domain:

- PDM
- SED
- APL
- CLL
- CD MA
- CD SS
- CD SC
- CD CR
- CD CP



use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:

- 0-12
- 12-24
- 24-36
- 36-48
- 48-60

Domain:

- PDM
- SED
- APL
- CLL
- CD MA
- CD SS
- CD SC
- CD CR
- CD CP



Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:



Domain:





use the spaces above and on the back to make note of activities you created that worked well with the children you teach

Children's Age:



Domain:





Permanent markers work best for writing on these cards

My Activities

Teacher Name: _____



choose your children's age range

choose the domain for your activity

Children's Age:

- 0-12
- 12-24
- 24-36
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- 48-60

Domain:

- PDM
- SED
- APL
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- PDM
- SED
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Permanent markers work best for writing on these cards

ACTIVITY INDEX

Domain	Activity Name	Card #	Domain	Activity Name	Card #	Domain	Activity Name	Card #	Domain	Activity Name	Card #
A			SED	Are You My Mother?	33	MA	Ball Drop	89	CR	Bear Hunt	121
APL	A Bird in the Window	42	SED	Are You Ready?	25	APL	Ball Fun	38	MA	Bears in a Row	85
SS	A Butterfly Garden	101	CLL	Art Adventures	51	CP	Ball in the Can	130	SED	Bedtime Beethoven	22
SED	A Calm Breeze	21	SED	Art Review	18	APL	Ball Play	41	PDM	Bedtime Stories	1
SC	A Grand Old Tree	116	CR	Art Show	120	CP	Ball Play	126	CLL	Belly Buttons	52
SED	A Hand to Hold	23	CLL	Ask Away	53	SC	Ball Roll	112	SED	Bend and Stretch	23
APL	A Necklace for You	47	B			CP	Ball Roll	134	MA	Big and Little	81
SED	A Rainbow of My Own	19	CR	B-I-N-G-O	117	SC	Balls Galore	102	CLL	Big Animal Book	67
CLL	ABC	65	CLL	Baa Baa Black Sheep	63	SC	Balls in a Bowl	114	PDM	Big Art	9
CLL	Act It Out!	49	CLL	Babble Back	56	SS	Balls, Balls, Balls	97	MA	Big Box	81
SED	Action Book	24	CR	Baby Band	122	APL	Banana Muffins	47	MA	Big Dog	81
PDM	Action Songs	8	CLL	Baby Bumblebee	63	SED	Bang, Bang Go the Pots	31	MA	Big or Little?	86
PDM	Activity Cube	2	CR	Baby Bumblebee	121	CP	Bang, Bang, Bang	126	MA	Big Snack, Little Snack	81
SS	Adopt an Animal	97	APL	Baby Drive-Away	35	SC	Bangin' Bottles	102	CLL	Big Trucks	59
APL	All Aboard	41	CLL	Baby Emotions	43	APL	Barnyard Dance	41	MA	Bingo Bottle Counting	78
APL	All By Myself	44	CLL	Baby Faces	55	MA	Basket Ball	91	SC	Bird Feeder Fun	109
APL	All Of Me	47	CR	Baby Faces	119	CP	Basket Ball	127	SS	Birthday Party	95
MA	And Then We	84	SED	Baby Love	28	SC	Basket Play	102	APL	Block Building	47
CR	Animal Action	123	SED	Baby Sleep Sounds	25	MA	Basket Toss	75	SED	Blow Kisses	28
APL	Animal Action Song	38	SC	Baby Splash	105	SC	Baster Game	105	APL	Blow the Bubbles	36
CLL	Animal Actions	50	CR	Baby Talk	124	APL	Bath Time	40	SC	Blowin' in the Wind	108
SC	Animal Actions	104	CP	Baby Talk	132	APL	Bath Time	42	SED	Body Chalk Drawing	30
CLL	Animal Antics	52	SC	Baby Wash	103	SC	Bath-Time Baby	105	SED	Body Lingo	21
SC	Animal Picks	110	CR	Baby Wash	123	SED	Beach Ball Feelings	33	SC	Body Part Collage	111
CR	Animal Sounds	124	CLL	Back and Forth	56	PDM	Beach Ball Fun	1	SC	Body Parts Class Book	11
PDM	Animal Tracks	13	PDM	Balance Beam	13	PDM	Beanbag Toss	2	SED	Boo-Boo Bunny	23
PDM	Anytime or Sometimes?	6	MA	Balancing Act	82	MA	Beanbag Toss	15	CLL	Book Buddies	66
PDM	Applesauce Fun	6	MA	Balancing Pictures	82	SC	Beanbag Toss	113	CLL	Book Reach	66
SED	Are You...?	20	PDM	Ball Chase	4	PDM	Bear Cave	9	CLL	Books and Babies	66
APL	Are You Crying?	43	MA	Ball Count	78	APL	Bear Hunt	45	CLL	Books in a Basket	68
SC	Are You Living?	110				CLL	Bear Hunt	54	CLL	Bop and Stop	50
						MA	Bear Hunt	87	CP	Bottle Fill	133

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Domain	Activity Name	Card #	Domain	Activity Name	Card #	Domain	Activity Name	Card #	Domain	Activity Name	Card #
B, continued			C			SC	Class Pet Pictures	104	SED	Countdown Timer	25
SC	Bottle Plants	109	SED	Calm-Down Time	21	APL	Classroom Clean Up	40	MA	Counting Blocks	78
CP	Bottles and Pins	134	CR	Can You Hear Me?	121	SS	Classroom Parade	97	SED	Counting Can	23
CP	Box Maze	134	SED	Can-Do Kid	19	APL	Classroom		MA	Counting Cleanup	75
CP	Box Play	131	APL	Car Wash	47		Scavenger Hunt	40	PDM	Crab Walk	12
SC	Box Play Push and Pull	112	CLL	Cards and Letters	72	SS	Cleanup Binoculars	96	CLL	Crayons, Crayons and More Crayons	71
MA	Box Pull	82	SC	Caring for a Plant	109	SS	Cleanup Caddy	96	PDM	Crunchy Paper	10
SS	Box Trucks	96	SS	Caring for Our Pets	98	SS	Cleanup Time	98	SED	Cue Cards	22
APL	Bracelet Making	36	MA	Carton Counting	78	CLL	Cleaning Up	50	CP	Cup Stack	134
MA	Bracelets	89	APL	Carton of Curlers	39	SED	Cleanup Caddy	22			
CR	Bright Balls	119	SC	Catch a Raindrop	108	SED	Cleanup Train	25	D		
CLL	Bring It to Me	66	SED	Catch Me if You Can!!	27	PDM	Climb a Mountain	9	SC	Dance to the Beat	113
CP	Brown Bear	127	CLL	Cereal Book	69	PDM	Clothespin Can	2	CP	Dance, Dance	128
SC	Bubble Fun	108	CLL	Chalk Fun	70	MA	Clothespin Drop	89	CR	Dancing Bells	117
APL	Bubble Play	37	CR	Change the Music	124	CR	Color Collage	119	MA	Dancing with Bears	88
CR	Bubble Wrap Painting	118	PDM	Chasing Bubbles	2	CLL	Color It	70	SED	Different Voices	26
PDM	Bubble Wrap Stomp	12	SED	Cheerios Challenge	24	CLL	Color More	70	MA	Dinosaur Roar!	85
SED	Bubble-Oke	24	MA	Cheerios Scoop	83	CR	Color Zoo	122	SC	Dish Play	103
PDM	Bubble, Bubble, Pop	10	SS	Chinese New Year	95	CLL	Colored Goop	57	MA	Do What I Do	87
MA	Bug Line-Up	77	SED	Choices, Choices	19	CR	Colors Everywhere	118	SC	Do What I Do!	111
CP	Bug Under the Rug	130	CLL	Choo Choo	60	SS	Community Helpers	96	CLL	Do You Want More?	54
SED	Build a City	31	CP	Chopsticks and Noodles	133	SS	Community Helpers All Around	99	MA	Do You Want More?	76
MA	Build It Again	89	MA	Circle Count	73	APL	Construction Zone	39	SS	Doctor Foster	99
PDM	Bundle Up	5	APL	Circle of Books	37	CLL	Construction Zone	67	CR	Doctor's Office	125
PDM	Bunny Hop	12	MA	Circles, Circles, Circles	90	CR	Contrast	119	CLL	Doggies	53
CLL	But Squirrel Couldn't	61	PDM	Clap Your Hands	8	SC	Cooking Tools	115	APL	Doll Play	42
SC	Butterfly Garden	110	APL	Clap Your Hands	39	APL	Copy Me	39	APL	Dolly Peek-a-Boo	41
SED	Butterfly Kiss	28	CR	Clap Your Hands	121	SC	Corn Shaker Instruments	103	SED	Don't Cry	32
SED	Bye-Bye Blues	22	MA	Clap, Clap, Clap	87	MA	Count Down	73	CLL	Don't Let the Pigeon	61
SED	Bye-Bye Time	25	MA	Clap, Clap, Clap, STOP	87	MA	Count With Me	73	PDM	Don't Ring the Bell	13
			SS	Class Community	97						

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Domain	Activity Name	Card #	Domain	Activity Name	Card #	Domain	Activity Name	Card #	Domain	Activity Name	Card #
D, continued			F								
CLL	Don't Turn the Page	68	PDM	Fabric Feel	10	APL	Felt Board Story	42	SS	Follow Me Around the Room . . .	94
CR	Down By the Banks	117	SED	Face Time	32	SED	Felt Faces	21	PDM	Follow the Leader	4
CLL	Down by the Bay	64	SED	Face Time	33	APL	Find A Match	46	PDM	Follow the Leader	13
SC	Down Comes the Rain	108	SS	Familiar Voices	92	SC	Find the Body Part	111	SED	Follow the Leader	22
CLL	Dramatic Play Writing	70	APL	Family Blocks	35	MA	Find the Circle	90	CP	Follow the Leader	129
SED	Dress-Up Parade	31	CR	Family Blocks	120	CLL	Find the Cow	51	CP	Follow the Leader	129
MA	Dressing Dolls	77	SED	Family Feeding Time	19	PDM	Finger Drawing	14	PDM	Food Book	6
PDM	Dump and Fill	8	SS	Family Feeding Time	92	APL	Finger Food	36	PDM	Food Books	7
APL	Dump and Fill	36	SS	Family Match	92	SS	Finger Food	98	PDM	Food or Not?	6
E			SS	Family Photo Book	92	PDM	Finger Foods	7	PDM	Food Talk	7
APL	Ease On Down the Road	42	CR	Family Photos	119	PDM	Finger Painting	15	MA	Footprint Painting	78
APL	Eat It Up!	36	SC	Family Picture Cubes	109	SED	Fingers and Toes	16	SC	For the Birds	116
MA	Echo Count	73	SS	Family Reunion	95	MA	Fingers and Toes	78	SED	Freaky Freeze	24
SC	Egg Carton Color Sort	103	SS	Family Sharing	95	PDM	Fire Drill	4	SED	Freeze Dance	24
PDM	Egg Carton Sort	14	SC	Fast and Slow	113	SC	Fish Fun	109	CP	Friend's Name Game	129
PDM	Egg Hunt	13	CR	Favorite Things	120	SC	Fish Observation	110	SED	Friendly Words	33
PDM	Egg Puzzles	14	SC	Feed and Sing	104	MA	Fit It In	89	SED	Friendship Fruit Salad	34
CLL	Elephant Dance	52	PDM	Feed Me	6	CR	Five Green and Speckled Frogs	122	CR	Frog Jump	123
PDM	Emergency!	4	APL	Feed Teddy	45	CR	Five Little Babies	123	SS	From Head to Toe	94
SED	Emotion Song	33	MA	Feed the Baby	78	MA	Five Little Elephants	76	SC	From Head to Toe	111
CLL	Environmental Print Puzzles	69	APL	Feed the Dogs	45	APL	Five Little Monkeys	41	APL	Fruit Salad	48
CLL	EXIT Means Out	69	PDM	Feeding Time	5	CLL	Five Little Monkeys	63	CLL	Fun Finger Plays	52
SC	Exploring Eggs	114	CLL	Feeding Time	52	CLL	Five Little Speckled Frogs	63	APL	Fun with Babies	37
SC	Exploring Plants	109	SED	Feeling Faces Book	33	MA	Five Little Spiders	74	APL	Furry Friends	116
MA	Exploring with Instruments	86	CP	Feelings	132	SC	Five Little Stars	107	SC		
			CLL	Feelings Song	55	SS	Flip-Up Schedule	101	G		
			SED	Feelings Sort	33	SED	Floor Puzzles	27	CR	Garden Center	125
			PDM	Feely Boxes	10	SED	Floor Puzzles	30	CLL	Gel Writing	71
			SC	Feet Fun	111	SS	Fly Kites	95	CLL	Get the Phone	56
			PDM	Feet-To-Feet	2	APL	Fold and Paint	42	SS	Getting Dressed	98
			SC	Felt Board Animal Play	104	PDM	Folding Paper	14	PDM	Giant Sensory Box	10

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Domain	Activity Name	Card #
I, continued		
CLL	In and Out	57
PDM	In and Out	8
SED	In My Family	17
SED	In the Middle	27
CP	Indoor Garden	132
SED	Infant "I Spy"	17
CLL	Infant, Infant, Who Do You See?	67
PDM	Infant's Choice	7
MA	Inside/Outside	88
CLL	Invisible Writing	70
PDM	Is This Healthy?	7
APL	It's a Jungle Out There	40
SS	It's a Wrap	95
SC	It's Me...	111
CLL	It's Okay to Be Different	62
SC	It's Raining	108
J		
PDM	Jars, Jars, Jars	15
PDM	Jump Time	9
CLL	Jump, Frog, Jump!	61
CLL	Jump, Jim Joe	64
K		
PDM	Keep Baby Safe	3
PDM	Keys Please	11
CP	Kick the Bells	126

Domain	Activity Name	Card #
SC	Kicking Sand	106
PDM	Kitchen Band	11
SED	Kleenex® Kick	24
MA	Knob Puzzles	89
L		
PDM	Lacing Beads	14
APL	Lacing Up	44
MA	Large and Small	81
SS	Last Night	101
CP	Laundry Basket Toss	128
PDM	Laundry Basketball	1
SC	Laundry Line	115
MA	Leaf Collage	82
PDM	Leaf Hunt	15
APL	Leaf Match	38
CR	Leaves Are Dancing	125
PDM	Let's Climb	13
CR	Let's Go Shopping	125
SC	Let's Look Around	115
APL	Let's Paint Together	46
PDM	Let's Pull	12
APL	Lip Smacking	44
CLL	Little Blue Truck	60
MA	Little Children	74
SED	Little Cloud	18
CR	Little Librarian	125
SED	Little Miss Muffett	21
CR	Little Nose	122
SED	Little Tug	29
CLL	Llama Llama	61

Domain	Activity Name	Card #
SED	Llama Llama Misses Mama	33
CLL	Logo Bingo	69
PDM	Looby Loo	12
SC	Look Book	116
SS	Look What I Can Do	94
SED	Look Who's Here	30
SED	Lots of Feelings	21
SED	Lulu's Lunch	20
CLL	Lunch Vocabulary	59
MA	Lunchtime Helpers	79
SC	Lunchtime Talk	104
CP	Lunchtime Talk	132
M		
APL	Magnet Bottle	43
SC	Magnetic Personalities	116
SC	Magnetic Sponge Art	103
CLL	Magnifier Fun	69
SED	Mail Carrier	26
CLL	Make My Face	54
PDM	Making Faces	2
PDM	Making Marks	14
CLL	Making Marks	71
SC	Making Mud	106
MA	Making Muffins	83
APL	Making Music	46
CP	Making Play Dough	127
MA	Making Pudding	83
APL	Marble Run	43
CP	Marching All Around	129
APL	Marching Band	35

Domain	Activity Name	Card #
CLL	Marker Fun	70
PDM	Mashed Potato Play	6
CR	Mat Exploration	119
SED	Match My Handprint	31
CP	Matching Lids	134
MA	Math Card Match	75
SED	May I Help You?	29
SC	May I Take Your Order, Please?	103
SED	Me I Am!	17
CLL	Mealtime Moments	49
SED	Meet the Teacher	26
PDM	Milk Caps	15
SED	Mimic Me	24
APL	Mirror, Mirror on the Wall	38
APL	Mirror Peek-a-Boo	45
CR	Mirror Play	119
PDM	Mirror, Mirror	11
SED	Mirror, Mirror	20
CLL	Mirror, Mirror	55
SS	Mirror, Mirror	93
CP	Mix It Up	131
SS	Model Mouth	99
SED	Moldable Moon Sand	31
SC	Molding Sand	114
CR	Monkey Puppets	122
CLL	Moo and Baa	57
CR	Moo, Baa, La La La!	121
CR	Moo-Moo	120
CLL	More and No More	54
MA	More Blocks	76
APL	More, Please	43

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Domain	Activity Name	Card #
P, continued		
CP	People Puzzles	134
SS	Percy's Neighborhood	99
SED	Personal Space Social Story	34
CR	Pet Day	125
SC	Pet Veterinarian Clinic	109
SC	Phone Fun	103
SED	Photo Exploration	16
SS	Picnic Time	101
CLL	Picture Bingo	52
CLL	Picture Blocks	69
SC	Picture Book	107
CLL	Picture Books	60
MA	Picture Frame Match-Ups	77
APL	Picture Hang Up	39
CR	Picture Map	120
MA	Picture Match	86
CR	Picture Play	120
SED	Picture This	16
SS	Picture This	101
PDM	Pipe Cleaner Fishing	11
SED	Pitcher Pour	19
SS	Placemat Labels	93
SC	Plant a Flower Garden	116
SC	Plant Play	106
CP	Plastic Cards	128
SED	Plastic Egg Sort	31
PDM	Play Ball!	12
CR	Play Dough Play	118
MA	Play Dough Worms	85
CLL	Play House	56

Domain	Activity Name	Card #
CR	Play It Again	117
CLL	Play Telephone	49
SC	Playground Chat	107
CLL	Playground Patter	58
PDM	Playing with Play Dough	10
CLL	Please and Thank You	54
PDM	Point and Turn	15
CLL	Point It Out	52
CLL	Point It Out	60
CLL	Point It Out	62
CLL	Polar Bear, Polar Bear	67
CP	Pom-Pom Eggs	134
PDM	Pom-Pom Ice Cream	11
CR	Pom-Pom Paint	120
SED	Pom-Pom Play	18
SC	Pom-Pom Play	102
PDM	Pool Noodle Lacing	15
PDM	Pool Noodle Putt Putt	13
SED	Pop Beads	31
APL	Pop Beads	37
CR	Pop! Goes the Weasel	117
APL	Pop-Up Toys	44
PDM	Popcorn	12
SC	Popscicle Party	114
APL	Pot and Pan Band	46
CLL	Potato Masher Prints	58
PDM	Potty Time	5
PDM	Pretend Dangers	4
CLL	Pretend You're a Cat	64
SC	Pull and Snap	112
PDM	Pumpkin Crawl	12
SED	Puppet Problems	32

Domain	Activity Name	Card #
SC	Push and Pull Day	112
PDM	Put Your Helmet On	4
SS	Putting Things Away	96
SED	Puzzle Time	19
Q		
APL	Q-tip® Painting	35
PDM	Q-tip® Painting	15
CLL	Q-tip® Painting	59
MA	Quiet Loud	91
R		
CLL	Rainbow Fish	49
PDM	Rainbow Toast	6
CLL	Rainbow Tray	71
CLL	Rainbow Writing	70
SC	Ramp Painting	115
APL	Reach and Grab	37
CLL	Reach For It!	54
PDM	Reach for it!	1
PDM	Reach for the Stars	8
MA	Read About Shapes	90
SED	Read All About It	18
CLL	Read and Match	67
CLL	Read and They Will Come	66
CLL	Read It Again!	61
CLL	Read to a Friend	68
CLL	Read, Please	66
CLL	Reading Time	53
APL	Ready, Set, Crash!	36

Domain	Activity Name	Card #
MA	Ready, Set, Crawl!	88
MA	Real and Found	81
PDM	Red Light, Green Light	3
APL	Red Light, Green Light	48
SED	Remote Control	24
CLL	Repeat, Repeat	51
CLL	Rest and Read	66
CR	Restaurant	125
MA	Reuse and Recycle	86
CLL	Rhyme Time	64
SED	Ribbon Dance	20
CLL	Right Side Up	68
SED	Ring a Bell	17
APL	Ring Around the Hoop	46
PDM	Ring Around the Rosie	8
SED	Ring Around the Rosie	30
CP	Ring Around the Rosie	129
MA	Ring Stacker	89
MA	Ring Stacking	85
APL	Rock and Roll	44
SED	Rock Mold	18
CLL	Rock Out	63
APL	Rock-a-Bye Baby	45
SC	Roll It	112
CR	Roll Over	117
PDM	Roll the Ball	13
CLL	Roll, Roll, Roll	50
PDM	Rolling Away	1
SC	Rolling Road Block	115
SC	Rolling, Rolling, Rolling	113
PDM	Rolly Ball	2
PDM	Roly Poly	12

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	R, continued										
MA	Round and Round the Garden	73	CR	Sensory Place	120	SED	Sing to Me	32	CR	Spotlight Dancing	117
MA	Routine Talk	84	APL	Sensory Play	46	SED	Singing About Our Day	25	PDM	Squeaky Toy	14
SED	Row, Row, Row Your Boat	30	CP	Shake Bottles	128	PDM	Sink or Float?	11	CP	Squeaky Toy	126
SS	Rubber Ducky Swap	100	MA	Shake It Baby	88	CLL	Skidamarink	54	CLL	Squishy Squashy	58
	S		CR	Shake It Out	117	SC	Sky Drawings	107	CP	Squishy Squashy	133
PDM	Safety Talk	3	CR	Shake with Me	121	CP	Sleepy Time	128	SED	Stack It	18
CLL	Sally Wore Her Red Dress	59	PDM	Shake, Rattle and Roll	14	PDM	Sleepy Time!	1	SC	Stacking Cups	103
SED	Salt Timer	32	APL	Shake! Rattle! Roll!	44	PDM	Sleeve Surprise	5	PDM	Stacking Rings	15
MA	Same and Different	86	MA	Shape Drop	90	MA	Small and Large	85	CR	Stamping Fun	118
CLL	Sand and Seek	57	MA	Shape Fill	89	SED	Smiles, Smiles Everywhere	30	PDM	Stand Up	9
PDM	Sand and Water Play	10	MA	Shape Hunt	90	APL	Smiling Face	41	APL	Stand Up Tall	38
SC	Sand Holes	106	MA	Shape Match	86	SS	Snack Count	100	CLL	Stand Up, Turn Around	64
CP	Sand Hunt	134	MA	Shape Mural	90	MA	Snack Counters	75	SED	Star Wand	25
SC	Sand Pour	106	MA	Shape Talk	90	APL	Snack Helper	47	MA	Steps Around the Playground	79
SC	Sand Socks	106	CLL	Share a Feeling	55	MA	Snack Helper	77	CLL	Stick Puppets	60
CLL	Sand Trays	70	SED	Sharing	32	SED	Snuggle Puppy	20	CLL	Stick with It	70
CLL	Sand Writing	71	SS	Sharing Time	94	SED	So Big	27	CR	Sticky Adventure	118
CP	Sandbox Scoopers	133	SC	Shells Galore	102	CP	Soak It Up	128	SC	Sticky Fun	114
SS	Say Hello	93	MA	Shoe Match	77	PDM	Soccer Time	9	APL	Sticky Paper Fun	42
PDM	Scarf Dance	8	MA	Shoe Shop	83	SC	Sock Color Hunt	104	CP	Stirring Practice	128
APL	Scarf Dancing	41	SED	Shout Out Loud	17	PDM	Sock It to Me	11	PDM	Stomp the Bubbles	13
SC	School Pets and Objects	110	MA	Show Me a Lot	76	CLL	Soft Books	60	PDM	Stop	3
MA	Scoop and Guess	91	PDM	Side to Side	2	CP	Sorting Cups	133	PDM	Stop and Go	8
SC	Scoop It Up	115	CR	Sidewalk Chalk	118	SED	Sound Express	20	CLL	Stop and Go	69
APL	Scribble	39	PDM	Signal to Stop	3	CR	Sound Play	124	SED	Stop and Go!	24
SC	Sea Bottles	105	PDM	Simon Says	13	APL	Sounds All Around	39	PDM	Stop, Drop and Roll	3
SED	Self-Talk Role Model	23	APL	Simon Says	48	CP	Soupy Sand	126	CR	Story Props	122
			SED	Simple Schedule	22	SED	Space Bubble	34	CLL	Story Sounds	49
			CLL	Sing a Story	53	MA	Spider on the Floor	88	SED	Story Stones	21
			CR	Sing and Play	121	SC	Splash Painting	105	PDM	Story Time	4
			MA	Sing It Two Times	79	CP	Splashing Water	126	PDM	Story Time	4
			CR	Sing My Name	117	SC	Sponge Squeeze	105	CLL	Storyboard	60

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Domain	Activity Name	Card #	Domain	Activity Name	Card #	Domain	Activity Name	Card #	Domain	Activity Name	Card #
S, continued			APL	Teddy Bear	46	APL	The Wheel Goes Round and Round	46	MA	Tool Time	83
SC	Stringing Things	114	CR	Teddy Bear	123	SS	The Wheels on the Bus	99	PDM	Tops in a Box	14
MA	Stripes Galore	87	PDM	Teddy Bear, Teddy Bear	8	SC	The Wheels on the Bus	115	SC	Tornado Bottle	108
MA	Sunshine or Snow?	80	SED	Telephone Talk	20	SS	These Are My Hands	94	SC	Touch and Feel	109
PDM	Supported Sit	13	MA	Telephone Talk	74	SC	Things That Go	113	CLL	Touchy-Feely	57
CP	Sway to the Music	129	MA	Tell a Story	84	CLL	This Is How I Feel	55	MA	Tower Challenge	82
SS	Sweep It Up	98	CLL	Tell Me All About It	66	CLL	This Is Letter A	65	CP	Toy Inspector	127
MA	Sweet or Sour?	80	MA	Ten Little Fingers	73	SC	This Is Me!	111	SS	Tracing Tools	99
SED	Swing and Snuggle	23	CLL	Ten Tiny Toes	57	SS	This is My Family	92	SS	Trade or Share	100
T			CLL	Ten, Nine, Eight	60	SS	This is my Family	93	SS	Trading Paint	100
CLL	Table Writing	71	CP	Texture Basket	128	CLL	This Is the Way	63	SC	Traveling Bag	104
APL	Tabletop Toy Play	37	SC	Texture Blocks	102	SS	This is the Way We Wash Our Hands	5	SS	Tricycle Fun	100
SED	Take A Look	33	CLL	Texture Drawing	71	PDM	This is the Way We Wash Our Hands	5	CR	Trot Little Pony	123
SED	Take a Selfie!	16	SS	That's Me	92	CLL	This Little Piggy	53	APL	Trucks, Tractors & Diggers, Oh My!	42
APL	Take Me for a Walk	40	CR	The Airplane Song	123	APL	Threading Tubes	48	SS	Trucks, Trucks	99
SED	Take Turns	32	MA	The Bakery Shop	83	CLL	Three Little Kittens	61	SED	Tube Talk	20
SED	Take Turns, Penguin	32	MA	The Beehive	73	PDM	Through the Tunnel	9	APL	Tube Talking	44
SED	Talent Show	124	SS	The Family Book	92	CLL	Throw Kisses	55	MA	Tubes and More	35
SED	Talk It Out	20	CLL	The Freeze	52	SC	Timber!	112	SS	Tubes in a Row	85
PDM	Talk To Me	5	SS	The House That Jack Built	100	SED	Time for Coats	16	SS	Tugging Box	100
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U			SS	We Can	94	CLL	What's That?	62	SC	Which Ones Will Grow	110
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