



DE Early Learning Foundations: Infant/Toddler Alignment with  
Learn Every Day: The Program for Infants, Toddlers, and Twos

\*The Learn Every Day: Program for Infants, Toddlers, and Twos supportive resources, units, lessons, and learning objectives are examples of how the curriculum meets the Delaware standards, as is not intended to be an all -inclusive list.

SOCIAL EMOTIONAL YOUNG INFANT (0-6 MONTHS)		
	<b>To support ongoing learning and development the child is given an opportunity to:</b>	<b>Learn Every Day: Infants, Toddlers, and Twos</b> <b>Supportive resources, activities and learning objectives</b>
Self-Awareness (recognition of self as separate person)	SE1 Express feelings, emotions, and needs in a responsive environment	<i>LED Foundations: Social and Emotional Development; page 202</i>
	SE2 Discover own body	
	SE3 Recognize and respond to name	

with strengths and needs, likes and dislikes)	SE4 Begin to develop independence	<p><b>LED Vol 1: <i>I Need a Hug! Social Skills for Life</i>; page 235</b></p> <p><b>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs</i>; page 238</b></p> <p><b>Ah, Boo! Page 242:</b> To begin responding to familiar voices</p> <p><b>Baby Faces Book, page 243:</b> To develop recognition of body parts</p> <p><b>High or Low! Page 245:</b> To develop security with familiar voices</p> <p><b>Watch the Light Show! Page 247:</b> To nurture a sense of security and bonding</p> <p><b>When Will the Kisses Come? Page 247:</b> To recognize familiar voices</p> <p><b>You Are Special, page 248:</b> To build self-esteem and a sense of accomplishment</p>
	SES Begin to develop a sense of accomplishment	
Self-Regulation (ability to comfort self and manage emotions)	SE6 Begin to develop calming and coping skills	<p><b>LED Foundations: <i>Social and Emotional Development</i>; page 202</b></p> <p><b>LED Vol 1: <i>I Need a Hug! Social Skills for Life</i>; page 235</b></p> <p><b>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs</i>; page 238</b></p> <p><b>Daydream Believer, page 66:</b> To feel secure during periods of rest</p>
	SE7 Develop self-control	

		<p><b>Communicating with the Baby, page 89:</b> To build a sense of security that physical needs will be met by a caring adult</p> <p><b>Follow-the Leader Sounds, page 90:</b> To build security by enjoying social interactions</p> <p><b>Humming and Body Contact, page 173:</b> To feel comfortable and safe in her surroundings</p> <p><b>Soothing Music, page 176:</b> To learn self-regulation and how to relax when stimulated with music</p> <p><b>Falling in Love, page 244:</b> To build a sense of trust and security</p> <p><b>High or Low! Page 245:</b> To develop security with familiar voices</p> <p><b>Nurturing Rituals, page 246:</b> To help the child feel secure</p> <p><b>Rock the Baby, page 246:</b> To simulate the vestibular system</p> <p><b>Watch the Light Show! Page 247:</b> To nurture a sense of security and bonding</p>
<p>Attachments/ Social Relationships (connections between child and other people)</p>	<p>SE8 Express feelings through facial expressions, gestures and sound</p> <hr/> <p>SE9 Build a trusting relationship with a caring adult</p> <hr/> <p>SE10 Engage with other children</p> <hr/> <p>SE11 Respond to emotions of others</p>	<p><i>LED Foundations: Social and Emotional Development; page 202</i></p> <p><b>LED Vol 1: I Need a Hug! Social Skills for Life; page 235</b></p> <p><b>LED Vol 1: Encouraging Social Skills in Infants with Special Needs; page 238</b></p>

		<p><b>Hello, page 68:</b> To develop a secure attachment with adults</p> <p><b>Snuggle Buggle, I Love You, page 69:</b> To promote bonding and attachment</p> <p><b>Who Am I? Page 70:</b> To foster a sense of attachment</p> <p><b>Baby Boop, page 242:</b> To begin to develop social interaction skills</p> <p><b>Baby Faces Book, page 243:</b> To distinguish facial expressions</p> <p><b>Make a Funny Face, page 245:</b> To encourage communication, such as a gurgle, coo, or squeal</p>
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SOCIAL EMOTIONAL OLDER INFANTS (6-12 MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Self-Awareness (recognition of self as separate person with strengths and needs, likes and dislikes)	SE1 Express feelings, emotions and needs in a responsive environment	<p><i><b>LED Foundations: Social and Emotional Development; page 202</b></i></p> <p><b>LED Vol 1: I Need a Hug! Social Skills for Life; page 235</b></p> <p><b>LED Vol 1: Encouraging Social Skills in Infants with Special Needs; page 238</b></p> <p><b>Peek-a-boo, page 74:</b> To foster a sense of</p>
	SE2 Discover own body	
	SE3 Recognize and respond to name	
	SE4 Begin to develop independence	
	SE5 Begin to develop a sense of accomplishment	

		<p>independence when the child hides</p> <p><b>The Body Chant, page 95:</b> To begin to identify body parts</p> <p><b>Where Is It? Page 99:</b> To begin to recognize body parts</p> <p><b>Where’s Teddy? Page 99:</b> To develop name recognition</p> <p><b>Picture Wall, page 102:</b> To recognize names based on pictures</p> <p><b>Pointing, page 103:</b> To develop body part recognition</p> <p><b>Where’s Your Nose? Page 105:</b> To develop an understanding of vocabulary related to body parts</p>
<p>Self-Regulation (ability to comfort self and manage emotions)</p>	<p>SE6 Begin to develop calming and coping skills</p> <p>SE7 Develop self-control</p>	<p><i>LED Foundations: Social and Emotional Development; page 202</i></p> <p><b>LED Vol 1: I Need a Hug! Social Skills for Life; page 235</b></p> <p><b>LED Vol 1: Encouraging Social Skills in Infants with Special Needs; page 238</b></p> <p><b>Stacking Cups, page 165:</b> To enjoy independent play</p> <p><b>Teething Toy Collection, page 215:</b> To provide comfort when teething</p> <p><b>My Time, page 250:</b> To build self-esteem and a sense of security</p>

		<p><b>Social Rituals, page 251:</b> To understand how to initiate positive interactions with others</p> <p><b>Stress Busters, page 251:</b> To minimize stress</p> <p><b>Who's Here? Page 251:</b> To build bonding with parents and caregivers</p>
<p>Attachments/ Social Relationships (connections between child and other people)</p>	SE8 Express feelings through facial expressions, gestures, and sound	<p><b>LED Foundations: Social and Emotional Development; page 202</b></p> <p><b>LED Vol 1: I Need a Hug! Social Skills for Life; page 235</b></p> <p><b>LED Vol 1: Encouraging Social Skills in Infants with Special Needs; page 238</b></p> <p><b>Hide the Teddy, page 73:</b> To build language and social interaction skills</p> <p><b>Family Pictures, page 77:</b> To build the child's sense of belonging</p> <p><b>Roll Behind the Chair, page 80:</b> To have fun when involved in a social game</p> <p><b>Help Me Pack, page 100:</b> To enjoy social interactions with each other</p> <p><b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions</p> <p><b>Personal Clapping Game, page 250:</b> To anticipate positive social interactions with an adult</p> <p><b>Social Rituals, page 251:</b> To practice social greetings</p>
	SE9 Build a trusting relationship with a caring adult	
	SE10 Engage with other children	
	SE1 Respond to emotions of others	

		<p><b>Who's Here? Page 251:</b> To build bonding with parents and caregivers</p> <p><b>Class Photo Book, page 253:</b> To develop a sense of affiliation with the group</p> <p><b>Silly Antics, page 255:</b> To express emotions</p> <p><b>Transitional Photos, page 256:</b> To build a sense of belonging</p> <p><b>Who's Here Magnets, page 256:</b> To learn names of other children in the center</p> <p><b>Hand Puppets, page 285:</b> To build social skills</p>
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SOCIAL EMOTIONAL YOUNG TODDLER (12-24 MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Self-Awareness (recognition of self as separate person with strengths and needs, likes and dislikes)	SE1 Express feelings, emotions and needs in a responsive environment	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p>
	SE2 Discover own body	
	SE3 Recognize and respond to name	
	SE4 Begin to develop independence	
	SE5 Begin to develop a sense of accomplishment	

		<p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions</p> <p><b>Hand Puppets, page 285:</b> To build social skills</p> <p><b>Part of the Community, page 291:</b> To develop a sense of trust and belonging</p> <p><b>Rock-a-Bye Baby, page 292:</b> To develop spatial-temporal reasoning</p> <p><b>Working Together, page 296:</b> To develop a healthy self-concept</p> <p><b>Turning on Lights, page 296:</b> To develop a sense of independence</p>
<p>Self-Regulation (ability to comfort self and manage emotions)</p>	<p>SE6 Begin to develop calming and coping skills</p>	<p><i><b>LED Foundations: Social and Emotional Development; page 202</b></i></p> <p><b>LED Vol 2: Making Friends-Social Skills for Life; page 275</b></p> <p><b>LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</b></p> <p><b>Baby Basketball, page 52:</b> To learn games with simple rules</p> <p><b>Behind the Flap, page 53:</b> To promote an awareness</p>
	<p>SE7 Develop self-control</p>	



		<p>of doing things more than one way  <b>Here Are My Hands, page 57:</b> To practice following directions  <b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language  <b>Washing Fun, page 274:</b> To develop listening skills  <b>Feelings, page 282:</b> To develop an awareness of different emotions  <b>Push the Trucks, page 291:</b> To practice cooperation and sharing  <b>Rock-a-Bye Baby, page 292:</b> To develop a sense of trust</p>
<p>Attachments/                  Social Relationships                  (connections between child and other people)</p>	<p>SE8 Express feelings through facial expressions, gestures and sound                  SE9 Build a trusting relationship with a caring adult                  SE10 Engage with other children                  SE11 Respond to emotions of others</p>	<p><b>LED Foundations: Social and Emotional Development; page 202</b></p> <p><b>LED Vol 2: Making Friends-Social Skills for Life; page 275</b>  <b>LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</b></p> <p><b>Artistry, page 133:</b> To begin understanding of reciprocity  <b>Community Drum, page 166:</b> To encourage emerging social skills  <b>Musical Tuffets, page 174:</b> To encourage cooperation  <b>Animal Slippers, page 213:</b> To encourage dramatic</p>

		<p>play</p> <p><b>You do and I Do, page 222:</b> To become aware of turn taking</p> <p><b>Bath Time for Dolly, page 227:</b> To engage in dramatic play</p> <p><b>Inside-Out Day, page 262:</b> To encourage dramatic play</p> <p><b>London Bridge is Falling Down, page 264:</b> To develop social skills</p>
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SOCIAL EMOTIONAL OLDER TODDLER (24-36 MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Self-Awareness (recognition of self as separate person with strengths and needs, likes and dislikes)	SE1 Express feelings, emotions and needs in a responsive environment	<p><i>LED Foundations: Social and Emotional Development; page 202</i></p> <p><b>LED Vol 2: Making Friends-Social Skills for Life; page 275</b></p> <p><b>LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</b></p> <p><b>Working Together, page 296:</b> To develop a healthy self-concept</p>
	SE2 Discover own body	
	SE3 Recognize and respond to name	
	SE4 Begin to develop independence	
	SES Begin to develop a sense of accomplishment	

		<p><b>Turning on Lights, page 296:</b> To develop a sense of independence</p> <p><b>Colorful Handprints, page 308:</b> To develop vocabulary</p> <p><b>Two Hands, One Heart, page 334:</b> To learn about the body</p> <p><b>Fun with Drums, page 354:</b> To enjoy music</p> <p><b>My Tail, page 392:</b> To engage in dramatic play</p>
Self-Regulation (ability to comfort self and manage emotions)	SE6 Begin to develop calming and coping skills	<p><i><b>LED Foundations: Social and Emotional Development;</b> page 202</i></p> <p><i><b>LED Vol 2: Making Friends-Social Skills for Life;</b> page 275</i></p> <p><i><b>LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs;</b> page 277</i></p> <p><b>You do and I Do, page 222:</b> To become aware of turn taking</p> <p><b>Washing Fun, page 274:</b> To develop listening skills</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Push the Trucks, page 291:</b> To practice cooperation and sharing</p> <p><b>Animal Sounds, page 317:</b> To develop listening skills</p> <p><b>Good Morning! Hello! Page 319:</b> To develop listening skills</p>
	SE7 Develop self-control	

		<p><b>Hoop Shapes Game, page 348:</b> To practice waiting and taking turns</p> <p><b>Flower Gazing, page 363:</b> To develop an appreciation of flowers</p>
Attachment&/ Social Relationships (connections between child and other people)	SES Express feelings through facial expressions, gestures and sound	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p><b>Bath Time for Dolly, page 227:</b> To engage in dramatic play</p> <p><b>Inside-Out Day, page 262:</b> To encourage dramatic play</p> <p><b>Color Game, page 300:</b> To experience social interactions</p> <p><b>Cooking with Numbers, page 337:</b> To develop social skills</p> <p><b>In the Kitchen, page 356:</b> To engage in dramatic play</p> <p><b>Trash, Trash Everywhere, page 366:</b> To develop social skills</p> <p><b>The Greenhouse, page 371:</b> To develop social skills</p> <p><b>Animal Safari, page 387:</b> To participate in dramatic play</p>
	SE 9 Build a trusting relationship with a caring adult	
	SE10 Engage with other children	
	SE11 Respond to emotions of others	

<b>LANGUAGE AND LITERATURE YOUNG INFANT (0-6 MONTHS)</b>		
<b>SUB-DOMAIN</b>	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Receptive Language (listening and understanding)	LL1 Show interest in sounds	<p><i><b>LED Foundations: Language and Communication;</b> page 180</i></p> <p><b>LED Vol 1: Talk To Me! Communication and Language Skills, page 81</b></p> <p><b>LED Vol 1: Communication Issues in Infants with Developmental Delays, page 84</b></p> <p><b>Always Talking, page 87:</b> To build receptive language</p> <p><b>Baby Talk, page 88:</b> To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p><b>Communicating with the Baby, page 89:</b> To simulate awareness of sounds</p> <p><b>Coo and Squeal, page 89:</b> To practice hearing the sound of his own voice</p> <p><b>We Are the World, page 93:</b> To expose infants to sounds not characteristic of their native language</p>
	LL2 Show interest in language of others	
	LL3 Begin to understand gestures, words, routines, communication	
	LL4 Respond to communication of others	

		<p><b>We Are the World, page 93:</b> To expose infants to sounds not characteristic of their native language</p> <p><b>Humming and Body Contact, page 173:</b> To respond to a comforting voice</p> <p><b>Swinging, page 177:</b> To build listening skills</p>
Expressive Language (communicating and speaking)	LLS Use sounds, gestures or actions to communicate wants and needs	<p><i>LED Foundations: Language and Communication; page 180</i></p> <p><b>LED Vol 1: Talk To Me! Communication and Language Skills, page 81</b></p> <p><b>LED Vol 1: Communication Issues in Infants with Developmental Delays, page 84</b></p> <p><b>Babbling, page 87:</b> To encourage babbling</p> <p><b>Coo and Squeal, page 89:</b> To develop self-expression through a gurgle, coo, or squeal</p> <p><b>Follow-the Leader Sounds, page 90:</b> To practice language skills and use sounds to interact with someone else</p> <p><b>Mouth Sounds, page 91:</b> To introduce reciprocity in conversations</p> <p><b>Talking Together, page 93:</b> To further develop oral language skills</p> <p><b>High or Low! Page 245:</b> To develop auditory perception skills</p>
	LL6 Imitate sounds, words, signs, facial expressions, and gestures	
	LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	
	LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	
	LL9 Engage in turn-taking back- and- forth exchanges leading to conversation	
Emergent Literacy (the foundations of reading)	LL10 Show interest in rhymes, books, stories, and songs	<p><i>LED Foundations: Language and Communication; page 180</i></p>
	LL11 Actively participate and show	

	<p>appreciation for book reading, story sharing and singing  <b>LL12 Interact with books</b></p>	<p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page;</i> page 107  <b>LED Vol 1:</b> <i>Literacy Development in Infants;</i> page 110  <b>LED Vol 1:</b> <i>Book List for Infants;</i> page113  <b>LED Vol 1:</b> <i>Literacy Adaptations for Infants with Special Needs,</i> page 114</p> <p><b>Book Look, page 116:</b> To familiarize an infant with books  <b>Chants and Rhyme, page 116:</b> To familiarize and infant with the sounds of language  <b>Happy, Silly Sounds Are All Around! Page 116:</b> To enable the infant to become familiar with the sounds that compose words  <b>Learning Words, page 117:</b> To introduce new words  <b>Loud and Soft, page 118:</b> To build early listening skills  <b>Sing! Sing! Sing! Page 116:</b> To build early listening skills  <b>A Touching Game, page209:</b> To lay the foundation for understanding left and right, a key component of learning how to read</p>
<p>Emergent Writing (the beginnings of writing)</p>	<p><b>LL13 Use and experiment with different writing materials</b></p>	<p><b>LED Foundations:</b> <i>Language and Communication;</i> page 180</p>
	<p><b>LL14 Notice and show interest in signs and words in the classroom</b></p>	<p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page;</i></p>

	environment	<p><i>page 107</i></p> <p><b>LED Vol 1: Literacy Development in Infants; page 110</b></p> <p><b>LED Vol 1: Book List for Infants; page 113</b></p> <p><b>LED Vol 1: Literacy Adaptations for Infants with Special Needs, page 114</b></p> <p><b>Follow the Bee; page 67:</b> To be exposed to the concept of eye-hand coordination</p> <p><b>Eye Follow-Ups, page 147:</b> To practice eye-hand coordination</p> <p><b>Funny Booties, page 149:</b> To grasp or reach for objects of interest</p> <p><b>Napkin Tent, page 150:</b> To encourage reflexive grasping</p> <p><b>Prone Play, page 151:</b> To practice grasping an object</p> <p><b>Satin Streamers, page 152:</b> To practice grasping and object when it is placed in the hand</p> <p><b>Dancing Lights, page 207:</b> To recognize and track visual patterns</p> <p><b>Floating Bubbles, page 207:</b> To track movements visually</p>
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LANGUAGE AND LITERATURE OLDER INFANTS (6-12 MONTHS)



SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Receptive Language (listening and understanding)	LL1 Show interest in sounds	<p><i>LED Foundations: Language and Communication; page 180</i></p> <p><b>LED Vol 1: Talk To Me! Communication and Language Skills, page 81</b></p> <p><b>LED Vol 1: Communication Issues in Infants with Developmental Delays, page 84</b></p> <p><b>Listening Fun, page 97:</b> To encourage listening</p> <p><b>Where’s Teddy? Page 99:</b> To develop name recognition</p> <p><b>Repeat the Words, page 103:</b> To broaden the understanding of words in context</p> <p><b>Rhyming Names, page 104:</b> To hear rhymes used in everyday language</p> <p><b>Environmental Sounds, page 180:</b> To build listening skills</p> <p><b>Live in Concert, page 180:</b> To build auditory memory skills</p> <p><b>Put Your Finger in the Air, page 181:</b> To develop listening skills</p> <p><b>Morning Greeting, page 185:</b> To increase awareness of sounds</p> <p><b>Drum Up Some Fun, page 212:</b> To develop listening skills</p>
	LL2 Show interest in language of others	
	LL3 Begin to understand gestures, words, routines, communication	
	LL4 Respond to communication of others	

Expressive Language (communicating and speaking)	LL5 Use sounds, gestures, or actions to communicate wants and needs	<p><b>LED Foundations: Language and Communication; page 180</b></p> <p><b>LED Vol 1: Talk To Me! Communication and Language Skills, page 81</b></p> <p><b>LED Vol 1: Communication Issues in Infants with Developmental Delays, page 84</b></p> <p><b>Infant Cues, page 96:</b> To develop language by consistently responding to verbal cues</p> <p><b>Name Games, page 101:</b> To build vocabulary</p> <p><b>Talk on the Phone, page 105:</b> To expand the use of jargon talk</p> <p><b>Where's Your Nose? Page 105:</b> To develop an understanding of vocabulary related to body parts</p> <p><b>Na, Na, Na, Na, Na, Na, page 186:</b> To increase language development</p> <p><b>This Is the Father, page 187:</b> To build language skills</p> <p><b>Cellophane in Embroidery Hoop, page 211:</b> To build language skills as the child hears the names for the colors</p> <p><b>Make a Funny Face, page 245:</b> To encourage communication, such as a gurgle, coo, or squeal</p> <p><b>Social Rituals, page 251:</b> To practice social greetings</p>
	LL6 Imitate sounds, words, signs, facial expressions and gestures	
	LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences	
	LLB Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states	
	LL9 Engage in turn-taking back-and- forth exchanges leading to conversation	
Emergent Literacy (the foundations of	LL10 Show interest in rhymes, books, stories, and songs	<p><b>LED Foundations: Language and Communication; page 180</b></p>
	LL11 Actively participate and show	

<p>reading)</p>	<p>appreciation for book reading, story sharing and singing</p> <hr/> <p>LL12 Interact with books appropriately</p>	<p><b>LED Vol 1: <i>Talk To Me! Communication and Language Skills</i>, page 81</b>  <b>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays</i>, page 84</b></p> <p><b>Fill in the Blanks, page 119:</b> To increase the infant’s familiarity with books  <b>My First Book, page 119:</b> to build vocabulary  <b>My First Book, page 119:</b> To increase the understanding of what a book is and how it is used  <b>Read It Again! Page 120:</b> To experience touching new objects  <b>Read It Again! Page 120:</b> To recognize language patterns through repetition of familiar phrases  <b>Reading Tips, page 120:</b> To build book knowledge  <b>Reading Tips, page 120:</b> To expand vocabulary  <b>Rhymes for Reading, page 121:</b> To expose baby to how words can be combined to make a rhyme  <b>Textured Books, page 121:</b> To provide multisensory experiences with texture  <b>Fill in the Blanks, page 119:</b> To increase the infant’s familiarity with books  <b>My First Book, page 119:</b> to build vocabulary  <b>My First Book, page 119:</b> To increase the understanding of what a book is and how it is used  <b>Read It Again! Page 120:</b> To experience touching new objects  <b>Read It Again! Page 120:</b> To recognize language</p>
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		<p>patterns through repetition of familiar phrases  <b>Reading Tips, page 120:</b> To build book knowledge  <b>Reading Tips, page 120:</b> To expand vocabulary  <b>Rhymes for Reading, page 121:</b> To expose baby to how words can be combined to make a rhyme  <b>Textured Books, page 121:</b> To provide multisensory experiences with texture</p>
<p>Emergent Writing (the beginnings of writing)</p>	<p>LL13 Use and experiment with different writing materials</p>	<p><i>LED Foundations: Language and Communication; page 180</i></p>
	<p>LL14 Notice and show interest in signs and words in the classroom environment</p>	<p><b>LED Vol 1: Talk To Me! Communication and Language Skills, page 81</b>  <b>LED Vol 1: Communication Issues in Infants with Developmental Delays, page 84</b></p> <p><b>Chip-Can Scarves, page 72:</b> To gain fine motor practice grasping  <b>Noisy Dumping, page 73:</b> To practice both gross and fine motor skills  <b>Pointing, page 103:</b> To develop fine motor skills  <b>In and Out, page 154:</b> To introduce the concepts of in and out; to practice grasping objects and moving them  <b>Magic Surprise, page 155:</b> To practice grasping  <b>Nooks and Crannies, page 155:</b> To practice fine motor skills  <b>Rattle Me! Page 156:</b> To practice grasping objects  <b>Balls, Balls, Balls! Page 159:</b> To develop eye</p>

		<p>movement</p> <p><b>Stacking Cups, page 165:</b> To practice fine motor skills</p> <p><b>Goo Bag, page 212:</b> To experience various textures</p>
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LANGUAGE AND LITERATURE YOUNG TODDLER (12-24 MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Receptive Language (listening and understanding)	LL1 Show <b>interest in</b> sounds	<p><i>LED Foundations: Language and Communication; page 180</i></p> <p><b>LED Vol 2: Communication Issues in Toddlers and Twos with Developmental Delays; page 79</b></p> <p><b>LED Vol 2: Change My Life by Turning a Page: Literacy Development; page 80</b></p> <p><b>LED Vol 2: Books for Toddlers and Twos; page 105</b></p> <p><b>LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</b></p> <p><b>Puppy Sounds, page 62:</b> To develop auditory awareness</p> <p><b>Someone Special, page 67:</b> To develop listening skills</p> <p><b>Where’s the Bunny? Page 75:</b> To develop listening</p>
	LL2 Show <b>interest in</b> language of others	
	LL3 Begin to understand gestures, words, routines, communication	
	LL4 Respond to communication of others	

		<p>skills</p> <p><b>All about the Picture, page 81:</b> To develop verbal communication skills</p> <p><b>Copycat Language, page 84:</b> To develop oral language skills</p> <p><b>The Cow Says, “Moo”, page 84:</b> To develop listening skills</p> <p><b>Hey Diddle Diddle, page 89:</b> To develop listening skills</p> <p><b>Little Ants, page 92:</b> To develop listening skills</p> <p><b>Little Piggies, page 93:</b> To develop listening skills</p> <p><b>Where’s the Chick? Page 103:</b> To develop listening skills</p>
<p>Expressive Language (communicating and speaking)</p>	<p>LL5 Use sounds, gestures or actions to communicate wants and needs</p> <p>LL6 Imitate sounds, words, signs, facial expressions and gestures</p> <p>LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences</p> <p>LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states</p> <p>LL9 Engage-in turn-taking back- and-forth exchanges leading to conversation</p>	<p><i>LED Foundations: Language and Communication; page 180</i></p> <p><i>LED Vol 2: Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p><i>LED Vol 2: Change My Life by Turning a Page: Literacy Development; page 80</i></p> <p><i>LED Vol 2: Books for Toddlers and Twos; page 105</i></p> <p><i>LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p> <p><b>Someone Special, page 67:</b> To develop oral language</p> <p><b>Touch the Animals, page 70:</b> To develop oral language and vocabulary</p>

		<p><b>Twos, page 72:</b> To develop vocabulary  <b>What’s Under the Sand? Page 74:</b> To develop vocabulary  <b>Animal Talk! Page 81:</b> To develop oral language skills  <b>Bonjour and Buenos Dias, page 82:</b> To build vocabulary  <b>Bonjour and Buenos Dias, page 82:</b> To build vocabulary  <b>Dressing Talk, page 85:</b> To develop vocabulary  <b>Everything Can Talk, page 85:</b> To develop language skills  <b>Fun with Words, page 86:</b> To develop language skills  <b>If you’re Happy and You Know It, page 90:</b> To develop vocabulary  <b>A Jolly Good Fellow! Page 91:</b> To develop vocabulary  <b>London bridge is Falling Down, page 94:</b> To develop vocabulary  <b>Pack ‘n Go, page 98:</b> To develop vocabulary</p>
<p>Emergent Literacy (the foundations of reading)</p>	<p>LL10 Show interest in rhymes, books, stories, and songs</p>	<p><i>LED Foundations: Language and Communication; page 180</i></p>
	<p>LL11 Actively participate and show appreciation for book reading, story sharing, and singing</p>	<p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p>
	<p>LL12 Interact with books appropriately</p>	<p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 80</i>  <b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p>

		<p><b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs</i>; page 107</p> <p><b>Bee Pictures, page 52:</b> To develop print awareness</p> <p><b>Fun with Words, page 86:</b> To build pre-literacy skills</p> <p><b>Magnetic Letters, page 96:</b> to encourage beginning letter recognition</p> <p><b>ABC Matching Game, page 110:</b> To develop emergent literacy skills</p> <p><b>Book Nook, page 112:</b> To encourage emergent literacy skills</p> <p><b>Caps for Sale Block Story, page 113:</b> To encourage emergent literacy skills</p> <p><b>Color Shopping, page 113:</b> To develop emergent literacy skills</p> <p><b>Cozy Library, page 114:</b> To develop emergent literacy skills</p> <p><b>Flap book, page 116:</b> To develop interest in books</p> <p><b>Fun with Picture Cards, page 117:</b> To develop print awareness</p> <p><b>Happenings in Our Class, page 118:</b> To encourage interests in books</p> <p><b>Fun with Picture Cards, page 117:</b> To develop print awareness</p> <p><b>Little Bo Peep, page 119:</b> To develop emergent literacy skills</p> <p><b>My Own Word Book, page 121:</b> To encourage</p>
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		<p>emergent literacy skills  <b>Reading Buddies, page 122:</b> To encourage interest in books  <b>Reading Games, page 122:</b> To develop emergent literacy skills  <b>Sequence Cards, page 123:</b> To develop emergent literacy skills  <b>Sharing Books, page 124:</b> To encourage interest in books  <b>Story Time, page 125:</b> To develop emergent literacy skills</p>
<p>Emergent Writing (the beginnings of writing)</p>	<p>LL13 Use and experiment with different writing materials</p> <hr/> <p>LL14 Notice and show interest in signs and words in the classroom environment</p>	<p><i>LED Foundations: Language and Communication; page 180</i></p> <p><b>LED Vol 2: Communication Issues in Toddlers and Twos with Developmental Delays; page 79</b>  <b>LED Vol 2: Change My Life by Turning a Page: Literacy Development; page 80</b>  <b>LED Vol 2: Books for Toddlers and Twos; page 105</b>  <b>LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</b></p> <p><b>Brain Clapping, page 54:</b> To develop fine motor skills  <b>Graduated Nesting, page 56:</b> To develop fine motor skills  <b>Here comes the Ball, page 58:</b> To develop eye-hand coordination</p>

		<p><b>Simple Shape Box, page 66:</b> To practice fine motor skills</p> <p><b>All about the Picture, page 81:</b> To develop fine motor skills</p> <p><b>Magnetic Letters, page 96:</b> To develop fine motor skills</p> <p><b>Munching Mouth, page 98:</b> To develop eye-hand coordination</p> <p><b>Yo-Ho: A-Spying We Go, page 103:</b> To develop fine motor skills</p>
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LANGUAGE AND LITERATURE OLDER TODDLER (24-36 MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Receptive Language (listening and understanding)	LL1 Show interest in sounds	<p><i>LED Foundations: Language and Communication; page 180</i></p> <p><b>LED Vol 2: Communication Issues in Toddlers and Twos with Developmental Delays; page 79</b></p> <p><b>LED Vol 2: Change My Life by Turning a Page: Literacy Development; page 80</b></p> <p><b>LED Vol 2: Books for Toddlers and Twos; page 105</b></p> <p><b>LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with</b></p>
	LL2 Show interest in language of others	
	LL3 Begin to understand-gestures, words, routines, communication	
	LL4 Respond to communication of others	

		<p><i>Special Needs; page 107</i></p> <p><b>Animal Sounds, page 317:</b> To develop listening skills</p> <p><b>Good Morning! Hello! Page 319:</b> To develop listening skills</p> <p><b>Barnyard Buddies, page 321:</b> To develop listening skills</p> <p><b>Hickery, Tickery, Trick, page 324:</b> To develop listening skills</p> <p><b>Sock Sort, page 344:</b> To develop listening skills</p> <p><b>Shape Float, page 359:</b> To develop oral language skills</p> <p><b>I Like the Ocean, page 372:</b> To develop listening skills</p> <p><b>Animal Parade, page 381:</b> To develop listening skills</p> <p><b>Let's Have a Penguin Parade, page 383:</b> To develop listening skills</p> <p><b>Zoo Animals, page 383:</b> To develop emergent literacy skills</p> <p><b>Taking Care of My Little Tree, page 374:</b> To develop listening skills</p> <p><b>Taking Care of My Little Tree, page 374:</b> To develop listening skills</p>
<p>Expressive Language (communicating and speaking)</p>	<p>LL5 Use sounds, gestures, or actions to communicate wants and needs</p> <p>LL6 Imitate sounds, words, signs, facial expressions and gestures</p>	<p><i>LED Foundations: Language and Communication; page 180</i></p>

	<p>LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences</p>	<p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays</i>; page 79  <b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development</i>; page 80  <b>LED Vol 2:</b> <i>Books for Toddlers and Twos</i>; page 105  <b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs</i>; page 107</p> <p><b>Building with Color, page 305:</b> To develop oral language skills  <b>Class Color Mural, page 306:</b> To develop vocabulary  <b>Colorful Handprints, page 308:</b> To develop vocabulary  <b>Junk Flowers, page 311:</b> To develop vocabulary  <b>Animal Sounds, page 317:</b> To develop vocabulary  <b>Farm Scene, page 322:</b> To develop vocabulary  <b>Mother-Baby Match, page 327:</b> To develop vocabulary  <b>Good Morning, Numbers, page 332:</b> To enhance oral language skills  <b>Cooking with Numbers, page 337:</b> To develop oral language skills  <b>Purse Full of Number Fun, page 343:</b> To develop oral language skills  <b>In the Kitchen, page 356:</b> To develop vocabulary  <b>Shape Float, page 359:</b> To develop oral language skills</p>
	<p>LL8 Use sound, words or signs for a variety of purposes, including expressing emotions and physical states</p>	
	<p>LL9 Engage in turn taking back and forth exchanges leading to conversation</p>	

		<b>The Greenhouse, page 371:</b> To develop vocabulary
Emergent Literacy (the foundations of reading)	LL10 Show interest in rhymes, books, stories, and songs	<b>LED Foundations:</b> <i>Language and Communication;</i> page 180
	LL11 Actively participate and show appreciation for book reading, story sharing and singing	<b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays;</i> page 79
	LL12 Interact with books appropriately	<b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development;</i> page 80 <b>LED Vol 2:</b> <i>Books for Toddlers and Twos;</i> page 105 <b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs;</i> page 107  <b>Color Pops, page 301:</b> To begin to recognize letters <b>Colorful Handprints, page 308:</b> To be exposed to print <b>Fishing for Colors, page 309:</b> To begin learning color names <b>Green Fun, page 310:</b> To develop vocabulary <b>Mary Wore Her Red Dress, page 312:</b> To develop emergent literacy skills <b>Shape Float, page 359:</b> To develop oral language skills <b>Zoo Animals, page 383:</b> To develop emergent literacy skills
Emergent Writing (the beginnings of writing)	LL13 Use and experiment with different writing materials	<b>LED Foundations:</b> <i>Language and Communication;</i> page 180
	LL14 Notice and show interest in signs and words in the classroom environment	<b>LED Vol 2:</b> <i>Communication Issues in Toddlers and</i>

		<p><i>Twos with Developmental Delays; page 79</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 80</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p> <p><b>Building with Color, page 305:</b> To develop fine motor skills</p> <p><b>Green Fun, page 310:</b> To develop fine motor skills</p> <p><b>My favorite Color Collage, page 313:</b> To develop fine motor skills</p> <p><b>Animal Scenes, page 316:</b> To develop fine motor skills</p> <p><b>Buried Treasure, page 336:</b> To develop fine motor skills</p> <p><b>Counting Containers, page 338:</b> To develop fine motor skills</p> <p><b>Shape Song, page 350:</b> To develop fine motor skills</p> <p><b>Fingers Make the Shapes We See, page 353:</b> To develop fine motor skills</p> <p><b>Gone Fishing, page 355:</b> To develop fine motor skills</p> <p><b>Collage Treasures, page 368:</b> To develop fine motor skills</p> <p><b>Nature Brushes, page 372:</b> To develop fine motor skills</p> <p><b>Taking Care of My Little Tree, page 374:</b> To</p>
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		develop listening skills
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DISCOVERIES YOUNG INFANT (0-6 MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<b>Learn Every Day: Infants, Toddlers, and Twos</b> <b>Supportive resources, activities and learning objectives</b>
Sensory Awareness (exploration of the physical world and the properties of things)	DS1 Use vision to respond to light and focus on details such as faces, movement and color	<i>LED Foundations: Approaches to Learning; page 118</i>
	DS2 Use taste and smell to learn about foods, people and objects	<i>LED Foundations: Cognitive Development; page 147</i>
	DS3 Explore people and objects through touch	<b>LED Vol 1: Learning Spaces; page 17</b>
	DS4 Use hearing to gain information about people, places, language, and things	<b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b>
	DS5 Use all senses to learn about cultures and ways of doing things	<b>The Blowing Game, page 66:</b> To advance cognitive skills through positive sensory experiences <b>Feel the Sound, page 90:</b> To develop a sense of awareness of sound <b>Air Stream, page 204:</b> To experience the feel of moving air <b>Baby Lotion Hand Massage, page 204:</b> To increase awareness of the sense of touch <b>Baby Mirror, page 205:</b> To build visual tracking

		<p>skills</p> <p><b>Bouncy Bounce, page 205:</b> To build sensory awareness</p> <p><b>Chimes, page 206:</b> To differentiate between sounds</p> <p><b>Crunch It! Page 206:</b> To build listening skills</p> <p><b>Bouncy Bounce, page 205:</b> To build sensory awareness</p> <p><b>Chimes, page 206:</b> To differentiate between sounds</p> <p><b>Crunch It! Page 206:</b> To build listening skills</p> <p><b>Water Play, page210:</b> To build tactile skills</p> <p><b>Rain on Me, page 226:</b> To encourage sensory exploration</p> <p><b>Gentle Touch, page 244:</b> To encourage sensory awareness</p>
<p>Spatial Awareness (sense of space and how things fit as people and objects move)</p>	<p>DS6 Discover how their own bodies fit into spaces</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p> <p><b>LED Vol 1: Learning Spaces; page 17</b></p> <p><b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>The Blowing Game, page 66:</b> To develop the baby’s awareness of his body parts</p> <p><b>Left and Right, page 68:</b> To learn awareness of the left and right sides of the body</p> <p><b>Bouncy Bounce, page 205:</b> To build sensory</p>



		<p>awareness</p> <p><b>Chimes, page 206:</b> To differentiate between sounds</p> <p><b>Baby Faces Book, page 243:</b> To develop recognition of body parts</p>
<p>Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)</p>	<p>DS8 Focus on people in their immediate world</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p>
	<p>DS10 Realize that people and objects that have disappeared still remain in the infant's memory</p>	<p><b>LED Vol 1: Learning Spaces; page 17</b></p> <p><b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>Follow the Action, page 67:</b> To help a baby learn to distinguish features on a face</p> <p><b>Look into My Eyes, page 69:</b> To promote memory development</p> <p><b>Where Did It Go? Page 70:</b> To stimulate vision by drawing attention to an object</p> <p><b>Always Talking, page 87:</b> To introduce the sound of a familiar voice</p> <p><b>Coo and Squeal, page 89:</b> To practice hearing the sound of his own voice</p> <p><b>I Love the Music, page 173:</b> To release neurotransmitters in the brain that activate memory</p> <p><b>Baby Faces Book, page 243:</b> To develop recognition of body parts</p>
<p>Cause and Effect</p>	<p>DS11 Realize that a specific action (Ex: cry)</p>	<p><i>LED Foundations: Approaches to Learning; page</i></p>

(events and outcomes are caused by themselves, other people, or things)	is caused either through their own body or their own actions	118 <i>LED Foundations: Cognitive Development; page 147</i>
	DS12 Recognize that people and specific parts of objects can cause things to happen	<b>LED Vol 1: Learning Spaces; page 17</b> <b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b>
	DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	<b>Dangling Beach Toy, page 146:</b> To use large muscles to explore cause and effect
	DS14 Watch people and see how they can be used to get what they want	<b>Satin Streamers, page 152:</b> To practice grasping and object when it is placed in the hand <b>Humming and Body Contact, page 173:</b> To feel comfortable and safe in her surroundings.
	DS15 Use objects as a way to get what they want	<b>Moving the Sound, page 174:</b> To develop listening skills; to develop tracking skills, both visual and auditory <b>Play a Soft Musical Instrument, page 175:</b> To listen by tracking or locating the source of a sound <b>Ah, Boo! Page 242:</b> To begin responding to familiar voices
Attention and Persistence (attends to tasks and persists with activities that interest them)	DS16 Notice and pay attention to objects and people of interest	<i>LED Foundations: Approaches to Learning; page 118</i>
	DS17 Choose to stay with an activity that interests them	<i>LED Foundations: Cognitive Development; page 147</i>  <b>LED Vol 1: Learning Spaces; page 17</b> <b>LED Vol 1: Brain Builders-Developing Cognitive</b>

		<p><i>Skills, page 59</i></p> <p><b>Follow the Action, page 67:</b> To build attention  <b>Follow the Bee; page 67:</b> To be exposed to the concept of eye-hand coordination  <b>Where Did It Go? Page 70:</b> To stimulate vision by drawing attention to an object  <b>Chants and Rhyme, page 116:</b> To familiarize and infant with the sounds of language</p> <p><b>Eye Follow-Ups, page147:</b> To practice eye-hand coordination  <b>Funny Booties, page 149:</b> To grasp or reach for objects of interest</p>
<p>Curiosity and Problem Solving (ability to use experiences to make meaningful connections)</p>	<p>DS18 Explore objects to see how they work, using trial and error to meet challenges</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS19 Make connections with people and use what they know from other situations to solve a problem</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p>
	<p>DS20 Try a variety of approaches in problem solving using own body and objects</p>	<p><i>LED Vol 1: Learning Spaces; page 17</i>  <i>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</i></p> <p><b>Follow the Action, page 67:</b> To build attention  <b>Look into My Eyes, page 69:</b> To promote memory development  <b>Where Did It Go? Page 70:</b> To stimulate vision by drawing attention to an object</p>

		<p><b>Always Talking, page 87:</b> To introduce the sound of a familiar voice</p> <p><b>Baby Talk, page 88:</b> To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p><b>Beginning Bonding, page 88:</b> To build language awareness and encourage communication</p> <p><b>Coo and Squeal, page 89:</b> To practice hearing the sound of his own voice</p>
<p>Play (engage with real objects in imaginative ways)</p>	<p>DS21 Play with hands</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p> <p><i>LED Foundations: Cognitive Development; page 147</i></p> <p><b>LED Vol 1: Learning Spaces; page 17</b></p> <p><b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>The Blowing Game, page 66:</b> To encourage social interactions with adults</p> <p><b>Hello, page 68:</b> To develop a secure attachment with adults</p> <p><b>Baby Talk, page 88:</b> To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p><b>Mouth Sounds, page 91:</b> To introduce reciprocity</p>
	<p>DS22 Imitate and practice what happens in their life as they watch people and events</p>	
	<p>DS23 Use props and people as they engage in make believe play and act out simple themes</p>	

		<p>in conversations</p> <p><b>Happy, Silly Sounds Are All Around! Page 116:</b> To enable the infant to become familiar with the sounds that compose words</p> <p><b>Opening Hands, page 151:</b> To interact with others</p>
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DISCOVERIES OLDER INFANTS (6-12 MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Sensory Awareness (exploration of the physical world and the properties of things)	DS1 Use vision to respond to light and focus on details such as faces, movement and color	<p><i>LED Foundations: Approaches to Learning; page 118</i></p> <p><i>LED Foundations: Cognitive Development; page 147</i></p> <p><b>LED Vol 1: Learning Spaces; page 17</b></p> <p><b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>Saucer Spin, page 156:</b> To build sensory awareness</p>
	DS2 Use taste and smell to learn about foods, people, and objects	
	DS3 Explore people and objects through touch	
	DS4 Use hearing to gain information about people, places, language, and things	
	DS5 Use all senses to learn about cultures and ways of doing things	

		<p>skills</p> <p><b>I Can Feel It, page 217:</b> To build tactile skills</p> <p><b>Texture Crawl, page 218:</b> To explore new environmental stimuli</p> <p><b>Warm and Cold, page 219:</b> To develop tactile skills</p> <p><b>Explore a Tree, page 231:</b> To enhance multisensory exploration</p> <p><b>Messy Painting, page 232:</b> To provide multisensory learning experiences</p> <p><b>New Zoo Revue, page 233:</b> To nurture brain development through sensory</p> <p><b>Outside Exploring, page 234:</b> To build cognitive skills through multisensory exploration</p>
<p>Spatial Awareness (sense of space and how things fit as people and objects move)</p>	<p>DS6 Discover how their own bodies fit into spaces</p> <hr/> <p>DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill and dump</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p> <p><i>LED Foundations: Cognitive Development; page 147</i></p> <p><b>LED Vol 1: Learning Spaces; page 17</b></p> <p><b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>Compartments, page 72:</b> To develop awareness of size relationships</p> <p><b>A Place for the Animals, page 76:</b> To encourage</p>

		<p>experience with relationships of size and space  <b>Napkin Rings, page 78:</b> To explore the concepts of inside and outside  <b>Classroom Maze, page 161:</b> To begin to develop cognitive thinking to solve puzzles  <b>Fast and Slow Rhythms, page 184:</b> To increase and enhance spatial-temporal reasoning  <b>Bursting Bubbles, page 231:</b> To develop perception skills, such as visual memory and visual discrimination</p>
<p>Memory (develops an understanding that people, objects, and events continue to exist when they cannot be seen, object permanence)</p>	<p>DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p>
	<p>DS10 Realize that people and objects that have disappeared still remain in the infant's memory</p>	<p><b>LED Vol 1: Learning Spaces; page 17</b>  <b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>Abracadabra, page 71:</b> To build memory connections in the brain through exploration of a novel object  <b>Can you Remember? Page 71:</b> To enable an infant to begin to develop memory skills  <b>Chip-Can Scarves, page 72:</b> To practice the</p>

		<p>concept of object permanence  <b>Hide the Teddy, page 73:</b> To reinforce object permanence  <b>Remembering, page 74:</b> To develop memory skills  <b>Who Is Under the Scarf? Page 75:</b> To develop object permanence  <b>A Stroller Game, page 234:</b> To develop memory skills</p>
<p>Cause and Effect (events and outcomes are caused by themselves, other people, or things)</p>	<p>DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS12 Recognize that people and specific parts of objects can cause things to happen</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p>
	<p>DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)</p>	<p><b>LED Vol 1: Learning Spaces; page 17</b>  <b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p>
	<p>DS14 Watch people and see how they can be used to get what they want</p>	<p><b>Noisy Dumping, page 73:</b> To help develop understanding of cause and effect</p>
	<p>DS15 Use objects as a way to get what they want</p>	<p><b>On and Off, Open and Close, page 78:</b> To begin to understand cause and effect  <b>Rattle Me! Page 156:</b> To experience cause and effect  <b>Collection of Balls, page 162:</b> To experience cause and effect  <b>Drum Up Some Fun, page 212:</b> To develop an</p>



		<p>understanding of cause and effect  <b>I Can Make It Move, page 217:</b> To develop understanding of cause and effect  <b>Water Shake Bottles, page 219:</b> To develop and understanding of cause and effect  <b>Mirror Face, page 249:</b> to experiment with novel objects</p>
<p>Attention and Persistence                  (attends to tasks and persists with activities that interest them)</p>	<p>DS16 Notice and pay attention to objects and people of interest</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS17 Choose to stay with an activity that interests them</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p> <p><b>LED Vol 1: Learning Spaces; page 17</b>  <b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>Abracadabra, page 71:</b> To build memory connections in the brain through exploration of a novel object</p> <p><b>Chip-Can Scarves, page 72:</b> To practice the concept of object permanence  <b>Hide the Teddy, page 73:</b> To reinforce object permanence  <b>Peek-a-boo, page 74:</b> To practice with object permanence  <b>Who Is Under the Scarf? Page 75:</b> To experiment</p>

		with different colors and show preferences <b>Family Pictures, page 77:</b> To build visual discrimination skills
Curiosity and Problem Solving (ability to use experiences to make meaningful connections)	DS18 Explore objects to see how they work, using trial and error to meet challenges	<i>LED Foundations: Approaches to Learning; page 118</i>
	DS19 Make connections with people and use what they know from other situations to solve a problem	<i>LED Foundations: Cognitive Development; page 147</i>
	DS20 Try a variety of approaches in problem solving using own body and objects	<b>LED Vol 1: Learning Spaces; page 17</b> <b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b>  <b>Who Is Under the Scarf? Page 75:</b> To develop object permanence <b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration <b>Hold the Toy, page 77:</b> To problem solve what to do with a toy <b>Classroom Maze, page 161:</b> To begin to develop cognitive thinking to solve puzzles <b>Dish Tub Seats, page 162:</b> To problem solve simple solutions

		<p><b>Bell Collection, page 211:</b> To develop problem solving skills  <b>Mirror Face, page 249:</b> to experiment with novel objects</p>
<p>Play (engage with real objects in imaginative ways)</p>	<p>DS21 Play with hands, feet, and objects in their immediate world</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS22 Imitate and practice what happens in their life as they watch people and events</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p>
	<p>DS23 Use props and people as they engage in makebelieve play and act out simple themes</p>	<p><b>LED Vol 1: Learning Spaces; page 17</b>  <b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>Hide the Teddy, page 73:</b> To build language and social interaction skills  <b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration  <b>Hold the Toy, page 77:</b> To problem solve what to do with a toy  <b>Quite Puzzling, page 79:</b> To enhance neural wiring through experiences that begin with simple concepts and lead to more complex ideas  <b>Talk on the Phone, page 105:</b> To experience pretend play  <b>Magic Surprise, page 155:</b> To encourage exploration of a novel item  <b>Batter Up! Page 160:</b> To begin to develop gross</p>

		<p>motor skills  <b>Mirror Face, page 249:</b> to experiment with novel objects</p>
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<p><b>DISCOVERIES OLDER YOUNG TODDLERS (12- 24MONTHS)</b></p>		
<p>SUB-DOMAIN</p>	<p>To support ongoing learning and development the child is given an opportunity to:</p>	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b>  <b>Supportive resources, activities and learning objectives</b></p>
<p>Sensory Awareness (exploration of the physical world and the properties of things)</p>	<p>DS1 Use vision to respond to light and focus on details such as faces, movement and color</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS2 Use taste and smell to learn about foods, people and objects</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p>
	<p>DS3 Explore people and objects through touch</p>	<p><b>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</b></p>
	<p>DS4 Use hearing to gain information about people, places, language, and things</p>	<p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</b></p>
	<p>DS5 Use all senses to learn about cultures and ways of doing things</p>	<p><b>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</b>   <b>Feelie Goop, page 138:</b> To experience a tactile activity  <b>Fruity Dough, page 142:</b> To explore materials using</p>

		<p>the sense of smell</p> <p><b>Play clay Exploration, page 151:</b> To explore and model with clay</p> <p><b>Tear It Up! Page 210:</b> To develop a sensory experience using a variety of textures</p> <p><b>Bath Time for Dolly, page 227:</b> To explore sensory experiences</p> <p><b>Cotton Balls in a Bag, page 228:</b> To explore textures</p> <p><b>It Feels Sticky, page 230:</b> To explore items using the senses</p> <p><b>Object Washing, page 235:</b> To explore sensory materials</p> <p><b>Sandbox Play, page 236:</b> To explore sensory materials</p> <p><b>Saying Names, page 237:</b> To explore sensory experiences</p> <p><b>Tape, page 245:</b> To explore a variety of textures</p> <p><b>Touch the Toy, page 248:</b> To explore tactile sensations</p>
<p>Spatial Awareness (sense of space and how things fit as people and objects move)</p>	<p>DS6 Discover how their own bodies fit into spaces</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p> <p><b>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</b></p>

		<p><b>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers</i>; page 22</b>  <b>LED Vol 2: <i>Brain Builders-Developing Cognitive Skills</i>; page 48</b></p> <p><b>Baby Basketball, page 52:</b> To cross midline; To explore the concept of size  <b>Finger and Toe Copy Game, page 55:</b> To develop an awareness of patterns  <b>Graduated Nesting, page 56:</b> To develop awareness of properties of size and space</p> <p><b>Jar Lid Puzzles, page 58:</b> To develop and awareness of positive and negative space  <b>Peek-a-boo Card, page 60:</b> To develop spatial memory  <b>Puzzles Fun, page 63:</b> To develop problem-solving skills  <b>Tubes Inside Tubes, page 72:</b> To discover relationships of size and space</p> <p><b>Cup Stacking, page 200:</b> To develop spatial reasoning</p>
<p>Memory (develops an understanding</p>	<p>DS8 Focus on people in their immediate world and when they disappear, they no longer exist</p>	<p><b>LED Foundations: <i>Approaches to Learning</i>; page 118</b>  <b>LED Foundations: <i>Cognitive Development</i>; page</b></p>

<p>that people, objects, and events continue to exist when they cannot be seen, object permanence)</p>	<p>DS9 Focus on objects in their immediate world and when they disappear, they no longer exist</p>	<p>147</p> <p><b>LED Vol 2: <i>Toddlers and Two-Year-Olds Build Cognitive Skills through Play</i>; page 17</b></p> <p><b>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers</i>; page 22</b></p> <p><b>LED Vol 2: <i>Brain Builders-Developing Cognitive Skills</i>; page 48</b></p> <p><b>Finger and Toe Copy Game, page 55:</b> To develop a</p> <p><b>Patterns with Blocks, page 59:</b> To develop an awareness of patterns</p> <p><b>Peek-a-boo Card, page 60:</b> To develop spatial memory</p> <p><b>Tubes Inside Tubes, page 72:</b> To develop problem-solving skills</p> <p><b>Where’s the Bunny? Page 75:</b> To develop an awareness of object permanence</p> <p><b>Flap book, page 116:</b> To develop object permanence</p> <p><b>Songs and Pictures, page 179:</b> To develop memory through musical activities</p> <p><b>Flaps Galore! Page 202:</b> To develop an awareness of object permanence</p> <p><b>Pop-Up Toy, page 206:</b> To develop understanding of object permanence</p>
	<p>DS10 Realize that people and objects that have disappeared still remain in the toddler's memory</p>	

Cause and Effect (events and outcomes are caused by themselves, other people, or things)	DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	<i>LED Foundations: Approaches to Learning; page 118</i>
	DS12 Recognize that people and specific parts of objects can cause things to happen	<i>LED Foundations: Cognitive Development; page 147</i>
	DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	<b>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</b> <b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</b>
	DS14 Watch people and see how they can be used to get what they want	<b>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</b>
	DS15 Use objects as a way to get what they want	<b>Pulling Strings, page 61:</b> To develop an awareness of cause and effect  <b>Reverse Pull, page 64:</b> To develop an awareness of cause and effect  <b>When the Wind Blows, page 74:</b> To develop an understanding of cause and effect <b>Baby Food Jar Lid Clicker, page 198:</b> To explore cause and effect <b>Boom, Boom, Down, page 198:</b> To develop understanding of cause and effect <b>Disposable Blocks, page 201:</b> To explore cause and effect <b>Paper Rain, page 205:</b> To explore cause and effect <b>Pop-Up Toy, page 206:</b> To explore cause and effect



<p>Attention and Persistence (attends to tasks and persists with activities that interest them)</p>	<p>DS16 Notice and pay attention to objects and people of interest</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS17 Choose to stay with an activity that interests them</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p> <p><b>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</b></p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</b></p> <p><b>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</b></p> <p><b>Behind the Flap, page 53:</b> To develop visual discrimination</p> <p><b>Finger and Toe Copy Game, page 55:</b> To develop an awareness of patterns</p> <p><b>Here Are My Hands, page 57:</b> To develop an awareness of hand-washing routines</p> <p><b>Here comes the Ball, page 58:</b> To develop eye-hand coordination</p> <p><b>Jar Lid Puzzles, page 58:</b> To develop and awareness of positive and negative space</p> <p><b>Puppy Sounds, page 62:</b> To develop an awareness of emotions</p> <p><b>Someone Special, page 67:</b> To develop listening skills</p> <p><b>Touch the Animals, page70:</b> To develop an</p>

		awareness of animals
Curiosity and Problem Solving (ability to use experiences to make meaningful connections)	DS18 Explore objects to see how they work, using trial and error to meet challenges	<b>LED Foundations: Approaches to Learning; page 118</b>
	DS19 Make connections with people and use what they know from other situations to solve a problem	<b>LED Foundations: Cognitive Development; page 147</b>
	DS20 Try a variety of approaches in problem solving using own body and objects	<p><b>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</b></p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</b></p> <p><b>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</b></p> <p><b>Behind the Flap, page 53:</b> To develop problem-solving skills</p> <p><b>Pulling Strings, page 61:</b> To develop problem-solving skills</p> <p><b>Puzzles Fun, page 63:</b> To develop problem-solving skills</p> <p><b>Tubes Inside Tubes, page 72:</b> To develop problem-solving skills</p> <p><b>What’s in the Drawer? Page 73:</b> To cultivate natural curiosity</p> <p><b>What’s in the Box? Page 102:</b> To encourage curiosity</p> <p><b>Sound Hide and Seek, page 179:</b> To develop problem-solving skills</p> <p><b>Cereal Pour, page 199:</b> To develop problem-solving</p>

		<p>skills</p> <p><b>Cup Stacking, page 200:</b> To develop problem-solving skills</p> <p><b>Fill and Spill bottles, page 202:</b> To develop problem-solving skills</p> <p><b>Poking Things in Holes, page 205:</b> To develop problem-solving skills</p> <p><b>Toothbrush Holders, page 211:</b> To develop problem-solving skills</p>
<p>Play (engage with real objects in imaginative ways)</p>	<p>DS21 Play with hands, feet and objects in their immediate world</p>	<p><i>LED Foundations: Approaches to Learning; page 118</i></p>
	<p>DS22 Imitate and practice what happens in their life as they watch people and events</p>	<p><i>LED Foundations: Cognitive Development; page 147</i></p>
	<p>DS23 Use props and people as they engage in make believe play and act out simple themes</p>	<p><b>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</b></p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</b></p> <p><b>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</b></p> <p><b>Learning with Play, page 59:</b> To participate in early social and emotional experiences</p> <p><b>Peek-a-boo Card, page 60:</b> To develop awareness of the concepts of <i>part</i> and <i>whole</i></p> <p><b>The Singsong Game, page 99:</b> To develop language skills</p> <p><b>Caps for Sale; page 113:</b> To encourage dramatic play</p>

		<p><b>Box Car Painting, page 199:</b> To encourage dramatic play</p> <p><b>Animal Slippers, page 213:</b> To encourage dramatic play</p> <p><b>Bath Time for Dolly, page 227:</b> To engage in dramatic play</p> <p><b>Floating Islands, page 229:</b> To engage in dramatic play</p>
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DISCOVERIES OLDER TODDLER (24-36 MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Sensory Awareness (exploration of the physical world and the properties of things)	DS1 Use vision to respond to light and focus on details such as faces, movement, and color	<p><i>LED Foundations: Approaches to Learning; page 118</i></p> <p><i>LED Foundations: Cognitive Development; page 147</i></p>
	DS2 Use taste and smell to learn about foods, people, and objects	
	DS3 Explore people and objects through touch	<p><b>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</b></p>
	DS4 Use hearing to gain information about people, places, language, and things	
	DS5 Use all senses to learn about cultures and ways of doing things.	<p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</b></p>

		<p><b>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</b></p> <p><b>Bath Time for Dolly, page 227:</b> To explore sensory experiences</p> <p><b>Sensory Books, page 237:</b> To explore textures using the sense of touch</p> <p><b>Smells, page 240:</b> To develop an awareness of the sense of smell</p> <p><b>Green Fun, page 310:</b> To explore color mixing</p> <p><b>Milk Comes from Cows, page 326:</b> To taste foods made from milk</p> <p><b>Popcorn Jump, page 333:</b> To develop listening skills</p> <p><b>Animal Hunt, page 385:</b> To develop sensory awareness</p> <p><b>Smells, page 240:</b> To develop an awareness of the sense of smell</p> <p><b>Smells, page 240:</b> To develop an awareness of the sense of smell</p>
<p>Spatial Awareness (sense of space and how things fit as people and objects move)</p>	<p>DS6 Discover how their own bodies fit into spaces</p>	<p><b>LED Foundations: Approaches to Learning; page 118</b></p>
	<p>DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump</p>	<p><b>LED Foundations: Cognitive Development; page 147</b></p> <p><b>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</b></p>

		<p><b>LED Vol 2:</b> <i>See Me Explore! Learning Spaces for Older Toddlers and Twos</i>; page 33</p> <p><b>LED Vol 2:</b> <i>Brain Builders-Developing Cognitive Skills</i>; page 48</p> <p><b>Color Watch, page 303:</b> To begin to learn the meaning of the words <i>under, around, and on</i></p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside another</p> <p><b>Animal Tails, page 320:</b> To begin understanding the concepts of <i>short and long</i></p> <p><b>Animal Dance, page 346:</b> To begin to recognize shapes</p> <p><b>Hoop Shapes Game, page 348:</b> To begin to identify shapes</p> <p><b>Name that Shape, page 349:</b> to begin to distinguish among shapes</p> <p><b>Gone Fishing, page 355:</b> To begin to recognize shapes</p> <p><b>In the Kitchen, page 356:</b> To begin to identify shapes</p>
<p>Memory (develops an understanding that people, objects, and events continue</p>	<p>DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant</p> <p>DS9 Focus on objects in their immediate world and when they disappear, they no longer</p>	<p><b>LED Foundations:</b> <i>Approaches to Learning</i>; page 118</p> <p><b>LED Foundations:</b> <i>Cognitive Development</i>; page 147</p>

to exist when they cannot be seen, object permanence)	exist for the infant	<p><b>LED Vol 2: <i>Toddlers and Two-Year-Olds Build Cognitive Skills through Play</i>; page 17</b></p> <p><b>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos</i>; page 33</b></p> <p><b>LED Vol 2: <i>Brain Builders-Developing Cognitive Skills</i>; page 48</b></p> <p><b>Color Pops, page 301:</b> To recognize different colors</p> <p><b>Color Walk, page 308:</b> To begin learning color recognition</p> <p><b>Junk Flowers, page 311:</b> To begin to recognize different colors</p> <p><b>Milk Comes from Cows, page 326:</b> To identify foods made from milk</p> <p><b>Five Little Kites, page 331:</b> To begin learning to count from 1 to 5</p> <p><b>Beanbag Toss, page 335:</b> To begin to recognize the numbers 1-5</p> <p><b>Fun with Drums, page 354:</b> To begin to identify shapes</p>
	DS10 Realize that people and objects that have disappeared still remain in the infant's memory	
Cause and Effect (events and outcomes are caused by themselves,	DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions	<p><b>LED Foundations: <i>Approaches to Learning</i>; page 118</b></p> <p><b>LED Foundations: <i>Cognitive Development</i>; page 147</b></p>
	DS12 Recognize that people and specific parts of objects can cause things to happen	

other people, or things)	DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)	<p><b>LED Vol 2: <i>Toddlers and Two-Year-Olds Build Cognitive Skills through Play</i>; page 17</b></p> <p><b>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos</i>; page 33</b></p> <p><b>LED Vol 2: <i>Brain Builders-Developing Cognitive Skills</i>; page 48</b></p> <p><b>Green Fun, page 310:</b> To explore color mixing</p> <p><b>Shape Float, page 359:</b> To begin to understand that concepts of sink and float</p> <p><b>Charting Plant Growth, page 367:</b> To observe plant growth</p> <p><b>Compost Pile Experiment, page 369:</b> To learn what kinds of things go into a compost pile</p> <p><b>Recycle and Save the Earth, page 373:</b> To learn about recycling</p> <p><b>Trash to Treasure, page 375:</b> To explore using recyclable materials to create</p>
	DS14 Watch people and see how they can be used to get what they want	
	DS15 Use objects as a way to get what they want	
Attention and Persistence (attends to tasks and persists with	DS16 Notice and pay attention to objects and people of interest	<b>LED Foundations: <i>Approaches to Learning</i>; page 118</b>
	DS17 Choose to stay with an activity that interests them	<b>LED Foundations: <i>Cognitive Development</i>; page 147</b>



<p>activities that interest them)</p>		<p><b>LED Vol 2: <i>Toddlers and Two-Year-Olds Build Cognitive Skills through Play</i>; page 17</b></p> <p><b>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos</i>; page 33</b></p> <p><b>LED Vol 2: <i>Brain Builders-Developing Cognitive Skills</i>; page 48</b></p> <p><b>Color Search, page 302:</b> To match the color of a paper to an object</p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside another</p> <p><b>Color Picnic, page 307:</b> To explore the presence of color in nature</p> <p><b>Colorful Cows, page 317:</b> To begin to identify colors</p> <p><b>Follow that Animal, page 323:</b> To observe and mimic movements</p> <p><b>Clapping Game, page 330:</b> To begin understanding one-to-one correspondence</p> <p><b>Mystery Box, page 341:</b> To develop language to describe the shapes of the numbers</p> <p><b>Sock Sort, page 344:</b> To develop pattern recognition</p>
<p>Curiosity and Problem Solving (ability to use experiences to</p>	<p>DS18 Explore objects to see how they work, using trial and error to meet challenges</p> <p>DS19 Make connections with people and uses what they know from other situations to solve a problem</p>	<p><b>LED Foundations: <i>Approaches to Learning</i>; page 118</b></p> <p><b>LED Foundations: <i>Cognitive Development</i>; page 147</b></p>

<p>make meaningful connections)</p>	<p>DS20 Try a variety of approaches in problem solving using own body and objects</p>	<p><b>LED Vol 2: <i>Toddlers and Two-Year-Olds Build Cognitive Skills through Play</i>; page 17</b></p> <p><b>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos</i>; page 33</b></p> <p><b>LED Vol 2: <i>Brain Builders-Developing Cognitive Skills</i>; page 48</b></p> <p><b>Color Game, page 300:</b> To experience social interactions</p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside another</p> <p><b>Color Picnic, page 307:</b> To explore the presence of color in nature</p> <p><b>Green Fun, page 310:</b> To explore color mixing</p> <p><b>My favorite Color Collage, page 313:</b> To explore materials in a single color</p> <p><b>Animal Towers, page 389:</b> To begin to develop problem-solving skills</p>
<p>Play (engage with real objects in imaginative ways)</p>	<p>DS21 Play with hands, feet and objects in their immediate world</p> <p>DS22 Imitate and practice what happens in their life as they watch people and events</p> <p>DS23 Use props and people as they engage in make believe play and act out simple themes</p>	<p><b>LED Foundations: <i>Approaches to Learning</i>; page 118</b></p> <p><b>LED Foundations: <i>Cognitive Development</i>; page 147</b></p> <p><b>LED Vol 2: <i>Toddlers and Two-Year-Olds Build Cognitive Skills through Play</i>; page 17</b></p>

		<p><b>LED Vol 2:</b> <i>See Me Explore! Learning Spaces for Older Toddlers and Twos</i>; page 33</p> <p><b>LED Vol 2:</b> <i>Brain Builders-Developing Cognitive Skills</i>; page 48</p> <p><b>Color Game, page 300:</b> To experience social interactions</p> <p><b>Fishing for Colors, page 309:</b> To develop fine and gross motor skills</p> <p><b>Farm Animal Parade, page 318:</b> To learn about the sounds and movements of various animals</p> <p><b>Follow that Animal, page 323:</b> To observe and mimic movements</p> <p><b>Mother-Baby Match, page 327:</b> To practice matching mother animals to their babies</p> <p><b>Five Little Kites, page 331:</b> To learn numbers through fingerplay</p> <p><b>Beanbag Toss, page 335:</b> To develop gross motor skills</p> <p><b>Buried Treasure, page 336:</b> To use sensory clues to identify shapes</p> <p><b>Let's Hit the Bull's Eye, page 340:</b> To develop gross motor skills</p> <p><b>Purse Full of Number Fun, page 343:</b> To develop social skills</p> <p><b>My Tail, page 392:</b> To engage in dramatic play</p>
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PHYSICAL HEALTH AND DEVELOPMENT YOUNG INFANTS (0-6MONTHS)		
SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<b>Learn Every Day: Infants, Toddlers, and Twos</b> <b>Supportive resources, activities and learning objectives</b>
Sensory (five senses used to explore and learn about the environment)	PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	<i><b>LED Foundations: Health and Physical Development; page 161</b></i>
	PD2 Organize and discriminate sensory experiences	<b>LED Vol 1: I Am My World-Enhancing Sensory Development; page 197</b>  <b>Air Stream, page 204:</b> To experience the feel of moving air <b>Baby Lotion Hand Massage, page 204:</b> To increase awareness of the sense of touch <b>Baby Mirror, page 205:</b> To build visual tracking skills <b>Bouncy Bounce, page 205:</b> To build sensory awareness <b>Chimes, page 206:</b> To differentiate between sounds <b>Crunch It! Page 206:</b> To build listening skills <b>Crunch It! Page 206:</b> To use auditory discrimination to distinguish between different sounds <b>Dancing Lights, page 207:</b> To recognize and track visual patterns <b>Floating Bubbles, page 207:</b> To track movements
	PD3 Engage in sensory activities and play	

		<p>visually</p> <p><b>Floating Bubbles, page 207:</b> To track movements visually</p> <p><b>A Touching Game, page 209:</b> To build tactile awareness skills</p> <p><b>Water Play, page 210:</b> To build tactile skills</p>
<p>Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)</p>	<p>PD4 Develop strength, small motor control, and coordination through daily activities</p>	<p><i>LED Foundations: Health and Physical Development; page 161</i></p> <p><b>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</b></p> <p><b>Eye Follow-Ups, page 147:</b> To practice eye-hand coordination</p> <p><b>Funny Booties, page 149:</b> To grasp or reach for objects of interest; To experiment with hands and feet</p> <p><b>Napkin Tent, page 150:</b> To encourage reflexive grasping</p> <p><b>Satin Streamers, page 152:</b> To practice grasping and object when it is placed in the hand</p>
	<p>PDS Touch, grasp, reach and explore people and objects</p>	
	<p>PD6 Develop and use eye-hand coordination to perform a variety of tasks</p>	
	<p>PD7 Use and manipulate objects purposefully</p>	
	<p>PD8 Use two hands in a coordinated, purposeful fashion</p>	
<p>Gross Motor (development of large muscle strength, control, coordination, and balance to move)</p>	<p>PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs</p>	<p><i>LED Foundations: Health and Physical Development; page 161</i></p> <p><b>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</b></p>
	<p>PD10 Increase the strength, balance, and coordination of their bodies</p>	
	<p>PD11 Ability to coordinate their bodies</p>	

<p>in and interact with the environment)</p>	<p>to perform increasingly complex movements</p> <p>PD12 Interact with people and environment through movement and body awareness</p>	<p><b>Bouncing Ball, page 146:</b> To begin to develop gross motor skills</p> <p><b>Dangling Beach Toy, page 146:</b> To use large muscles to explore cause and effect</p> <p><b>Find the Toy, page 148:</b> To practice gross motor skills that involve turning and reaching</p> <p><b>Fun Things to Kick, page 149:</b> To practice kicking and move leg muscles</p> <p><b>Fun Things to Kick, page 149:</b> To practice kicking and move leg muscles</p> <p><b>Prone Play, page 151:</b> To tolerate being prone</p>
<p>Health Awareness and Practice (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)</p>	<p>PD13 Learn about and respect their bodies</p> <p>PD14 Engage in daily physical activity, both indoors and outdoors</p> <p>PD15 Experience and learn about hygiene routines</p> <p>PD16 Experience and learn about healthy lifestyle practices</p> <p>PD17 Learn about and demonstrate safe behaviors and accident prevention</p>	<p><i>LED Foundations: Health and Physical Development; page 161</i></p> <p><b>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</b></p> <p><b>The Blowing Game, page 66:</b> To develop the baby’s awareness of his body parts</p> <p><b>Communicating with the Baby, page 89:</b> To build a sense of security that physical needs will be met by a caring adult</p> <p><b>Coo and Squeal, page 89:</b> To develop self-</p>

		<p>expression through a gurgle, coo, or squeal</p> <p><b>Talking Together, page 93:</b> To feel safe and secure as a result of having emotional needs met</p> <p><b>Dangling Beach Toy, page 146:</b> To practice reciprocity in a social context</p> <p><b>Prone Play, page 151:</b> To tolerate being prone</p> <p><b>Baby Lotion Hand Massage, page 204:</b> To increase awareness of the sense of touch</p> <p><b>Baby Faces Book, page 243:</b> To develop recognition of body parts</p> <p><b>Nurturing Rituals, page 246:</b> To help the child feel secure</p> <p><b>Rock the Baby, page 246:</b> To simulate the vestibular system</p> <p><b>Watch the Light Show! Page 247:</b> To nurture a sense of security and bonding</p>
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<p>PHYSICAL DEVELOPMENT AND HEALTH OLDER INFANTS (6-12 MONTHS)</p>		
<p>SUB-DOMAIN</p>	<p>To support ongoing learning and development the child is given an opportunity to:</p>	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
<p>Sensory (five senses used to</p>	<p>PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)</p> <p>PD2 Organize and discriminate sensory</p>	<p><i>LED Foundations: Health and Physical Development; page 161</i></p>

<p>explore and learn about the environment)</p>	<p>experiences                  PD3Engage in sensory activities and play</p>	<p><b>LED Vol 1: <i>I Am My World-Enhancing Sensory Development</i>; page 197</b></p> <p><b>Bell Collection, page 211:</b> To experiment making a variety of sounds  <b>Goo Bag, page 212:</b> To experience various textures  <b>Sensory Tub, page 213:</b> To explore and experience messy play materials  <b>Squeak Toys, page 214:</b> To experience different sounds  <b>Texture Nest, page 216:</b> To explore textures with the whole body  <b>Texture Trail, page 216:</b> To explore different, interesting textures  <b>Texture Nest, page 216:</b> To explore textures with the whole body  <b>Texture Trail, page 216:</b> To explore different, interesting textures  <b>Texture Nest, page 216:</b> To explore textures with the whole body  <b>Texture Trail, page 216:</b> To explore different, interesting textures  <b>Texture Nest, page 216:</b> To explore textures with the whole body  <b>Texture Trail, page 216:</b> To explore different, interesting textures</p>
<p><i>Fine Motor</i></p>	<p>PD4Develop strength, small motor control, and</p>	<p><b>LED Foundations: <i>Health and Physical</i></b></p>



(development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)	coordination through daily activities.	<i>Development; page 161</i>  <b>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</b>  <b>Explore Some More, page 153:</b> To build motor skills <b>In and Out, page 154:</b> To introduce the concepts of in and out; to practice grasping objects and moving them <b>Magic Surprise, page 155:</b> To practice grasping <b>Nooks and Crannies, page 155:</b> To practice fine motor skills <b>Rattle Me! Page 156:</b> To practice grasping objects <b>A Round of Applause! Page 159:</b> To practice making hands meet at midline
	PDS Touch, grasp, reach and explore people and objects.	
	PD6 Develop and use eye-hand coordination to perform a variety of tasks	
	PD7 Use and manipulate objects purposefully	
	PD& Use two hands in a coordinated, purposeful fashion	
Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs	<i>LED Foundations: Health and Physical Development; page 161</i>  <b>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</b>  <b>Bouncing Baby, page 153:</b> To practice bearing weight <b>Let's Make that Move, page 154:</b> To entice the child to move from one place to another <b>Nooks and Crannies, page 155:</b> To practice gross
	PD10 Increase the strength, balance, and coordination of their bodies	
	PD11 Ability to coordinate their bodies to perform increasingly complex movements	
	PD12 Interact with people and environment through movement and body awareness	

		<p>motor skills</p> <p><b>Rattle Me! Page 156:</b> To practice grasping objects</p> <p><b>Balls, Balls, Balls! Page 159:</b> To develop gross motor skills</p>
<p><b>Health Awareness and Practice</b> (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)</p>	<p>PD13 Learn about and respect their bodies</p>	<p><b>LED Foundations: Health and Physical Development; page 161</b></p> <p><b>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</b></p> <p><b>The Body Chant, page 95:</b> To begin to identify body parts</p> <p><b>Where Is It? Page 99:</b> To begin to recognize body parts</p> <p><b>Pointing, page 103:</b> To develop body part recognition</p> <p><b>My Time, page 250:</b> To build self-esteem and a sense of security</p> <p><b>Social Rituals, page 251:</b> To understand how to initiate positive interactions with others</p> <p><b>Can You Copy Me? Page 252:</b> To imitate the actions of others</p>
	<p>PD14 Engage in daily physical activity, both indoors and outdoors</p>	
	<p>PD15 Experience and learn about hygiene routines</p>	
	<p>PD16 Experience and learn about healthy lifestyle practices</p>	
	<p>PD17 Learn about and demonstrate safe behaviors and accident prevention</p>	

**PHYSICAL HEALTH AND DEVELOPMENT YOUNG TODDLERS (12-24 MONTHS)**

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<p><b>Learn Every Day: Infants, Toddlers, and Twos</b></p> <p><b>Supportive resources, activities and learning objectives</b></p>
Sensory (five senses used to explore and learn about the environment)	PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	<i>LED Foundations: Health and Physical Development; page 161</i>
	PD2 Organize and discriminatesensory experiences	<i>LED Vol 2: Exploring My Wonderful World-Learning through the Senses; page 223</i>
	PD3 Engage in sensory activities and play	<p><b>Behind the Flap, page 53:</b> To develop visual discrimination</p> <p><b>Food Shapes, page 56:</b> To develop visual discrimination</p> <p><b>Puppy Sounds, page 62:</b> To develop auditory awareness</p> <p><b>Someone Special, page 67:</b> To develop listening skills</p> <p><b>What’s in the Drawer? Page 73:</b> To explore using the senses</p> <p><b>Changing Sounds, page 83:</b> To develop auditory discrimination skills</p> <p><b>Brightest Chalk Scribbles, page 133:</b> To explore using different media</p> <p><b>Clay Tray, page 135:</b> To explore clay or playdough</p> <p><b>Painting Goes Wild! Page 148:</b> To experiment with a variety of art utensils</p>

		<p><b>Paper Quilt Painting, page 149:</b> To experiment with a variety of textures</p> <p><b>Cotton Balls in a Bag, page 228:</b> To explore textures</p> <p><b>Mini-Maracas, page 232:</b> To develop auditory discrimination skills</p> <p><b>Object Washing, page 235:</b> To explore sensory materials</p>
<p>Fine Motor (development of strength and coordination of muscles in hands and fingers to explore and manipulate objects in the environment)</p>	<p>PD4 Develop strength, small motor control, and coordination through daily activities</p>	<p><i>LED Foundations: Health and Physical Development; page 161</i></p> <p><i>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</i></p> <p><b>Baby Food Jar Lid Clicker, page 198:</b> To develop eye-hand coordination</p> <p><b>Cereal Pour, page 199:</b> To develop eye-hand coordination</p> <p><b>Eyedropper Play, page 201:</b> To develop pincer movements</p> <p><b>Eyedropper Play, page 201:</b> To develop pincer movements</p> <p><b>One-Piece Puzzles, page 204:</b> To develop eye-hand coordination</p> <p><b>Scoop Out the Ice Cubes, page 208:</b> To develop eye-hand coordination: To develop pincer movements</p> <p><b>Squeezing Sponges, page 2069:</b> To develop hand muscles</p> <p><b>Scoop Out the Ice Cubes, page 208:</b> To develop</p>
	<p>PDS Touch, grasp, reach, and explore people and objects</p>	
	<p>PD6 Develop and use eye-hand coordination to perform a variety of tasks</p>	
	<p>PD7 Use and manipulate objects purposefully</p>	
	<p>PD8 Use two hands in a coordinated, purposeful fashion</p>	

		<p>eye-hand coordination  <b>Scoop Out the Ice Cubes, page 208:</b> To develop pincer movements  <b>Scoop Out the Ice Cubes, page 208:</b> To develop eye-hand coordination  <b>Scoop Out the Ice Cubes, page 208:</b> To develop pincer movements</p>
<p>Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)</p>	<p>PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs</p>	<p><b>LED Foundations: Health and Physical Development; page 161</b></p>
	<p>PD10 Increase the strength, balance, and coordination of their bodies</p>	<p><b>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</b></p>
	<p>PD11 Ability to coordinate their bodies to perform increasingly complex movements</p>	<p><b>Animal Slippers, page 213:</b> To develop balance</p>
	<p>PD12 Interact with people and environment through movement and body awareness</p>	<p><b>Ball Bop, page 214:</b> To develop balance  <b>Beanbag Fun, page 214:</b> To develop throwing and catching skills  <b>Beanbag Fun, page 214:</b> To develop throwing and catching skills  <b>Hopscotch, page 219:</b> To develop eye-foot coordination  <b>On the Road Again, page 220:</b> To develop a sense of balance  <b>Riding Toy Road, page 220:</b> To develop muscle strength and coordination  <b>Stuff for Throwing Collection, page 221:</b> To practice throwing and catching  <b>Walking the Shapes, page 221:</b> To develop balance</p>

		and coordination
Health Awareness and Practice {experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)	PD13 Learn about and respect their bodies	<b>LED Foundations: Health and Physical Development; page 161</b>
	PD14 Engage in daily physical activity, both indoors and outdoors	<b>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</b>
	PD15 Experience and learn about hygiene routines	
	PD16 Experience and learn about healthy lifestyle practices	<b>Cereal Pour, page 199:</b> To develop eye-hand coordination
	PD17 Learn about and demonstrate safe behaviors and accident prevention	<b>I Can Do It Myself, page 203:</b> To develop self-help skills <b>Stuff for Throwing Collection, page 221:</b> To develop the hand motions of grasping and releasing <b>Walking the Shapes, page 221:</b> To develop balance and coordination <b>Bath Time for Dolly, page 227:</b> To explore sensory experiences <b>Grasshoppers, page 261:</b> To develop gross motor skills

PHYSICAL HEALTH AND DEVELOPMENT OLDER TODDLERS (24-36 MONTHS)

SUB-DOMAIN	To support ongoing learning and development the child is given an opportunity to:	<b>Learn Every Day: Infants, Toddlers, and Twos</b> <b>Supportive resources, activities and learning objectives</b>
Sensory (five senses used to explore and learn about the environment)	PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)	<p><i>LED Foundations: Health and Physical Development; page 161</i></p> <p><b>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</b></p> <p><b>Good Morning! Hello! Page 319:</b> To develop listening skills  <b>Barnyard Buddies, page 321:</b> To develop listening skills  <b>Farm Animal Photograph Match, page 321:</b> To develop visual skills  <b>Follow that Animal, page 323:</b> To practice gross motor skills  <b>Making a Cowbell, page 325:</b> To develop fine motor skills  <b>Where Do Cows Live? Page 328:</b> To develop fine motor skills</p>
	PD2 Organize and discriminate sensory experiences	
	PD3 Engage in sensory activities and play	
Fine Motor (development of strength and coordination of muscles in hands)	PD4 Develop strength, small motor control, and coordination through daily activities	<p><i>LED Foundations: Health and Physical Development; page 161</i></p>
	PD5 Touch, grasp, reach, and explore people and objects	
	PD6 Develop and use eye-hand coordination	

and fingers to explore and manipulate objects in the environment)	to perform a variety of tasks	<p><b>LED Vol 2: <i>Moving Along- Building Gross and Fine Motor Skills</i>; page 193</b></p> <p><b>Building with Color, page 305:</b> To develop fine motor skills</p> <p><b>Building with Color, page 305:</b> To develop fine motor skills</p> <p><b>Fishing for Colors, page 309:</b> To develop fine and gross motor skills</p> <p><b>Green Fun, page 310:</b> To develop fine motor skills</p> <p><b>Animal Scenes, page 316:</b> To develop fine motor skills</p> <p><b>Farm Scene, page 322:</b> To develop fine motor skills</p> <p><b>Making a Cowbell, page 325:</b> To develop fine motor skills</p>
	<p>PD7 Use and manipulate objects purposefully</p> <p>PD8 Use two hands in a coordinated, purposeful fashion</p>	
Gross Motor (development of large muscle strength, control, coordination, and balance to move in and interact with the environment)	<p>PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs</p>	<p><b>LED Foundations: <i>Health and Physical Development</i>; page 161</b></p>
	<p>PD10 Increase the strength, balance, and coordination of their bodies</p>	<p><b>LED Vol 2: <i>Moving Along- Building Gross and Fine Motor Skills</i>; page 193</b></p>
	<p>PD11 Ability to coordinate their bodies to perform increasingly complex movements</p>	
	<p>PD12 Interact with people and environment through movement and body</p>	<p><b>Fishing for Colors, page 309:</b> To develop fine and gross motor skills</p>



	<p>awareness</p>	<p><b>Follow that Animal, page 323:</b> To practice gross motor skills  <b>Popcorn Jump, page 333:</b> To develop gross motor skills  <b>Beanbag Toss, page 335:</b> To develop gross motor skills  <b>Leap Frog, page 339:</b> To develop gross motor skills  <b>Number Car Parade, page 342:</b> To develop gross motor skills  <b>Hoop Shapes Game, page 348:</b> to practice gross motor skills</p>
<p>Health Awareness and Practice (experiencing and learning about healthy habits: personal care, hygiene, nutrition, physical activity, and safety)</p>	<p>PD13 Learn about and respect their bodies                  PD14 Engage in daily physical activity, both indoors and outdoors                  PD15 Experience and learn about hygiene routines                  PD16 Experience and learn about healthy lifestyle practices                  PD17 Learn about and demonstrate safe behaviors and accident prevention</p>	<p><i>LED Foundations: Health and Physical Development; page 161</i></p> <p><i>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</i></p> <p><b>Farm Animal Parade, page 318:</b> To develop gross motor skills  <b>Follow that Animal, page 323:</b> To observe and  <b>Milk Comes from Cows, page 326:</b> To identify foods made from milk                  mimic movements  <b>In the Kitchen, page 356:</b> To engage in dramatic play</p>

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