



**Louisiana Early Learning Alignment**  
**For children Birth to Three**  
**Learn Every Day: For Infants, Toddlers, and Two**

## APPROCHES TO LEARNING: AL 1

<b>SUBDOMAIN: INITIATIVE AND CURIOSITY</b>					
<b>Standard AL 1: Engage in play-based learning to explore, investigate and acquire knowledge about themselves and their world.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<b>AL1 Indicators:</b> <ul style="list-style-type: none"> <li>Show interest in bodyparts (e.g., fingers, toes). (0.1)</li> <li>Explore objects, materials, and/or people using all the</li> </ul>	<u><b>LED Foundations: Approaches to Learning;</b></u> page 118  <u><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b></u> page 59	<b>AL1 Indicators:</b> <ul style="list-style-type: none"> <li>Show curiosity and interest in actively exploring the environment. (1.1)</li> <li>Express choices and preferences.</li> </ul>	<u><b>LED Foundations: Approaches to Learning;</b></u> page 118  <u><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b></u> page 59	<b>AL1 Indicators:</b> <ul style="list-style-type: none"> <li>Show curiosity and interest in daily experiences and activities. (2.1)</li> <li>Demonstrate a willingness to try</li> </ul>	<u><b>LED Foundations: Approaches to Learning;</b></u> page 118  <u><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build</b></u>

<p>senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2)</p> <ul style="list-style-type: none"> <li>• Select a particular material, toy or place to explore on their own. (0.3)</li> <li>• Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)</li> </ul>	<p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b>  <b>The Blowing Game, page 66:</b> To develop the baby's awareness of his body parts  <b>From Babbling to Words, page 91:</b> To learn to study faces  <b>The Body Chant, page 95:</b> To begin to identify body parts  <b>Where Is It? page 99:</b> To begin to recognize body parts  <b>Read It Again! page 120:</b> To experience touching new objects  <b>Funny Booties, page 149:</b> To experiment with hands and feet: to grasp or reach for objects of interest  <b>Baby Mirror, page 205:</b> To build visual tracking skills  <b>Teething Toy Collection, page 215:</b> To develop oral motor skills; To provide comfort when teething  <b>My Time, page 250:</b> To build a sense of security</p>	<p>(1.2)</p> <ul style="list-style-type: none"> <li>• Try to help with simple tasks and activities. (1.3)</li> </ul>	<p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b>  <b>A Place for the Animals, page 76:</b> To encourage experience with relationships of size and space  <b>Pointing, page 103:</b> To develop body part recognition  <b>Where's Your Nose? Page 105:</b> To develop an understanding of vocabulary related to body parts  <b>Texture Blanket, page 218:</b> To explore various textures  <b>Texture Crawl, page 218:</b> To explore new environmental stimuli  <b>Water Shake Bottles, page 219:</b> To build visual skills  <b>Rain on Me, page 226:</b> To experience rain; To encourage sensory exploration  <b>Explore a Tree, page 231:</b> To enhance multisensory exploration; To build observation skills</p>	<p>new activities and experiences. (2.2)</p> <ul style="list-style-type: none"> <li>• Actively explore the environment. (2.3)</li> <li>• Demonstrate increasing interest and independence in completing simple tasks. (2.4)</li> <li>• Insistent about preferences and may say "no" to adult. (2.5)</li> </ul>	<p><b>Cognitive Skills through Play;</b> page 17  <b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19</p> <p><b>Activities &amp; Objectives</b>  <b>Baby Basketball, page 52:</b> To explore the concept of size  <b>What's in the Drawer? Page 73:</b> To cultivate natural curiosity; To explore using the senses  <b>Brightest Chalk Scribbles, page 133:</b> To explore using different media  <b>Draw and Paint Magic, page 137:</b> To explore using various media to develop creative skills  <b>Fingertip Prints, page 140:</b> To explore using various media to develop creative skills  <b>Rubbery Flubby Dough, page 154:</b> To experiment with different textures  <b>Sandpaper and Stubs, page 155:</b> To experiment with a variety of textures  <b>Salt Paint Squeeze Bottles, page 156:</b> To explore various media  <b>Stick Drawing, page 159:</b> To explore making marks  <b>Bath Time for Dolly, page 227:</b> To explore</p>
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					sensory <b>It Feels Sticky, page 230:</b> To explore items using the senses <b>Art Outdoors, page 253:</b> To explore a variety of materials
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## APPROACHES TO LEARNING: AL 2

SUBDOMAIN: ATTENTION, ENGAGEMENT, AND PERSISTENCE					
Standard AL 2: Demonstrate attention, engagement, and persistence in learning					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<b>AL2 Indicators:</b> <ul style="list-style-type: none"> <li>Focus attention on people around him/her. (0.1)</li> <li>Attend briefly to different people, sights and sounds in the environment. (0.2)</li> <li>Try to make things happen. (0.3)</li> </ul>	<u><b>LED Foundations: Approaches to Learning;</b></u> page 118  <u><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b></u> page 59 <u><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b></u> page 62  <u><b>Activities &amp; Objectives Follow the Action,</b></u> page 67: To build attention <b>Left and Right, page 68:</b> To learn awareness of the left and right sides of the body <b>Look into My Eyes,</b>	<b>AL2 Indicators:</b> <ul style="list-style-type: none"> <li>Interact with people, objects or activities for short periods of time. (1.1)</li> <li>Show interest in activities, people and the environment for a short period of time. (1.2)</li> <li>Show pleasure in completing simple tasks. (1.3)</li> </ul>	<u><b>LED Foundations: Approaches to Learning;</b></u> page 118  <u><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b></u> page 59 <u><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b></u> page 62  <u><b>Activities &amp; Objectives Baby Mice,</b></u> page 76: To learn to anticipate events <b>Family Pictures, page 77:</b> To build visual discrimination skills, To build the child's sense of	<b>AL2 Indicators:</b> <ul style="list-style-type: none"> <li>Actively engage with people, objects, or activities in the environment for longer length of time. (2.1)</li> <li>Maintain attention to complete a short, simple task with adult support. (2.2)</li> <li>Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3)</li> </ul>	<u><b>LED Foundations: Approaches to Learning;</b></u> page 118  <u><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b></u> page 17 <b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19  <u><b>Activities &amp; Objectives All about the Picture,</b></u> page 81: To develop verbal communication skills <b>If you're Happy and You Know It, page 90:</b> To learn to express

	<p><b>page 69:</b> To promote memory development</p> <p><b>Where Did It Go? page 70:</b> To build cognitive skills; To stimulate vision by drawing attention to an object</p> <p><b>Abracadabra, page 71:</b> To build memory connections in the brain through exploration of a novel object</p> <p><b>Noisy Dumping, page 73:</b> To help develop understanding of cause and effect</p> <p><b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration</p> <p><b>Rattle Me! Page 156:</b> To practice grasping objects; To experience cause and effect</p>		<p>belonging</p> <p><b>Napkin Rings, page 78:</b> To discover the properties of round things-especially that they can roll away</p> <p><b>Pictures, Pictures, page 79:</b> To help a child develop memory skills by recognizing pictures</p> <p><b>Where's Your Nose? Page 105:</b> To help the child feel valued</p> <p><b>Bumpy Lumpy Locomotion, page 161:</b> To encourage sensory awareness</p> <p><b>Stacking Cups, page 165:</b> To enjoy independent play</p> <p><b>Texture Crawl, page 218:</b> To explore new environmental stimuli</p>		<p>emotions through language</p> <p><b>What's in the Box? Page 102:</b> To encourage curiosity</p> <p><b>Artistry, page 133:</b> To begin understanding of reciprocity</p> <p><b>Floating Islands, page 229:</b> To engage in dramatic play</p> <p><b>Art Outdoors, page 253:</b> To explore a variety of materials</p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Chair Lineup, page 281:</b> To develop social skills</p> <p><b>Fill in the Word, page 283:</b> To develop name-recognition skills</p> <p><b>Follow the Leader, page, 284:</b> To develop listening skills</p> <p><b>Friendship Chain, page 284:</b> To develop a sense of belonging</p> <p><b>Push the Trucks, page 291:</b> To develop socialization skills</p> <p><b>Push the Trucks, page 291:</b> To practice cooperation and sharing</p> <p><b>Turning on Lights, page 296:</b> To develop a sense of independence</p>
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## APPROACHES TO LEARNING: AL 3

<b>SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING</b>					
<b>Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>AL3Indicators:</b></p> <ul style="list-style-type: none"> <li>• Notice the effect of own actions when playing with a variety of objects and/ or interacting with others. (0.1)</li> <li>• Interact with a toy or object in more than one way. (0.2)</li> <li>• Use simple actions to solve problems (e.g., scooting to reach favorite toy). (0.3)</li> <li>• Play with a variety of objects and notice similar and different outcomes. (0.4)</li> <li>• Look to adult for assistance (e.g., may vocalize to get adult’s attention). (0.5)</li> </ul>	<p><b>LED Foundations: Approaches to Learning;</b> page 11</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives Follow the Bee;</b> page 67: To be exposed to the concept of eye-hand coordination</p> <p><b>Can you Remember? page 71:</b> To enable an infant to begin to develop memory skills</p> <p><b>Noisy Dumping, page 73:</b> To help develop understanding of cause and effect</p> <p><b>Remembering, page 74:</b> To develop memory skills</p> <p><b>Let’s Make that Move, page 154:</b> To entice the child to move from one place to another; To experience cause and</p>	<p><b>AL3Indicators:</b></p> <ul style="list-style-type: none"> <li>• Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes. (1.1)</li> <li>• Observe others’ actions with objects and materials to learn strategies for interaction. (1.2)</li> <li>• Solve familiar problems or tasks. (1.3)</li> <li>• Use trial and error to solve a new problem or unfamiliar task. (1.4)</li> <li>• Use gestures and simple language when help is needed. (1.5)</li> </ul>	<p><b>LED Foundations: Approaches to Learning;</b> page 118</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives Baby Mice, page 76:</b> To learn to anticipate events</p> <p><b>A Place for the Animals, page 76:</b> To encourage experience with relationships of size and space</p> <p><b>Baby Mice, page 76:</b> To learn to anticipate events</p> <p><b>Hold the Toy, page 77:</b> To problem solve what to do with a toy</p> <p><b>On and Off, Open and Close, page 78:</b> To begin to understand cause and effect</p> <p><b>Quite Puzzling, page 79:</b> To enhance neural</p>	<p><b>AL3Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1)</li> <li>• Repeat behaviors to produce desired effect. (2.2)</li> <li>• Observe and imitate others’ when trying to carry out new tasks or actions. (2.3)</li> <li>• Apply new action or strategy to solve problem. (2.4)</li> <li>• Use trial and error to solve more complex tasks or problems. (2.5)</li> <li>• Ask others for help if needed. (2.6)</li> <li>• Use language when asking for help from adults or peers. (2.7)</li> </ul>	<p><b>LED Foundations: Approaches to Learning;</b> page 118</p> <p><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17</p> <p><b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19</p> <p><b>Activities &amp; Objectives Behind the Flap, page 53:</b> To develop problem-solving skills</p> <p><b>Pulling Strings, page 61:</b> To develop an awareness of cause and effect</p> <p><b>Reverse Pull, page 64:</b> To develop an awareness of cause and effect</p> <p><b>What’s Under the Sand? Page 74:</b> To develop a sense of object permanence</p> <p><b>Community Drum, page 166:</b> To develop an awareness of cause and effect</p>

	effect		wiring through experiences that begin with simple concepts and lead to more complex ideas <b>What's in the Box? Page 80:</b> To enhance understanding of object permanence <b>Collection of Balls, page 162:</b> To experience cause and effect		<b>Boom, Boom, Down, page 198:</b> To develop understanding of cause and effect <b>Cup Stacking, page 200:</b> To develop problem-solving skills <b>Poking Things in Holes, page 205:</b> To develop problem-solving skills <b>Pop-Up Toy, page 206:</b> To explore cause and effect <b>Water Transfer, page 212:</b> To develop problem-solving skills
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### APPROACHES TO LEARNING: AL 4

SUBDOMAIN: REASONING, PROBLEM-SOLVING, AND CREATIVE THINKING					
Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>AL4Indicators:</b></p> <ul style="list-style-type: none"> <li>Try a new action with a familiar object when interacting with others. (0.1)</li> <li>Manipulate objects in order to explore them. (0.2)</li> </ul>	<p><b>LED Foundations:</b> <b>Approaches to Learning;</b> page 118</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p>	<p><b>AL4Indicators:</b></p> <ul style="list-style-type: none"> <li>Use familiar objects in new and unexpected ways. (1.1)</li> <li>Ask questions to obtain adult response. (1.2)</li> </ul>	<p><b>LED Foundations:</b> <b>Approaches to Learning;</b> page 118</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p>	<p><b>AL4Indicators:</b></p> <ul style="list-style-type: none"> <li>Use objects, art materials and toys in new and unexpected ways. (2.1)</li> <li>Ask what, how, and why questions to seek information. (2.2)</li> </ul>	<p><b>LED Foundations:</b> <b>Approaches to Learning;</b> page 118</p> <p><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17 <b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19</p>



	<p><b>Activities &amp; Objectives</b>  <b>Abracadabra, page 71:</b>  To build memory connections in the brain through exploration of a novel object  <b>Who Is Under the Scarf? Page 75:</b> To experiment with different colors and show preferences  <b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration  <b>Find the Toy, page 148:</b> To practice gross motor skills that involve turning and reaching  <b>Floor Mirror, page 148:</b>  To practice lifting his head and using torso and arm muscles; To increase social interaction skills  <b>Funny Booties, page 149:</b> To experiment with hands and feet: to grasp or reach for objects of interest  <b>Satin Streamers, page 152:</b> To practice grasping and object when it is placed in the hand  <b>Let's Make that Move, page 154:</b> To entice the child to move from one place to another</p>		<p><b>Activities &amp; Objectives</b>  <b>Abracadabra, page 71:</b>  To build memory connections in the brain through exploration of a novel object  <b>A Place for the Animals, page 76:</b> To encourage experience with relationships of size and space  <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>Collection of Balls, page 162:</b> To practice various gross motor skills: To experience cause and effect  <b>Shoobox Train, page 164:</b> To practice problem solving skills  <b>Fast and Slow Rhythms, page 184:</b> To increase and enhance spatial-temporal reasoning  <b>I Can Feel It, page 217:</b>  To build tactile skills: To use fine motor skills to explore items of different textures  <b>Warm and Cold, page 219:</b> To develop tactile skills</p>		<p><b>Activities &amp; Objectives</b>  <b>Behind the Flap, page 53:</b> To promote an awareness of doing things more than one way  <b>Learning with Play, page 59:</b> To identify the use of common objects  <b>Shoes for Fun, page 65:</b> To develop critical thinking skills  <b>What's in the Drawer? Page 73:</b> To cultivate natural curiosity  <b>Dressing Talk, page 85:</b> To develop vocabulary  <b>Let's Talk, page 92:</b> To develop language skills  <b>Brightest Chalk Scribbles, page 133:</b>  To explore using different media  <b>Baby Band, page 164:</b>  To encourage creative expression by making noises with simple objects  <b>Look What I Can Do, page 173:</b> To encourage creative expression  <b>Floating Islands, page 229</b>To explore sensory materials  <b>Object Washing, page 235:</b> To explore three-dimensional objects  <b>Look What I Can Do, page 287:</b> To develop critical thinking skills</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 1

<b>SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)</b>					
<b>Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>CC1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest and respond to different voices and sounds. (0.1)</li> <li>• Listen and respond to music by moving their bodies. (0.2)</li> </ul>	<p><b><u>LED Foundations: Cognitive Development</u></b>; page 147</p> <p><b><u>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills</u></b>, page 59  <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills</b>; page 62  <b>Shake the Rattle and Roll-Music and Movement</b>; page 167</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Roll-Music and Movement</b>; page 167  <b>Always Talking, page 87</b>: To build receptive language: To introduce the sound of a familiar voice  <b>Follow-the Leader Sounds, page 90</b>: To practice language skills and use sounds to interact with someone</p>	<p><b>CC1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Imitate sounds and movements to favorite songs or music. (1.1)</li> <li>• Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2)</li> <li>• Move their bodies in simple ways (e.g., sway, claphands) and use objects to produce sounds and/or music. (1.3)</li> </ul>	<p><b><u>LED Foundations: Cognitive Development</u></b>; page 147</p> <p><b><u>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills</u></b>, page 59  <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills</b>; page 62  <b>Shake the Rattle and Roll-Music and Movement</b>; page 167</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Roll-Music and Movement</b>; page 167  <b>Help Me Pack, page 100</b>: To enjoy social interactions with each other  <b>Talk on the Phone, page 105</b>: To expand the use of jargon talk  <b>Shake It, Baby! Page 182</b>: To develop music appreciation</p>	<p><b>CC1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Move and dance to favorite songs and music. (2.1)</li> <li>• Participate in familiar songs and finger plays. (2.2)</li> <li>• Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3)</li> <li>• Respond to changes in tone and melody. (2.4)</li> <li>• Move their bodies creatively. (2.5)</li> <li>• Use objects and/or their voice to produce sounds and/or music that is</li> </ul>	<p><b><u>LED Foundations: Cognitive Development</u></b>; page 147</p> <p><b><u>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play</u></b>; page 17  <b>Brain Builders-Developing Cognitive Skills</b>; page 48  <b>Adaptations for Toddlers with Special Needs</b>; page 50</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Baby Band, page 164</b>: To encourage creative expression by making noises with simple objects  <b>Bounce, Bounce, Bounce, page 165</b>: To develop a sense of rhythm  <b>The Classics, page 165</b>: To develop an awareness of different</p>



	<p>else</p> <p><b>Beginning Bonding, page 88:</b> To build language awareness and encourage communication</p> <p><b>Talk to Me! page 92:</b> To respond to familiar voices</p> <p><b>Loud and Soft, page 118:</b> To build early listening skills</p> <p><b>Sing! Sing! Sing! Page 116:</b> To build early listening skills</p> <p><b>Humming and Body Contact, page 173:</b> To respond to a comforting voice: To feel comfortable and safe in her surroundings.</p> <p><b>Moving the Sound, page 174:</b> To develop listening skills; to develop tracking skills, both visual and auditory</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; To enhance music appreciation</p>		<p><b>Morning Greeting, page 185:</b> To build social skills; To increase awareness of sounds</p> <p><b>Na, Na, Na, Na, Na, Na, page 186:</b> To increase language development; To enhance auditory skills</p> <p><b>Shake Your Body to Music, page 186:</b> To enjoy music socially; To practice movement</p> <p><b>Singing Fun, page 187:</b> To expose the child to rhythm; To develop auditory skills</p> <p><b>Can You Copy Me? page 252:</b> To imitate the actions of others; To build an understanding of reciprocity</p>	<p>unique or creative. (2.6)</p>	<p>types of music</p> <p><b>Freeze Dance, page 169:</b> To develop creative expression</p> <p><b>Kitchen Band, page 171:</b> To develop a sense of rhythm</p> <p><b>Moving to Music, page 174:</b> To develop auditory discrimination</p> <p><b>Sing Out, page 178:</b> To develop a love of music by singing</p> <p><b>Songs and Pictures, page 179:</b> To develop memory through musical activities</p> <p><b>The Wonders of Music, page 182:</b> To develop a love of music</p> <p><b>Up and Down, Page 181:</b> To develop a sense of rhythm</p> <p><b>Mirror Dance, page 233:</b> To develop an awareness of sight and sound</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 2

### SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)

Standard CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.

Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>CC2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b></p> <p><b>Where Did It Go? page 70:</b> To stimulate vision by drawing attention to an object</p> <p><b>Family Pictures, page 77:</b> To identify family members by looking at a picture; To build visual discrimination skills</p> <p><b>Baby Mirror, page 205:</b> To build visual tracking skills</p> <p><b>Dancing Lights, page 207:</b> To recognize and track visual patterns</p> <p><b>Floating Bubbles, page 207:</b> To build visual discrimination skills; To track movements visually</p> <p><b>Rainbows, page 208:</b> To build visual discrimination skills</p>	<p><b>CC2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (1.1)</li> <li>Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.). (1.2)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b></p> <p><b>Family Pictures, page 77:</b> To build visual discrimination skills</p> <p><b>Batter Up! page 160:</b> To develop eye-hand coordination</p> <p><b>I Can Make It Move, page 217:</b> To continue to develop visual tracking skills</p> <p><b>Water Shake Bottles, page 219:</b> To build visual skills</p> <p><b>Bursting Bubbles, page 231:</b> To develop perception skills, such as visual memory and visual discrimination</p> <p><b>Messy Painting, page 232:</b> To provide multisensory learning experiences</p>	<p><b>CC2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Choose to participate in various forms of art activities. (2.1)</li> <li>Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2)</li> <li>Use a variety of tools and materials to create art. (2.3)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17</p> <p><b>Brain Builders-Developing Cognitive Skills;</b> page 48</p> <p><b>Adaptations for Toddlers with Special Needs;</b> page 50</p> <p><b>Activities &amp; Objectives</b></p> <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>Shoes for Fun, page 65:</b> To develop visual discrimination skills</p> <p><b>Brightest Chalk Scribbles, page 133:</b> To explore using different media</p> <p><b>Collage, page 135:</b> To develop the child's sense of creativity</p> <p><b>Finger painting on Paper, page 139:</b> To explore using various media to develop</p>

	<b>Report Covers, page 213:</b> To work on visual processing skills				creative skills <b>Lift of a Print, page 143:</b> To encourage creative expression <b>Paper Stain Painting, page 150:</b> To use various media to develop creative skills <b>Sandpaper and Stubs, page 155:</b> To encourage creative expression
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CC 3

<b>SUBDOMAIN: CREATIVE THINKING AND EXPRESSION (CC)</b>					
<b>Standard CC 3: Explore roles and experiences through dramatic art and play</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>CC3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Observe and imitate the actions of others (e.g., imitates mother's facial expression, holds a baby doll while mother holds ababy). (0.1)</li> <li>• Explore toys and other objects. (0.2)</li> <li>• Use everyday items (e.g., pots and pans, wooden spoons, cups)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Learning Spaces;</b> page 17</p> <p><b>Hello, World! Learning Spaces for Young Infants;</b> page 20</p> <p><b>Brain Builders-Learning Spaces: Modifications for Infants with Special Needs;</b> page 58</p> <p><b>Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and</b></p>	<p><b>CC3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use one object to represent another object. (1.1)</li> <li>• Imitate voice inflections and facial expressions from a character in a story. (1.2)</li> <li>• Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Learning Spaces;</b> page 17</p> <p><b>Moving Right Along! Learning Spaces for Mobile Infants;</b> page 33</p> <p><b>Brain Builders-Learning Spaces: Modifications for Infants with Special Needs;</b> page 58</p> <p><b>Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and</b></p>	<p><b>CC3 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Observe and/or engage in short dramatic performances with adult support. (2.1)</li> <li>• Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2)</li> <li>• Engage in brief episodes of make-believe play that involves sequenced steps, assigned</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17</p> <p><b>Here I Come! Learning Spaces for Young Toddlers;</b> page 22</p> <p><b>Brain Builders-Developing Cognitive Skills;</b> page 48</p> <p><b>Adaptations for Toddlers with Special Needs;</b> page 50</p>

<p>in their play. (0.3)</p>	<p><b>Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b> <b>Abacadabra, page 71:</b> To build memory connections in the brain through exploration of a novel object <b>Peek-a-boo, page 74:</b> To foster a sense of independence when the child hides <b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration <b>From Babbling to Words, page 91:</b> To learn to study faces <b>Echo Me, Echo You, page 95:</b>To understand the concept of reciprocity in learning to communicate <b>Make a Funny Face, page 245:</b> to encourage communication, such as a gurgle, coo, or squeal <b>Nurturing Rituals, page 246:</b> to help the child feel secure</p>		<p><b>Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b> <b>Hold the Toy, page 77:</b>To problem solve what to do with a toy <b>Roll Behind the Chair, page 80:</b> To imagine the continued motion of a hidden object; To have fun when involved in a social game <b>Follow-the Leader Sounds, page 90:</b> To practice language skills and use sounds to interact with someone else <b>Help Me Pack, page 100:</b> To begin to associate words with objects; To enjoy social interactions with each other <b>Talk on the Phone, page 105:</b> To experience pretend play</p>	<p>roles, and/or an overall plan for the play.(2.3)</p> <ul style="list-style-type: none"> <li>• Use one object to represent another object. (2.4)</li> </ul>	<p><b>Activities &amp; Objectives</b> <b>Hello! Who's There? Page 88:</b> To encourage the beginnings of dramatic play <b>A Jolly Good Fellow! Page 91:</b> To begin learning about celebrations <b>Box Car Painting, page 199:</b> To encourage dramatic play <b>Animal Slippers, page 213:</b> To encourage dramatic play <b>You do and I Do, page 222:</b> To become aware of turn taking <b>Bath Time for Dolly, page 227:</b> To engage in dramatic play <b>Inside-Out Day, page 262:</b> To encourage dramatic play <b>Neighborhood Visit, page 267:</b> To encourage dramatic play <b>Push the Trucks, page 291:</b> To practice cooperation and sharing <b>In the Kitchen, page 356:</b> To engage in dramatic play <b>Animal Safari, page 387:</b> To participate in dramatic play <b>My Tail, page 392:</b> To engage in dramatic play</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM1

<b>SUBDOMAIN: MATHEMATICS (CM)</b>					
<b>Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attend to an adult counting. (0.1)</li> <li>• Respond to adult question of whether or not they want more. (0.2)</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Infants, Volume 1:</u></b> <b>Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b><u>Activities &amp; Objectives</u></b> <b>Compartment, page 72:</b> To develop awareness of size relationships; To introduce one-to-one correspondence <b>High and Low Swing, page 208:</b> To build spatial awareness</p>	<p><b>CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in simple counting activities. (1.1)</li> <li>• Understand the concepts of “more” and “all.” (1.2)</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Infants, Volume 1:</u></b> <b>Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b><u>Activities &amp; Objectives</u></b> <b>A Place for the Animals, page 76:</b> To encourage experience with relationships of size and space <b>Repeat the Words, page 103:</b> To broaden the understanding of words in context <b>Classroom Maze, page 161:</b> To begin to develop cognitive thinking to solve puzzles <b>Singing Fun, page 187:</b> To expose the child to rhythm</p>	<p><b>CM 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recite the number list to count to 6. (2.1)</li> <li>• With prompting and support, count up to 3 and then backwards from 3. (2.2)</li> <li>• Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3)</li> <li>• Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”). (2.4)</li> <li>• With prompting and support, count one to three objects using one-to-one correspondence when doing simple routines. (2.5)</li> <li>• Identify one or two written numerals when named. (2.6)</li> <li>• Can match one or</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Toddlers and Twos, Volume 2:</u></b> <b>Numbers Everywhere;</b> page 329</p> <p><b><u>Activities &amp; Objectives</u></b> <b>Twos, page 72:</b> To develop counting skills <b>Numbers Everywhere;</b> page 329 <b>Clapping Game, page 330:</b> To begin understanding one-to-one correspondence <b>Five Little Kites, page 331:</b> To begin learning to count from 1 to 5 <b>Two Hands, One Heart, page 334:</b> To begin to recognize the numbers 1 and 2 <b>Beanbag Toss, page 335:</b> To begin to recognize the numbers 1-5 <b>Buried Treasure, page 336:</b> To develop number recognition <b>Cooking with Numbers, page 337:</b> To develop number recognition</p>

				<p>two written numerals with the correct amount of objects. (2.7)</p> <ul style="list-style-type: none"> <li>• Understand the concepts of “more,” “all” or “none”. (2.8)</li> <li>• Visually compare two sets of objects and identify which set has more. (2.9)</li> </ul>	<p><b>Counting Containers, page 338:</b> To develop one-on-one correspondence</p> <p><b>Leap Frog, page 339:</b> To develop one-to-one correspondence</p> <p><b>Let’s Hit the Bull’s Eye, page 340:</b> To begin to identify numbers</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM2

SUBDOMAIN: MATHEMATICS (CM)					
Standard CM 2: Understand basic patterns, concepts, and operations					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and</b></p>	<p><b>CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (1.1)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and</b></p>	<p><b>CM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in patterns that can be seen in the everyday environment (e.g., stringing beads, colored carpet squares, blocks of different shapes). (2.1)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2: Numbers Everywhere;</b> page 329</p> <p><b>Activities &amp; Objectives Baby Basketball,</b> page</p>



	<p><b>Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b>  <b>Can you Remember? page 71:</b> To enable an infant to begin to develop memory skills  <b>Songs and Rhymes, page 176:</b> To distinguish different voices, qualities, and tone  <b>Tap a Rhythm, page 178:</b> to recognize hands and feet through rhythms  <b>Dancing Lights, page 207:</b> To recognize and track visual patterns</p>	<ul style="list-style-type: none"> <li>• Imitate simple movement patterns. (1.2)</li> <li>• Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape). (1.3)</li> <li>• Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape). (1.4)</li> <li>• Participate in activities that combine and separate groups/sets of objects. (1.5)</li> </ul>	<p><b>Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b>  <b>Napkin Rings, page 78:</b> To explore the concepts of inside and outside  <b>Quite Puzzling, page 79:</b> To enhance neural wiring through experiences that begin with simple concepts and lead to more complex ideas  <b>Read It Again! page 120:</b> To recognize language patterns through repetition of familiar phrases  <b>Bursting Bubbles, page 231:</b> To develop eye-hand and eye-body coordination; To develop perception skills, such as visual memory and visual discrimination</p>	<ul style="list-style-type: none"> <li>• Copy simple movement or rhythmic patterns. (2.2)</li> <li>• Group/sort 3 to 4 objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)</li> <li>• Participate in activities that combine and separate groups/sets of objects. (2.4)</li> <li>• Participate in songs, finger plays and stories that illustrate combining and taking away objects/ items (e.g., Five Little Pumpkins, Anno's Magic Seeds, One More Bunny). (2.5)</li> <li>• Participate in simple story problems created with objects and/or manipulatives. (2.6)</li> </ul>	<p><b>52:</b> To explore the concept of size  <b>Patterns with Blocks, page 59:</b> To develop an awareness of patterns  <b>Peek-a-boo Card, page 60:</b> To develop awareness of the concepts of <i>part</i> and <i>whole</i>  <b>Reverse Pull, page 64:</b> To develop an awareness of the concepts of <i>same</i> and <i>different</i>  <b>The Sounds of Rain, page 68:</b> To develop an understanding of comparing and contrasting  <b>Stamp Printing, page 159:</b> To recognize and identify patterns  <b>Sock Sort, page 344:</b> To develop pattern recognition</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM3

<b>SUBDOMAIN: MATHEMATICS (CM)</b>					
<b>Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity and area.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Play with toys and other objects of different sizes and weights. (0.1)</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</u></b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b><u>Activities &amp; Objectives</u></b> <b>Compartments, page 72:</b> To develop awareness of size relationships <b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration <b>Dangling Beach Toy, page 146:</b> To use large muscles to explore cause and effect <b>Find the Toy, page 148:</b> To practice gross motor skills that involve turning and reaching <b>Prone Play, page 151:</b></p>	<p><b>CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>With adult support, notice differences in the size of objects. (1.1)</li> <li>Participate in activities that compare the size and weight of objects. (1.2)</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</u></b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b><u>Activities &amp; Objectives</u></b> <b>A Place for the Animals, page 76:</b> To encourage experience with relationships of size and space <b>Family Pictures, page 77:</b> To build visual discrimination skills <b>Napkin Rings, page 78:</b> To discover the properties of round things-especially that they can roll away <b>Explore Some More, page 153:</b> To encourage curiosity <b>Rattle Me! Page 156:</b> To practice grasping</p>	<p><b>CM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)</li> <li>Manipulate, handle, and use a variety of measurement tools in play. (2.2)</li> <li>Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Toddlers and Twos, Volume 2: Numbers Everywhere;</u></b> page 329</p> <p><b><u>Activities &amp; Objectives</u></b> <b>Baby Basketball, page 52:</b> To explore the concept of size <b>Behind the Flap, page 53:</b> To develop visual discrimination <b>Finger and Toe Copy Game, page 55:</b> To develop visual discrimination <b>Things that Roll, page 69:</b> To develop critical thinking skills <b>Tubes Inside Tubes, page 72:</b> To discover relationships of size and space <b>Object Washing, page 235:</b> To explore three-dimensional objects <b>Baster Blaster, page 254:</b> To explore the meaning of full and</p>

	To practice grasping an object <b>Explore Some More, page 153:</b> To encourage curiosity <b>Rattle Me! Page 156:</b> To practice grasping objects		objects <b>Explore Some More, page 153:</b> To encourage curiosity <b>Rattle Me! Page 156:</b> To practice grasping objects <b>Shoobox Train, page 164:</b> To practice problem solving skills <b>Stacking Cups, page 165:</b> To practice fine motor skills		empty <b>Drums, page 354:</b> To begin to identify shapes <b>Gone Fishing, page 355:</b> To begin to recognize shapes <b>In the Kitchen, page 356:</b> To begin to identify shapes <b>Shape Float, page 359:</b> To explore at the water table <b>Shape Float, page 359:</b> To begin to understand that concepts of sink and float
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CM4

SUBDOMAIN: MATHEMATICS (CM)					
Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<b>CM 4 Indicators:</b> <ul style="list-style-type: none"> <li>Explore various shapes. (0.1)</li> <li>Move their body in space and observe people and objects as they move through space. (0.2)</li> </ul>	<u><b>LED Foundations: Cognitive Development;</b></u> page 147  <u><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b></u> page 59 <u><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b></u> page 62  <u><b>Activities &amp; Objectives Follow the Action,</b></u>	<b>CM 4 Indicators:</b> <ul style="list-style-type: none"> <li>Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles). (1.1)</li> <li>Move their body to follow simple directions related to position in space (e.g., on, under, up,</li> </ul>	<u><b>LED Foundations: Cognitive Development;</b></u> page 147  <u><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b></u> page 59 <u><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b></u> page 62  <u><b>Activities &amp; Objectives A Place for the</b></u>	<b>CM 4 Indicators:</b> <ul style="list-style-type: none"> <li>Recognize at least two basic shapes. (2.1)</li> <li>Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2)</li> <li>Solve simple puzzles that require two pieces to fit together. (2.3)</li> </ul>	<u><b>LED Foundations: Cognitive Development;</b></u> page 147  <u><b>LED Toddlers and Twos, Volume 2: Numbers Everywhere;</b></u> page 329 <u><b>Shapes Big and Small;</b></u> page 345  <u><b>Activities &amp; Objectives Food Shapes, page 56:</b></u> To gain physical knowledge of the shapes using the senses

	<p><b>page 67:</b> To build attention</p> <p><b>Where Did It Go? Page 70:</b> To stimulate vision by drawing attention to an object</p> <p><b>Compartments, page 72:</b> To develop awareness of size relationships</p> <p><b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration</p> <p><b>Dangling Beach Toy, page 146:</b> To use large muscles to explore cause and effect</p> <p><b>Funny Booties, page 149:</b> To experiment with hands and feet</p> <p><b>In and Out, page 154:</b> To introduce the concepts of in and out; to practice grasping objects and moving them</p> <p><b>Let's Make that Move, page 154:</b> To entice the child to move from one place to another</p> <p><b>Rattle Me! Page 156:</b> To practice grasping objects</p>	<p>down).(1.2)</p>	<p><b>Animals, page 76:</b> To encourage experience with relationships of size and space</p> <p><b>Napkin Rings, page 78:</b> To discover the properties of round things-especially that they can roll away</p> <p><b>Quite Puzzling, page 79:</b> To enhance neural wiring through experiences that begin with simple concepts and lead to more complex ideas</p> <p><b>Roll Behind the Chair, page 80:</b> To imagine the continued motion of a hidden object</p> <p><b>A Round of Applause! Page 159:</b> To practice making hands meet at midline</p> <p><b>A Round of Applause! Page 159:</b> To practice making hands meet at midline</p> <p><b>Hitting Two Objects, page 163:</b> To bring hands to midline</p> <p><b>Shoobox Train, page 164:</b> To practice problem solving skills</p>	<ul style="list-style-type: none"> <li>• Participate in creating simple shapes using objects or other materials. (2.4)</li> <li>• Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e. g., beside, between). (2.5)</li> </ul>	<p><b>London bridge is Falling Down, page 94:</b> To learn the concepts of <i>down</i> and <i>up</i></p> <p><b>Hoop Ring around the Rosie, page 170:</b> To develop the concept of a circle</p> <p><b>Box Car Painting, page 199:</b> To develop eye-hand coordination</p> <p><b>One-Piece Puzzles, page 204:</b> To develop problem-solving skills</p> <p><b>Sponge Shapes, page 242:</b> To develop an awareness of colors and shapes</p> <p><b>Bubbly Fun, page 255:</b> To develop understanding of out and in</p> <p><b>Animal Dance, page 346:</b> To begin to recognize shapes</p> <p><b>Erase a Shape, page 347:</b> To begin to recognize a circle, triangle, square and rectangle</p> <p><b>Name that Shape, page 349:</b> to begin to distinguish among shapes</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 1

### SUBDOMAIN: SCIENCE (CS)

Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain

<b>observations, and draw conclusions).</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>CS1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1)</li> <li>• Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2)</li> <li>• Occasionally use simple problem-solving strategies to explore objects. (0.3)</li> <li>• Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62 <b>Exploring the Natural World-Nurture the Love of Nature;</b> page 221 <b>Exploring the Natural World with Infants with Special Needs;</b> page 223</p> <p><b>Activities &amp; Objectives</b> <b>Follow the Bee;</b> page 67: To be exposed to the concept of eye-hand coordination <b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration <b>Eye Follow-Ups,</b> page 147: To practice eye-hand coordination <b>Explore Some More,</b> page 153: To encourage curiosity <b>Magic Surprise,</b> page</p>	<p><b>CS1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment. (1.1)</li> <li>• Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor). (1.2)</li> <li>• Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out). (1.3)</li> <li>• Try different ways of solving a problem (e.g., pull the string on a toy that is stuck</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62 <b>Exploring the Natural World-Nurture the Love of Nature;</b> page 221 <b>Exploring the Natural World with Infants with Special Needs;</b> page 223</p> <p><b>Activities &amp; Objectives</b> <b>Hold the Toy,</b> page 77: To problem solve what to do with a toy <b>Classroom Maze,</b> page 161: To begin to develop cognitive thinking to solve puzzles <b>I Can Make It Move,</b> page 217: To develop understanding of cause and effect <b>Texture Blanket,</b> page 218: To explore various textures <b>Texture Crawl,</b> page</p>	<p><b>CS1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1)</li> <li>• Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2)</li> <li>• Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3)</li> <li>• Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4)</li> <li>• Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2: Exploring My Wonderful World-Learning through the Senses;</b> page 223</p> <p><b>Activities &amp; Objectives</b> <b>Behind the Flap,</b> page 53: To promote an awareness of doing things more than one way <b>Painting Goes Wild! Page 148:</b> To experiment with a variety of art utensils <b>Paper Quilt Painting,</b> page 149: To experiment with a variety of textures <b>Play clay Exploration,</b> page 151: To explore and model with clay <b>Community Drum,</b> page 166: To develop an awareness of cause and effect <b>Baby Food Jar Lid Clicker,</b> page 198: To explore cause and effect <b>Disposable Blocks,</b> page 201: To explore cause and effect</p>



	<p><b>155:</b> To encourage exploration of a novel item  <b>Air Stream, page 204:</b>To experience the feel of moving air  <b>High and Low Swing, page 208:</b> To build spatial awareness  <b>Water Play, page 210:</b> To interact with an element in the environment  <b>Bell Collection, page 211:</b> To experiment making a variety of sounds; To develop problem solving skills  <b>Cellophane in Embroidery Hoop, page 211:</b> To develop visual skills by experimenting with color</p>	<p>under something use a stick to dislodge a toythat is stuck). (1.4)</p>	<p><b>218:</b> To practice motor skills; To explore new environmental stimuli  <b>Warm and Cold, page 219:</b> To develop tactile skills; To experience descriptive vocabulary  <b>Water Shake Bottles, page 219:</b> To build visual skills; To develop and understanding of cause and effect</p>		<p><b>Bath Time for Dolly, page 227:</b> To explore sensory experiences  <b>Bubble Wrap Prints, page 228:</b> To explore various media  <b>Musical Lines, page 234:</b> To explore sound through music  <b>Sensory Exploration Bottles, page 239:</b> To explore visual stimuli  <b>Smelly Socks, page 241:</b> To develop awareness of the sense of smell  <b>Touch the Toy, page 248:</b> To explore tactile sensations</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 2

SUBDOMAIN: SCIENCE (CS)					
Standard CS 2: Acquire scientific knowledge related to physical science (properties of objects and materials).					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>CS2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand).</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p>	<p><b>CS2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand).</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p>	<p><b>CS2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Talk about observations of objects and materials in the indoor and outdoor</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2: Exploring the Natural World- Nurture the</b></p>



<p>(0.1)</p> <ul style="list-style-type: none"> <li>Show interest and curiosity in objects.</li> </ul> <p>(0.2)</p>	<p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62  <b>Exploring the Natural World-Nurture the Love of Nature;</b> page 221  <b>Exploring the Natural World with Infants with Special Needs;</b> page 223</p> <p><b>Activities &amp; Objectives</b>  <b>Where Did It Go? Page 70:</b> To stimulate vision by drawing attention to an object  <b>Abacadabra, page 71:</b> To build memory connections in the brain through exploration of a novel object  <b>Dangling Beach Toy, page 146:</b> To use large muscles to explore cause and effect  <b>Fun Things to Kick, page 149:</b> To practice kicking and move leg muscles  <b>Explore Some More, page 153:</b> To encourage curiosity  <b>Satin Feels Good, page 209:</b> To interact with various textures  <b>Blanket Fun, page 226:</b> To enjoy being outside  <b>Rain on Me, page 226:</b> To experience rain</p>	<p>(1.1)</p> <ul style="list-style-type: none"> <li>Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2)</li> <li>Watch how balls, toys and other objects move. (1.3)</li> </ul>	<p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62  <b>Exploring the Natural World-Nurture the Love of Nature;</b> page 221  <b>Exploring the Natural World with Infants with Special Needs;</b> page 223</p> <p><b>Activities &amp; Objectives</b>  <b>Hold the Toy, page 77:</b> To problem solve what to do with a toy  <b>Collection of Balls, page 162:</b> To experience cause and effect  <b>Stacking Cups, page 165:</b> To enjoy independent play  <b>Texture Crawl, page 218:</b> To explore new environmental stimuli  <b>Water Shake Bottles, page 219:</b> To develop and understanding of cause and effect  <b>Explore a Tree, page 231:</b> To enhance multisensory exploration  <b>Outside Exploring, page 234:</b> To build cognitive skills through multisensory exploration</p>	<p>environment. (2.1)</p> <ul style="list-style-type: none"> <li>Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2)</li> <li>Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3)</li> <li>With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4)</li> <li>Explore different ways balls, toys and other objects move. (2.5)</li> </ul>	<p><b>Love of Nature;</b> page 249</p> <p><b>Activities &amp; Objectives</b>  <b>Baby Basketball, page 52:</b> To explore the concept of size  <b>Play clay Exploration, page 151:</b> To explore and model with clay  <b>Sandpaper and Stubs, page 155:</b> To experiment with a variety of textures  <b>Cereal Pour, page 199:</b> To develop eye-hand coordination  <b>Haul It, page 218:</b> To develop an awareness of size and weight  <b>Outdoor Fun, page 267:</b> To explore using the senses  <b>Shape Float, page 359:</b> To begin to understand that concepts of sink and float</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 3

SUBDOMAIN: SCIENCE (CS)					
Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>CS3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Show interest and curiosity in plants and living creatures. (0.1)</li> </ul> <p>Look at and explore different parts of human body and living creatures. (0.2)</p>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders- Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Exploring the Natural World- Nurture the Love of Nature;</b> page 221</p> <p><b>Exploring the Natural World with Infants with Special Needs;</b> page 223</p> <p><b>Activities &amp; Objectives</b></p> <p><b>The Animal Signing Game, page 94:</b> To build vocabulary</p> <p><b>Wildflower Window</b></p>	<p><b>CS3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Explore the characteristics of living creatures (e.g., touches caregiver's face, looks intently at a leaf, or grabs the cat's tail). (1.1)</li> <li>Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur versus scales, big and small people). (1.2)</li> <li>Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3)</li> <li>Notice and explore</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders- Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Exploring the Natural World- Nurture the Love of Nature;</b> page 221</p> <p><b>Exploring the Natural World with Infants with Special Needs;</b> page 223</p> <p><b>Activities &amp; Objectives</b></p> <p><b>A Place for the Animals, page 76:</b> To encourage experience with relationships of size</p>	<p><b>CS3 Indicators:</b></p> <ul style="list-style-type: none"> <li>With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)</li> <li>Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)</li> <li>Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)</li> <li>Follow adults' guidance on how to</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2: Exploring the Natural World- Nurture the Love of Nature;</b> page 249</p> <p><b>Activities &amp; Objectives</b></p> <p><b>Bee Pictures, page 52:</b> To develop knowledge about nature</p> <p><b>Puppy Sounds, page 62:</b> To develop knowledge about dogs</p> <p><b>Touch the Animals, page 70:</b> To develop an awareness of animals</p> <p><b>Beanbag Fun, page 214:</b> To develop animal-related vocabulary</p> <p><b>Outside Treasures, page 269:</b> To develop an appreciation of the</p>

	<p><b>Panels, page 227:</b> To observe nature</p>	<p>differences in characteristics of living creatures and plants (e.g., a little plant versus a big plant, a baby animal versus a full-grown animal). (1.4)</p> <ul style="list-style-type: none"> <li>Show where common parts of an animal or human are when named by adult (e.g., point to the dog's ear, show me your foot). (1.5)</li> </ul>	<p>and space</p> <p><b>Explore a Tree, page 231:</b> To build observation skills</p> <p><b>New Zoo Revue, page 233:</b> To nurture brain development through sensory experiences</p> <p><b>Outside Exploring, page 234:</b> To enjoy nature</p>	<p>act appropriately when near living things. (2.4)</p> <ul style="list-style-type: none"> <li>Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)</li> <li>Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)</li> </ul>	<p>outdoors</p> <p><b>Colorful Cows, page 317:</b> To learn about cows</p> <p><b>Farm Animal Parade, page 318:</b> To learn about the sounds and movements of various animals</p> <p><b>Charting Plant Growth, page 367:</b> To observe plant growth</p> <p><b>Charting Plant Growth, page 367:</b> To chart the growth of seeds</p> <p><b>The Greenhouse, page 371:</b> To learn about plants and gardening</p> <p><b>Animal Parade, page 381:</b> To learn about the movements of various animals</p> <p><b>Animal Safari, page 387:</b> To begin to identify animals</p> <p><b>Animal Scenes, page 388:</b> To learn about animals</p> <p><b>Birds can Fly, page 389:</b> To learn about birds</p>
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### COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CS 4

SUBDOMAIN: SCIENCE (CS)					
Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)

<p><b>CS4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Respond to the current weather conditions. (0.1)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1:</b> <b>Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62 <b>Exploring the Natural World-Nurture the Love of Nature;</b> page 221 <b>Exploring the Natural World with Infants with Special Needs;</b> page 223</p> <p><b>Activities &amp; Objectives</b> <b>Blanket Fun, page 226:</b> To enjoy being outside <b>Rain on Me, page 226:</b> To experience rain <b>Talk Walks, page 227:</b> To Experience a trip outdoors <b>Wildflower Window Panels, page 227:</b> To observe nature <b>Bringing the Outside In, page 229:</b> To build observation skills <b>Outdoor Time, page 230:</b> To explore nature</p>	<p><b>CS4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Notice the current weather conditions. (1.1)</li> <li>Participate in stories, songs, and finger plays about seasons and the weather. (1.2)</li> <li>Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3)</li> <li>Participate in stories, songs, and finger plays about day and night. (1.4)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1:</b> <b>Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62 <b>Exploring the Natural World-Nurture the Love of Nature;</b> page 221 <b>Exploring the Natural World with Infants with Special Needs;</b> page 223</p> <p><b>Activities &amp; Objectives</b> <b>Warm and Cold, page 219:</b> To develop tactile skills <b>Water Shake Bottles, page 219:</b> To develop and understanding of cause and effect <b>Explore a Tree, page 231:</b> To enhance multisensory exploration <b>New Zoo Revue, page 233:</b> To nurture brain development through sensory experiences <b>No-Mess Painting, page 233:</b> To enjoy water play <b>Outside Exploring, page 234:</b> To build cognitive skills through</p>	<p><b>CS4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1)</li> <li>Point to types of clothing needed for current season- al weather conditions. (2.2)</li> <li>Talk about the current weather conditions. (2.3)</li> <li>Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4)</li> <li>Identify the sky's different characteristics during night and day. (2.5)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2:</b> <b>Taking Care of My Green Earth;</b> page 361</p> <p><b>Activities &amp; Objectives</b> <b>Bee Pictures, page 52:</b> To develop knowledge about nature <b>Grasshoppers, page 261:</b> To learn about the natural world <b>Outside Treasures, page 269:</b> To develop an appreciation of the outdoors <b>Sounds of Nature, page 271:</b> To notice sounds heard in the environment <b>Recycling Is Great! Page 366:</b> To learn about recycling <b>Ocean Days, page 364:</b> To learn about the ocean <b>Trash, Trash Everywhere, page 366:</b> To learn about recycling <b>Collage Treasures, page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things <b>Collage Treasures, page 368:</b> To develop fine motor skills <b>Compost Pile</b></p>
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			multisensory exploration		<b>Experiment, page 369:</b> To learn what a compost pile is <b>Compost Pile Experiment, page 369:</b> To learn what a compost pile is <b>Trash to Treasure, page 375:</b> To explore using recyclable materials to create
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 1

<b>SUBDOMAIN: SOCIAL STUDIES (CSS)</b>					
<b>Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one's self, family, and community.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<b>CSS 1 Indicators:</b> <ul style="list-style-type: none"> <li>Recognize familiar people. (0.1)</li> <li>Show anticipation of events in daily routine and activities. (0.2)</li> </ul>	<b>LED Foundations:</b> <b>Cognitive Development;</b> page 147  <b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62  <b>Activities &amp; Objectives</b>	<b>CSS 1 Indicators:</b> <ul style="list-style-type: none"> <li>Remember familiar people (e.g., object permanence). (1.1)</li> <li>Show anticipation of events in daily routine. (1.2)</li> </ul>	<b>LED Foundations:</b> <b>Cognitive Development;</b> page 147  <b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62  <b>Activities &amp; Objectives</b>	<b>CSS 1 Indicators:</b> <ul style="list-style-type: none"> <li>Respond to changes in routines or schedules (may be a positive or negative response). (2.1)</li> <li>Remember familiar people, events and objects (e.g., object permanence). (2.2)</li> <li>Demonstrate memory of</li> </ul>	<b>LED Foundations:</b> <b>Cognitive Development;</b> page 147  <b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17 <b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19 <b>Here I Come! Learning</b>

	<p><b>Follow the Action, page 67:</b> To help a baby learn to distinguish features on a face</p> <p><b>Can you Remember? Page 71:</b> To enable an infant to begin to develop memory skills</p> <p><b>Remembering, page 74:</b> To develop memory skills</p> <p><b>Who Is Under the Scarf? Page 75:</b> To develop object permanence</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>Talk to Me! Page 92:</b> To respond to familiar voices</p> <p><b>Where's Teddy? Page 99:</b> To develop name recognition</p> <p><b>Let's Make that Move, page 154:</b> To experience cause and effect</p> <p><b>Ah, Boo! Page 242:</b> To begin responding to familiar voices</p> <p><b>When Will the Kisses Come? Page 247:</b> To recognize familiar voices</p> <p><b>Who's Here? Page 251:</b> To build bonding with parents and caregivers</p>		<p><b>Baby Mice, page 76:</b> To learn to anticipate events</p> <p><b>Family Pictures, page 77:</b> To identify family members by looking at a picture</p> <p><b>Pictures, Pictures, page 79:</b> To help a child develop memory skills by recognizing pictures</p> <p><b>What's in the Box? Page 80:</b> To enhance understanding of object permanence</p> <p><b>Get Me, page 163:</b> To practice the concept of object permanence</p> <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 learn names of familiar people</p> <p><b>Silly Antics, page 255:</b> To activate chemicals in the brain that heighten memory</p> <p><b>Take-Home Photo Album, page 255:</b> To recognize familiar faces</p> <p><b>Who's Here Magnets, page 256:</b> To learn names of other children in the center</p>	<p>reoccurring events through actions or words (e.g., "After lunch, I will hear a story."). (2.3)</p>	<p><b>Spaces for Young Toddlers;</b> page 22</p> <p><b>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b> page 32</p> <p><b>See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33</p> <p><b>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44</p> <p><b>Brain Builders-Developing Cognitive Skills;</b> page 48</p> <p><b>Adaptations for Toddlers with Special Needs;</b> page 50</p> <p><b>Activities &amp; Objectives</b></p> <p><b>Baby Basketball, page 52:</b> To learn games with simple rules</p> <p><b>Here Are My Hands, page 57:</b> To develop an awareness of hand-washing routines</p> <p><b>Flaps Galore! Page 202:</b> To develop an awareness of object permanence</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 2



<b>SUBDOMAIN: SOCIAL STUDIES (CSS)</b>					
<b>Standard CSS 2: Describe people, events, and symbols of the past and present.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in people. (0.1)</li> <li>• Recognize familiar people. (0.2)</li> <li>• Show interest in holiday, cultural, and/or birthday celebrations for family members and peers. (0.3)</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Infants, Volume 1:</u></b> <b>Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b><u>Activities &amp; Objectives</u></b> <b>The Blowing Game,</b> page 66: To encourage social interactions with adults <b>Hello,</b> page 68: To develop a secure attachment with adults <b>Who Am I? Page 70:</b> To foster a sense of attachment <b>Snuggle Buggle, I Love You,</b> page 69: To promote bonding and attachment <b>Who Am I? Page 70:</b> To foster a sense of attachment <b>Hide the Teddy,</b> page 73: To build language and social interaction</p>	<p><b>CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between person attached to/family members and others. (1.1)</li> <li>• Participate in holiday, cultural and/or birthday celebrations for family members and peers. (1.2)</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Infants, Volume 1:</u></b> <b>Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b><u>Activities &amp; Objectives</u></b> <b>Family Pictures,</b> page 77: To identify family members by looking at a picture; To build the child's sense of belonging <b>Roll Behind the Chair,</b> page 80: To have fun when involved in a social game <b>Help Me Pack,</b> page 100: To enjoy social interactions with each other <b>Picture Wall,</b> page 102: To recognize names based on pictures <b>Repeat the Words,</b> page 103: To broaden the understanding of</p>	<p><b>CSS 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Name immediate family members, caregivers and peers. (2.1)</li> <li>• Point out family members, caregivers and peers in a picture. (2.2)</li> <li>• Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3)</li> <li>• Participates in songs, fingerplays and stories about familiar objects associated with local, state and national symbols. (2.4)</li> <li>• Participate in holiday, cultural and/or birthday celebrations related to family and the local community. (2.5)</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Toddlers and Twos, Volume 2:</u></b> <b>Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17 <b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19 <b>Here I Come! Learning Spaces for Young Toddlers;</b> page 22 <b>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b> page 32 <b>See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33 <b>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44 <b>Brain Builders-Developing Cognitive Skills;</b> page 48 <b>Adaptations for Toddlers with Special</b></p>

	<p>skills  <b>Beginning Bonding, page 88:</b> To build language awareness and encourage communication  <b>Communicating with the Baby, page 89:</b> To build a sense of security that physical needs will be met by a caring adult  <b>Follow-the Leader Sounds, page 90:</b> To build security by enjoying social interactions  <b>Mouth Sounds, page 91:</b> To introduce reciprocity in conversations  <b>Talk to Me! Page 92:</b> To respond to familiar voices  <b>Echo Me, Echo You, page 95:</b> To understand the concept of reciprocity in learning to communicate  <b>Where's Teddy? Page 99:</b> To develop name recognition</p>		<p>words in context  <b>Family Faces, page 125:</b> To connect a picture with a specific person  <b>Family Faces, page 125:</b> To connect a picture with a specific person</p>		<p><b>Needs;</b> page 50  <u><b>Activities &amp; Objectives</b></u>  <b>A Jolly Good Fellow! Page 91:</b> To begin learning about celebrations  <b>This Old Man, page 180:</b> To develop understanding of repetition  <b>You do and I Do, page 222:</b> To become aware of turn taking  <b>Saying Names, page 237:</b> To develop critical thinking skills  <b>To the Supermarket, page 248:</b> To develop oral language and vocabulary skills  <b>Neighborhood Visit, page 267:</b> To encourage dramatic play</p>
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### COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 3

SUBDOMAIN: SOCIAL STUDIES (CSS)					
Standard CSS 3: Develop an awareness of geographic locations, maps, and landforms.					
Louisiana Infants	LED (Birth – 9 months)	Louisiana Young Toddlers	LED (9-12 months)	Louisiana Older Toddlers	LED (12-36 months)

<b>(Birth - 11 months)</b>		<b>(9 – 18 months)</b>		<b>(16 – 36 months)</b>	
<p><b>CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Explore the immediate environment (inside and outside with adult supervision). (0.1)</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Infants, Volume 1:</u></b>  <b>Brain Builders-Developing Cognitive Skills,</b> page 59  <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Blanket Fun, page 226:</b>  To enjoy being outside  <b>Rain on Me, page 226:</b>  To encourage sensory exploration  <b>Talk Walks, page 227:</b>  To Experience a trip outdoors  <b>Wildflower Window Panels, page 227:</b> To observe nature  <b>Wind Sock, page 228:</b>  To enjoy nature  <b>Bringing the Outside In, page 229:</b> To build observation skills  <b>Exploring Game, page 229:</b> To develop exploration skills  <b>Outdoor Time, page 230:</b> To explore nature</p>	<p><b>CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Move from one area to another to explore the environment. (1.1)</li> <li>Assist with classroom clean-up routines such as picking up toys. (1.2)</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Infants, Volume 1:</u></b>  <b>Brain Builders-Developing Cognitive Skills,</b> page 59  <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>New Zoo Revue, page 233:</b> To nurture brain development through sensory experiences  <b>No-Mess Painting, page 233:</b> To enjoy water play  <b>Outside Exploring, page 234:</b> To enjoy nature  <b>Outside Exploring, page 234:</b> To build cognitive skills through multisensory exploration  <b>Neighborhood Visit, page 267:</b> To encourage dramatic play</p>	<p><b>CSS 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Recognize some familiar places, such as child care, home, store, relative's house. (2.1)</li> <li>Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy). (2.2)</li> <li>Play with and explore items such as maps or simple diagrams of the classroom. (2.3)</li> <li>Help to throw away trash when asked. (2.4)</li> <li>Assist adult with daily clean-up routines (e.g., put manipulatives back in to bucket, throw napkin into trash, etc.). (2.5)</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Cognitive Development;</b> page 147</p> <p><b><u>LED Toddlers and Twos, Volume 2:</u></b>  <b>Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17  <b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19  <b>Here I Come! Learning Spaces for Young Toddlers;</b> page 22  <b>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b> page 32  <b>See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33  <b>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44  <b>Brain Builders-Developing Cognitive Skills;</b> page 48  <b>Adaptations for Toddlers with Special Needs;</b> page 50</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Graduated Nesting, page 56:</b> To develop awareness of properties</p>

					<p>of size and space</p> <p><b>I Can Do It Myself, page 203:</b> To develop critical-thinking skills</p> <p><b>Toothbrush Holders, page 211:</b> To develop sorting skills</p> <p><b>Floating Islands, page 229:</b> To engage in dramatic play</p> <p><b>To the Supermarket, page 248:</b> To develop oral language and vocabulary skills</p> <p><b>Inside-Out Day, page 262:</b> To encourage dramatic play</p> <p><b>Neighborhood Visit, page 267:</b> To develop language skills</p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Trash, Trash Everywhere, page 366:</b> To learn about recycling</p>
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### COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 4

SUBDOMAIN: SOCIAL STUDIES (CSS)					
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)

<p><b>CSS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs). (0.1)</li> <li>• Look at books or pictures of homes that are similar to those found in their own community. (0.2)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b> <b>Chants and Rhyme, page 116:</b> To familiarize and infant with the sounds of language <b>I Love the Music, page 173:</b> To release neurotransmitters in the brain that activate memory <b>Learning with Classics, page 174:</b> To develop music appreciation <b>Wanna Dance? Page 179:</b> To experience music as a great social activity <b>Live in Concert, page 180:</b> To enhance music appreciation <b>Second Language Sing-Along, page 182:</b> To expose the infant to other languages</p>	<p><b>CSS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in simple ways in rhymes and music from various cultures. (1.1)</li> <li>• Listen for short periods of time and look at pictures of shelters/homes in different geographic regions. (1.2)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b> <b>Discovering Books, page 124:</b> To broaden language skills <b>Family Faces, page 125:</b> To connect a picture with a specific person <b>Personal Book, page 128:</b> To reinforce recognition of family members</p>	<p><b>CSS 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in rhymes and music from various cultures. (2.1)</li> <li>• Communicate about the home that he/she lives in. (2.2)</li> <li>• Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17 <b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19 <b>Here I Come! Learning Spaces for Young Toddlers;</b> page 22 <b>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b> page 32 <b>See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33 <b>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44 <b>Brain Builders-Developing Cognitive Skills;</b> page 48 <b>Adaptations for Toddlers with Special Needs;</b> page 50</p> <p><b>Activities &amp; Objectives</b> <b>Bonjour and Buenos Dias, page 82:</b> To build vocabulary <b>A Jolly Good Fellow! Page 91:</b> To begin</p>
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					learning about celebrations <b>Cozy Library, page 114:</b> To encourage interest in books <b>The Classics, page 165:</b> To develop an awareness of different types of music
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 5

SUBDONMAIN: SOCIAL STUDIES (CSS)					
Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<b>CSS 5 Indicators:</b> <ul style="list-style-type: none"> <li>Notice others carrying out routines and responsibilities. (0.1)</li> <li>Respond to changes in adult's tone of voice, expression, or visual cues (e.g., shaking head). (0.2)</li> </ul>	<u><b>LED Foundations:</b></u> <b>Cognitive Development;</b> page 147  <u><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b></u> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62  <u><b>Activities &amp; Objectives</b></u> <b>Look into My Eyes, page 69:</b> To build auditory processing skills <b>Hide the Teddy, page 73:</b> To build language	<b>CSS 5 Indicators:</b> <ul style="list-style-type: none"> <li>Participate in simple routines with adult support (e.g., putting away toys or handing out napkins). (1.1)</li> <li>Respond to guidance when redirected or given one word instructions. (1.2)</li> <li>Notice community workers they see on a regular basis (e.g., persons who collect the garbage, etc.). (1.3)</li> </ul>	<u><b>LED Foundations:</b></u> <b>Cognitive Development;</b> page 147  <u><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b></u> page 59 <b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62  <u><b>Activities &amp; Objectives</b></u> <b>Baby Mice, page 76:</b> To learn to anticipate events <b>Name the Toy, page 101:</b> To learn about the use and names of	<b>CSS 5 Indicators:</b> <ul style="list-style-type: none"> <li>With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1)</li> <li>Follow rules with adult support. (2.2)</li> <li>Accept redirection from adult. (2.3)</li> <li>Identify simple rules.</li> </ul>	<u><b>LED Foundations:</b></u> <b>Cognitive Development;</b> page 147  <u><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b></u> page 17 <b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19 <b>Here I Come! Learning Spaces for Young Toddlers;</b> page 22 <b>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b> page 32



	<p>and social interaction skills</p> <p><b>The Animal Signing Game, page 94:</b> To develop a way to communicate</p> <p><b>Infant Cues, page 96:</b> To develop language by consistently responding to verbal cues</p> <p><b>Listening Fun, page 97:</b> To help develop speech and language comprehension skills</p> <p><b>Humming and Body Contact, page 173:</b> To respond to a comforting voice</p> <p><b>Baby Faces Book, page 243:</b> To distinguish facial expressions</p> <p><b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions</p>		<p>everyday items</p> <p><b>Repeat the Words, page 103:</b> To broaden the understanding of words in context</p> <p><b>Talk on the Phone, page 105:</b> To experience pretend play</p> <p><b>Can You Copy Me? Page 252:</b> To imitate the actions of others</p> <p><b>Can You Copy Me? Page 252:</b> To imitate the actions of others</p> <p><b>Transitional Photos, page 256:</b> To recognize familiar faces</p> <p><b>Who's Here Magnets, page 256:</b> To learn names of other children in the center</p> <p><b>Who's Here Magnets, page 256:</b> To develop a sense of belonging</p>	<p>(2.4)</p> <ul style="list-style-type: none"> <li>Identify various familiar workers in the community (e.g., doctor, nurse). (2.5)</li> </ul>	<p><b>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</b></p> <p><b>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</b></p> <p><b>Brain Builders- Developing Cognitive Skills; page 48</b></p> <p><b>Adaptations for Toddlers with Special Needs; page 50</b></p> <p><b>Activities &amp; Objectives</b></p> <p><b>Baby Basketball, page 52:</b> To learn games with simple rules</p> <p><b>Here Are My Hands, page 57:</b> To practice following directions</p> <p><b>Hello! Who's There? Page 88:</b> To encourage the beginnings of dramatic play</p> <p><b>I Can Do It Myself, page 203:</b> To develop self-help skills</p> <p><b>To the Supermarket, page 248:</b> To develop oral language and vocabulary skills</p>
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## COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE: CSS 6

### SUBDOMAIN: SOCIAL STUDIES (CSS)

Standard CSS 6: Demonstrate an awareness of basic economic concepts.

<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>CSS 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (0.1)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b></p> <p><b>Always Talking,</b> page 87: To build receptive language</p> <p><b>Coo and Squeal,</b> page 89: To develop self-expression through a gurgle, coo, or squeal</p> <p><b>My Favorite Sound,</b> page 92: To begin to connect sounds with their sources</p> <p><b>The Animal Signing Game,</b> page 94: To develop a way to communicate</p> <p><b>Infant Cues,</b> page 96: To develop language by consistently responding to verbal cues</p> <p><b>Magic Surprise,</b> page 155: To practice grasping</p> <p><b>Social Rituals,</b> page</p>	<p><b>CSS 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>Communicate desire for objects and/or persons that are in the classroom or home. (1.1)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Infants, Volume 1: Brain Builders-Developing Cognitive Skills,</b> page 59</p> <p><b>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Activities &amp; Objectives</b></p> <p><b>Baby Mice,</b> page 76: To learn to anticipate events</p> <p><b>Roll Behind the Chair,</b> page 80: To have fun when involved in a social game</p> <p><b>Help Me Pack,</b> page 100: To begin to associate words with objects</p> <p><b>My Friends and Me,</b> page 254: To build spontaneous interaction skills</p> <p><b>Transitional Photos,</b> page 256: To build a sense of belonging</p>	<p><b>CSS 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>Use play money in play activities. (2.1)</li> <li>Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2)</li> <li>Indicate wants and needs through words and gestures. (2.3)</li> </ul>	<p><b>LED Foundations: Cognitive Development;</b> page 147</p> <p><b>LED Toddlers and Twos, Volume 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play;</b> page 17</p> <p><b>The Importance of Play for Toddlers and Twos with Special Needs;</b> page 19</p> <p><b>Here I Come! Learning Spaces for Young Toddlers;</b> page 22</p> <p><b>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b> page 32</p> <p><b>See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33</p> <p><b>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44</p> <p><b>Brain Builders-Developing Cognitive Skills;</b> page 48</p> <p><b>Adaptations for Toddlers with Special Needs;</b> page 50</p> <p><b>Activities &amp; Objectives</b></p>

	<p><b>251:</b> To understand how to initiate positive interactions with others</p> <p><b>Can You Copy Me?</b></p> <p><b>Page 252:</b> To build an understanding of reciprocity</p>				<p><b>Someone Special, page 67:</b> To develop listening skills</p> <p><b>Where's the Bunny? Page 75:</b> To develop critical-thinking skills</p> <p><b>I Can Do It Myself, page 203:</b> To develop self-help skills</p> <p><b>Pouring from Pitchers or Cups, page 207:</b> To explore cause and effect</p> <p><b>Bath Time for Dolly, page 227:</b> To engage in dramatic play</p> <p><b>To the Supermarket, page 248:</b> To develop oral language and vocabulary skills</p>
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## Language and Literacy Development: LL 1

SUBDOMAIN: SPEAKING AND LISTENING					
Standard LL 1: Comprehend or understand and use language.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show interest in adultspeech. (0.1)</li> <li>• Look in the directionof sound. (0.2)</li> <li>• Recognize words for familiar items such as “cup” or “bottle”. (0.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me!</b> <b>Communication and Language Skills,</b> page 81</p> <p><b>Communication Issues in Infants with</b></p>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Attend to adult language. (1.1)</li> <li>• Respond to adult's facial expressions (e.g., stops throwing blocks after a stern look fromadult). (1.2)</li> <li>• Identify familiar</li> </ul>	<p><b>LED Foundations:</b> <b>Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me!</b> <b>Communication and Language Skills,</b> page 81</p> <p><b>Communication Issues</b></p>	<p><b>LL 1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify some bodyparts when asked. (2.1)</li> <li>• Understand simple questions such as, “Where is your blanket?” (2.2)</li> <li>• Show understanding of</li> </ul>	<p><b>LED Foundations:</b> <b>Language and Communication;</b> page 180</p> <p><b>LED Toddlers and Twos, Volume 2: Talk! Read! Listen!</b> <b>Page 77</b> <b>Communication Issues in Toddlers and Twos</b></p>

<ul style="list-style-type: none"> <li>• Engage in turn-taking. (0.4)</li> <li>• Coo when spoken to.(0.5)</li> <li>• Smile in response to social stimulation.(0.6)</li> <li>• Know own name byresponding whennameis spoken.(0.7)</li> <li>• Respond to the sound of language and thesteady rhythm of words. (0.8)</li> <li>• Get attention or ex-press needs through sound, facial expressions, and movements. (0.9)</li> <li>• Imitate different sounds. (0.10)</li> </ul>	<p><b>Developmental Delays,</b> page 84  <b>Change My Life by Turning a Page;</b> page 107  <b>Literacy Development in Infants;</b> page 110  <b>Book List for Infants;</b> page113  <b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>Always Talking, page 87:</b> To build receptive language  <b>Babbling, page 87:</b> To encourage babbling  <b>Baby Talk, page 88:</b> To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds  <b>Communicating with the Baby, page 89:</b> To simulate awareness of sounds  <b>Coo and Squeal, page 89:</b> To develop self-expression through a gurgle, coo, or squeal  <b>From Babbling to Words, page 91:</b> To learn to study faces  <b>Mouth Sounds, page 91:</b> To identify facial expression and mouth sounds  <b>The Animal Signing Game, page 94:</b> To develop a way to</p>	<p>people or objects when asked. (1.3)</p> <ul style="list-style-type: none"> <li>• Follow simple commands (e.g., “Come here”). (1.4)</li> <li>• Use facial expression to show excitement or distress. (1.5)</li> <li>• Use gesturesand words to communicate needs. (1.6)</li> <li>• Repeat familiar words. (1.7)</li> <li>• Respond to simple rhymes and finger-plays. (1.8)</li> <li>• Use hand gestures to show recognition of a song. (1.9)</li> <li>• Use one to two words to communicate (askquestions or signal needs) so thatthe communication is understood by family and familiar adults most of the time. (1.10)</li> </ul>	<p><b>in Infants with Developmental Delays,</b> page 84  <b>Change My Life by Turning a Page;</b> page 107  <b>Literacy Development in Infants;</b> page 110  <b>Book List for Infants;</b> page113  <b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>Movement and Position Words, page 100:</b> To expose the child to words that depict movement and position  <b>Name Games, page 101:</b> To build vocabulary  <b>Name the Toy, page 101:</b> To learn about the use and names of everyday items  <b>Picture Wall, page 102:</b> To recognize names based on pictures  <b>Repeat the Words, page 103:</b> To broaden the understanding of words in context  <b>Rhyming Names, page 104:</b> To hear rhymes used in everyday language  <b>Talk on the Phone, page 105:</b> To expand the use of jargon talk  <b>Where’s Your Nose? Page 105:</b> To develop an understanding of</p>	<p>words through response (e.g., going to get a diaper when told it is time for diaper change).(2.3)</p> <ul style="list-style-type: none"> <li>• Use shortphrases combined with gestures and intonation to communicate. (2.4)</li> <li>• Ask “what’s that?” questions repeatedly. (2.5)</li> <li>• Engage in short conversations with others. (2.6)</li> <li>• Understand a pause in the conversation is a signal to take a turn.(2.7)</li> <li>• Share experiences using simple 2-3 word combinations. (2.8)</li> <li>• Repeat phrases or key words to simplerhymes and fingerplays. (2.9)</li> <li>• Imitate words and actions to simple rhymes and fingerplays.(2.10)</li> <li>• Combine two to three words to make phrases, simple sentences</li> </ul>	<p><b>with Developmental Delays;</b> page 79  <b>Change My Life by Turning a Page:</b> <b>Literacy Development;</b> page 80  <b>Books for Toddlers and Twos;</b> page 105  <b>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs;</b> page 107</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>All about the Picture, page 81:</b> To develop verbal communication skills  <b>Animal Talk! Page 81:</b> To develop vocabulary  <b>Copycat Language, page 84:</b> To develop oral language skills  <b>The Cow Says, “Moo”, page 84:</b> To develop oral language skills  <b>Dressing Talk, page 85:</b> To develop vocabulary  <b>Good Morning to You! Page 87:</b> To develop oral language skills  <b>Hello! Who’s There? Page 88:</b> To develop language skills  <b>Teddy Bear, Teddy Bear, page 100:</b> To encourage understanding of rhyme  <b>Twinkle, Twinkle, Little Star, page 101:</b> To</p>
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	communicate <b>Echo Me, Echo You, page 95:</b> To understand the concept of reciprocity in learning to communicate <b>Infant Cues, page 96:</b> To develop language by consistently responding to verbal cues		vocabulary related to body parts	or to ask questions, such as “Where Mommy?” (2.11)  • Is easily understood by family and familiar adults. (2.12)	develop vocabulary <b>Where’s the Chick? Page 103:</b> To develop listening skills <b>Yo-Ho: A-Spying We Go, page 103:</b> To develop vocabulary
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## Language and Literacy Development: LL 2

<b>SUBDOMAIN: LANGUAGE</b>					
<b>Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<b>LL2 Indicators:</b> <ul style="list-style-type: none"> <li>Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)</li> <li>Recognize names of familiar people and objects. (0.2)</li> <li>Use gestures and sounds to communicate needs. (0.3)</li> </ul>	<u><b>LED Foundations: Language and Communication;</b></u> page 180  <u><b>LED Infants, Volume 1: Talk To Me! Communication and Language Skills,</b></u> page 81 <b>Communication Issues in Infants with Developmental Delays,</b> page 84 <b>Change My Life by Turning a Page;</b> page 107 <b>Literacy Development in Infants;</b> page 110 <b>Book List for Infants;</b> page 113	<b>LL2 Indicators:</b> <ul style="list-style-type: none"> <li>Demonstrate positional words with body movement or through gestures. (1.1)</li> <li>Use words such as “mama” and “dada”. (1.2)</li> <li>Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”). (1.3)</li> </ul>	<u><b>LED Foundations: Language and Communication;</b></u> page 180  <u><b>LED Infants, Volume 1: Talk To Me! Communication and Language Skills,</b></u> page 81 <b>Communication Issues in Infants with Developmental Delays,</b> page 84 <b>Change My Life by Turning a Page;</b> page 107 <b>Literacy Development in Infants;</b> page 110 <b>Book List for Infants;</b> page 113	<b>LL2 Indicators:</b> <ul style="list-style-type: none"> <li>With prompting and support, respond to opposite words during games and activities. (2.1)</li> <li>Sing and act out motions using a variety of positional words. (2.2)</li> <li>Talk about the actions of others. (2.3)</li> <li>Use pronouns “me”, “you”, and “I”. (2.4)</li> <li>Use name of self and of other</li> </ul>	<u><b>LED Foundations: Language and Communication;</b></u> page 180 <u><b>LED Toddlers and Twos, Volume 2: Talk! Read! Listen! Page 77</b></u> <b>Communication Issues in Toddlers and Twos with Developmental Delays;</b> page 79 <b>Change My Life by Turning a Page: Literacy Development;</b> page 80 <b>Books for Toddlers and Twos;</b> page 105 <b>Tips for Reading and Developing Literacy Concepts with</b>



	<p><b>Literacy Adaptations for Infants with Special Needs, page 114</b></p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Babbling, page 87:</b> To encourage babbling  <b>Mouth Sounds, page 91:</b> To introduce reciprocity in conversations  <b>Talk to Me! Page 92:</b> To respond to familiar voices  <b>Talking Together, page 93:</b> To further develop oral language skills  <b>The Animal Signing Game, page 94:</b> To build vocabulary  <b>Routine Conversation, page 97:</b> To continue developing listening and language comprehension</p>		<p><b>Literacy Adaptations for Infants with Special Needs, page 114</b></p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Name Games, page 101:</b> To build vocabulary  <b>Name Games, page 101:</b> To build vocabulary  <b>Pointing, page 103:</b> To develop body part recognition  <b>Where's Your Nose? Page 105:</b> To develop an understanding of vocabulary related to body parts  <b>Where's Your Nose? Page 105:</b> To develop an understanding of vocabulary related to body parts  <b>Reading Tips, page 120:</b> To expand vocabulary</p>	<p>people. (2.5)</p> <ul style="list-style-type: none"> <li>Name some objects or people in books. (2.6)</li> <li>Use simple sentences and questions that incorporate expanding vocabulary. (2.7)</li> </ul>	<p><b>Toddlers and Twos with Special Needs; page 107</b></p> <p><b><u>Activities &amp; Objectives</u></b>  <b>All about the Picture, page 81:</b> To develop vocabulary  <b>Animal Talk! Page 81:</b> To develop vocabulary  <b>Bonjour and Buenos Dias, page 82:</b> To build vocabulary  <b>Copycat Language, page 84:</b> To develop vocabulary  <b>Dressing Talk, page 85:</b> To develop vocabulary  <b>Good Morning to Your! Page 87:</b> To develop vocabulary  <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>Let's Talk, page 92:</b> To develop vocabulary  <b>Little Ants, page 92:</b> To develop vocabulary  <b>First Color Mixing, page 141:</b> To develop vocabulary  <b>Dancing Rings, page 168:</b> To develop receptive vocabulary skills  <b>Sing Out, page 178:</b> To develop language and vocabulary  <b>In My Little Corner of</b></p>
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					<p><b>the World, page262:</b> To develop vocabulary  <b>How Do You Feel Today? Page 286:</b> To develop vocabulary  <b>Animal Scenes, page 316:</b> To develop vocabulary and language skills  <b>The Greenhouse, page 371:</b> To develop vocabulary</p>
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### Language and Literacy Development: LL 3

SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT					
Standard LL 3: Develop an interest in books and their characteristics.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>LL3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Manipulate books by holding, chewing, banging, etc. (0.1)</li> <li>Look at picture books with interest, sometimes pointing at objects. (0.2)</li> <li>Engage in joint attention to books, language, music</li> </ul>	<p><b>LED Foundations: Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me! Communication and Language Skills,</b> page 81</p> <p><b>Communication Issues in Infants with Developmental Delays,</b> page 84</p> <p><b>Change My Life by</b></p>	<p><b>LL3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Look at books independently and with an adult. (1.1)</li> <li>Select a book to look at and/or take it to an adult to read. (1.2)</li> <li>Attends to picture books on own and with an adult for sustained periods of time. (1.3)</li> </ul>	<p><b>LED Foundations: Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me! Communication and Language Skills,</b> page 81</p> <p><b>Communication Issues in Infants with Developmental Delays,</b> page 84</p> <p><b>Change My Life by</b></p>	<p><b>LL3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)</li> <li>Rotate book to get picture right side up. (2.2)</li> <li>Hold a book and looks at one page at a time. (2.3)</li> <li>Pretends to read.</li> </ul>	<p><b>LED Foundations: Language and Communication;</b> page 180</p> <p><b>LED Toddlers and Twos, Volume 2: Talk! Read! Listen! Page 77</b></p> <p><b>Communication Issues in Toddlers and Twos with Developmental Delays;</b> page 79</p> <p><b>Change My Life by Turning a Page: Literacy Development;</b></p>

<p>and sounds. (0.3)</p>	<p><b>Turning a Page;</b> page 107  <b>Literacy Development in Infants;</b> page 110  <b>Book List for Infants;</b> page 113  <b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>Book Look, page 116:</b> To familiarize an infant with books  <b>Fill in the Blanks, page 119:</b> To increase the infant’s familiarity with books  <b>My First Book, page 119:</b> To increase the understanding of what a book is and how it is used  <b>Reading Tips, page 120:</b> To build book knowledge  <b>Textured Books, page 121:</b> To provide multisensory experiences with texture</p>	<ul style="list-style-type: none"> <li>• Turn pages of a book held by an adult, but not necessarily from front to back or page by page. (1.4)</li> </ul>	<p><b>Turning a Page;</b> page 107  <b>Literacy Development in Infants;</b> page 110  <b>Book List for Infants;</b> page 113  <b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>Adding Spark to the Book Learning Space, page 122:</b> To provide opportunities to interact with books  <b>A Big Book with Doors, page 123:</b> To increase book knowledge  <b>Personal Book, page 128:</b> To connect pictures to specific people  <b>Rhymes for Reading, page 129:</b> To enjoy the various sounds and nuances of spoken language  <b>Story Time, page 130:</b> To increase book knowledge</p>	<p>(2.4)</p>	<p>page 80  <b>Books for Toddlers and Twos;</b> page 105  <b>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs;</b> page 107</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>ABC Matching Game, page 110:</b> To develop emergent literacy skills  <b>Book Nook, page 112:</b> To encourage emergent literacy skills  <b>Caps for Sale Block Story, page 113:</b> To encourage emergent literacy skills  <b>Flap book, page 116:</b> To develop interest in books  <b>Reading Games, page 122:</b> To encourage interest in books  <b>Special Day Together, page 124:</b> To encourage interest in books  <b>Story Time, page 125:</b> To develop emergent literacy skills  <b>Word Book, page 128:</b> To develop emergent literacy skills</p>
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## Language and Literacy Development: LL 4

**SUBDOMAIN: READING: LITERATURE AND INFORMATION IN PRINT**

**Standard LL 4: Comprehend stories and information from books and other print materials.**

<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Engage in brief moments of joint attention to books, language and sounds. (0.1)</li> </ul> <p>Respond and attend to stories that have been read previously. (0.2)</p>	<p><b>LED Foundations: Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me! Communication and Language Skills, page 81</b></p> <p><b>Communication Issues in Infants with Developmental Delays,</b> page 84</p> <p><b>Change My Life by Turning a Page;</b> page 107</p> <p><b>Literacy Development in Infants;</b> page 110</p> <p><b>Book List for Infants;</b> page 113</p> <p><b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><b>Activities &amp; Objectives</b></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>Fill in the Blanks, page 119:</b> To increase the infant's familiarity with books</p> <p><b>Read It Again! Page</b></p>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Identify pictures of specific characters, scenes, or objects that are part of a book when asked. (1.1)</li> <li>Look to an adult for the name of an object or character portrayed in a picture within a book. (1.2)</li> <li>Anticipate familiar elements in a story as indicated by gestures or facial expression (e.g., show of excitement, and mimicking sounds). (1.3)</li> <li>With prompting and support, point to pictures of favorite characters or familiar objects in a book. (1.4)</li> <li>Point to a picture or illustration in a story book and look to an adult for the name of the object or character. (1.5)</li> </ul>	<p><b>LED Foundations: Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me! Communication and Language Skills, page 81</b></p> <p><b>Communication Issues in Infants with Developmental Delays,</b> page 84</p> <p><b>Change My Life by Turning a Page;</b> page 107</p> <p><b>Literacy Development in Infants;</b> page 110</p> <p><b>Book List for Infants;</b> page 113</p> <p><b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><b>Activities &amp; Objectives</b></p> <p><b>Adding Spark to the Book Learning Space, page 122:</b> To provide opportunities to interact with books</p> <p><b>Discovering Books, page 124:</b> To broaden language skills</p> <p><b>My ABC Book, page 126:</b> To enhance vocabulary development</p>	<p><b>LL 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>Answer simple questions about pictures that go with print read aloud. (2.1)</li> <li>Recognize when an adult misreads or skips a section of a familiar story and offer correction. (2.2)</li> <li>Make up stories while turning pages of book. (2.3)</li> <li>Recite simple phrases or words from familiar stories (e.g., <i>Chicka Chicka Boom Boom</i>). (2.4)</li> <li>With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud.</li> </ul>	<p><b>LED Foundations: Language and Communication;</b> page 180</p> <p><b>LED Toddlers and Twos, Volume 2: Talk! Read! Listen! Page 77</b></p> <p><b>Communication Issues in Toddlers and Twos with Developmental Delays;</b> page 79</p> <p><b>Change My Life by Turning a Page: Literacy Development;</b> page 80</p> <p><b>Books for Toddlers and Twos;</b> page 105</p> <p><b>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs;</b> page 107</p> <p><b>Activities &amp; Objectives</b></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>Cozy Library, page 114:</b> To develop emergent literacy skills</p> <p><b>Reading Games, page</b></p>

	<p><b>120:</b> To experience touching new objects  <b>Textured Books, page 121:</b> To provide multisensory experiences with texture</p>		<p><b>Personal Book, page 128:</b> To reinforce recognition of family members  <b>Story Time, page 130:</b> To build and expand vocabulary</p>	<p>(2.5)</p> <ul style="list-style-type: none"> <li>• Is attentive when an adult explains a new word or introduces a new concept. (2.6)</li> <li>• Point to the picture on a page and ask, "What's that?" (2.7)</li> <li>• Look at a picture or illustration and describe what is happening (e.g., "Boy running"). (2.8)</li> <li>• With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)</li> </ul>	<p><b>122:</b> To develop emergent literacy skills  <b>Colorful Handprints, page 308:</b> To be exposed to print</p>
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## Language and Literacy Development: LL 5

SUBDOMAIN: READING: FOUNDATIONAL SKILLS					
Standard LL 5: Demonstrate understanding of the organization and basic features of print.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>LL5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Engage in brief moments of joint attention to books,</li> </ul>	<p><b>LED Foundations: Language and Communication;</b> page 180</p>	<p><b>LL5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Point to pictures and words in book. (1.1)</li> </ul>	<p><b>LED Foundations: Language and Communication;</b> page 180</p>	<p><b>LL5 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Rotate book to get picture right side up. (2.1)</li> </ul>	<p><b>LED Foundations: Language and Communication;</b> page 180</p>

<p>language, music, and sounds. (0.1)</p> <p>Respond or show excitement when hear own name. (0.2)</p>	<p><b><u>LED Infants, Volume 1: Talk To Me!</u></b>  <b>Communication and Language Skills, page 81</b>  <b>Communication Issues in Infants with Developmental Delays, page 84</b>  <b>Change My Life by Turning a Page; page 107</b>  <b>Literacy Development in Infants; page 110</b>  <b>Book List for Infants; page 113</b>  <b>Literacy Adaptations for Infants with Special Needs, page 114</b></p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Fill in the Blanks, page 119:</b> To increase the infant's familiarity with books  <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>Reading Tips, page 120:</b> To build book knowledge</p>	<ul style="list-style-type: none"> <li>Recognize and respond to own name. (1.2)</li> </ul>	<p><b><u>LED Infants, Volume 1: Talk To Me!</u></b>  <b>Communication and Language Skills, page 81</b>  <b>Communication Issues in Infants with Developmental Delays, page 84</b>  <b>Change My Life by Turning a Page; page 107</b>  <b>Literacy Development in Infants; page 110</b>  <b>Book List for Infants; page 113</b>  <b>Literacy Adaptations for Infants with Special Needs, page 114</b></p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Adding Spark to the Book Learning Space, page 122:</b> To provide opportunities to interact with books  <b>Family Faces, page 125:</b> To connect a picture with a specific person  <b>Family Faces, page 125:</b> To connect a picture with a specific person  <b>Personal Book, page 128:</b> To reinforce recognition of family members  <b>Rhymes for Reading, page 129:</b> To enjoy the various sounds and</p>	<ul style="list-style-type: none"> <li>Look at one page at a time. (2.2)</li> <li>Recognize a word with the first letter of a child's name in it as being connected to the child's name (e.g., pointing to a word with the first letter of a child's name in it and the child says, "That's my name."). (2.3)</li> <li>Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the "Golden Arches"). (2.4)</li> <li>Associate symbols or pictures with objects or places in the environment (2.5)</li> </ul>	<p><b><u>LED Toddlers and Twos, Volume 2: Talk! Read! Listen!</u></b>  <b>Page 77</b>  <b>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</b>  <b>Change My Life by Turning a Page: Literacy Development; page 80</b>  <b>Books for Toddlers and Twos; page 105</b>  <b>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</b></p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Behind the Flap, page 53:</b> To develop visual discrimination  <b>Finger and Toe Copy Game, page 55:</b> To develop visual discrimination  <b>Where's the Bunny? Page 75:</b> To develop critical-thinking skills  <b>Colorful Handprints, page 308:</b> To be exposed to print</p>
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			nuances of spoken language		
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## Language and Literacy Development: LL 6

<b>SUBDOMAIN: READING: FOUNDATIONAL SKILLS</b>					
<b>Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>LL6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Coo and babble to self and others. (0.1)</li> <li>• Imitate sounds made by caregiver. (0.2)</li> <li>• Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3)</li> <li>• Show recognition of familiar voices, names and environmental sounds. (0.4)</li> </ul>	<p><b>LED Foundations:</b> <b>Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me! Communication and Language Skills, page 81</b> <b>Communication Issues in Infants with Developmental Delays,</b> page 84 <b>Change My Life by Turning a Page;</b> page 107 <b>Literacy Development in Infants;</b> page 110 <b>Book List for Infants;</b> page 113 <b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><b>Activities &amp; Objectives</b> <b>Babbling, page 87:</b> To encourage babbling <b>Coo and Squeal, page</b></p>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Make vowel-like sounds or a variety of consonant and vowel sounds. (1.1)</li> <li>• Imitate inflection. (1.2)</li> <li>• Communicate using sounds, words and/or gestures. (1.3)</li> <li>• Copy some motions of adults during finger-plays. (1.4)</li> <li>• Participate in sound and word play. (1.5)</li> <li>• Say first word. (1.6)</li> </ul>	<p><b>LED Foundations:</b> <b>Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me! Communication and Language Skills, page 81</b> <b>Communication Issues in Infants with Developmental Delays,</b> page 84 <b>Change My Life by Turning a Page;</b> page 107 <b>Literacy Development in Infants;</b> page 110 <b>Book List for Infants;</b> page 113 <b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><b>Activities &amp; Objectives</b> <b>Help Me Pack, page 100:</b> To begin to associate words with</p>	<p><b>LL 6 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Participate in group rhymes and songs using words. (2.1)</li> <li>• Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)</li> <li>• Participate in word play games and repeat sounds made by adults. (2.3)</li> <li>• Participate in sound and word play by imitating the movements and sounds of adults. (2.4)</li> <li>• Repeat familiar words. (2.5)</li> <li>• Use words combined</li> </ul>	<p><b>LED Foundations:</b> <b>Language and Communication;</b> page 180 <b>LED Toddlers and Twos, Volume 2: Talk! Read! Listen! Page 77</b> <b>Communication Issues in Toddlers and Twos with Developmental Delays;</b> page 79 <b>Change My Life by Turning a Page: Literacy Development;</b> page 80 <b>Books for Toddlers and Twos;</b> page 105 <b>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs;</b> page 107</p> <p><b>Activities &amp; Objectives</b> <b>Bonjour and Buenos Dias, page 82:</b> To develop oral language</p>



	<p><b>89:</b> To develop self-expression through a gurgle, coo, or squeal  <b>Mouth Sounds, page 91:</b> To introduce reciprocity in conversations  <b>Talk to Me! Page 92:</b> To respond to familiar voices  <b>Fill the Day with Words, page 96:</b> To encourage jabbering and combining syllables  <b>Infant Cues, page 96:</b> To develop language by consistently responding to verbal cues</p>		<p>objects  <b>Name the Toy, page 101:</b> To learn about the use and names of everyday items  <b>Talk on the Phone, page 105:</b> To expand the use of jargon talk  <b>The Bye-Bye Game, page 123:</b> To develop and broaden vocabulary  <b>Story Time, page 130:</b> To build and expand vocabulary</p>	<p>with gestures and intonations to communicate. (2.6)</p>	<p>skills  <b>Fun with Words, page 86:</b> To build pre-literacy skills  <b>Rain, Rain, Go Away! Page 99:</b> To develop auditory discrimination  <b>Teddy Bear, Teddy Bear, page 100:</b> To encourage understanding of rhyme  <b>Block Stories, page 111:</b> To develop auditory discrimination skills  <b>Book Nook, page 112:</b> To encourage emergent literacy skills  <b>Caps for Sale Block Story, page 113:</b> To encourage emergent literacy skills  <b>Little Bo Peep, page 119:</b> To develop emergent literacy skills  <b>Special Day Together, page 124:</b> To encourage development of neural pathways in the brain  <b>Visual Discrimination Poster, page 127:</b> To develop emergent literacy skills</p>
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## Language and Literacy Development: LL 7

SUBDOMAIN: WRITING					
Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.					
Louisiana Infants	LED	Louisiana Young Toddlers	LED (9-12 months)	Louisiana Older Toddlers	LED (12-36 months)

(Birth - 11 months)	(Birth – 9 months)	(9 – 18 months)		(16 – 36 months)	
<p><b>LL7Indicators:</b></p> <ul style="list-style-type: none"> <li>• Tightly grasp objects when placed in hands. (0.1)</li> <li>• Release object purposefully. (0.2)</li> <li>• Use pincer grasp to pick up small objects.(0.3)</li> <li>• Preference for using right or left hand is emerging. (0.4)</li> <li>• Transfer objects from hand to hand.(0.5)</li> </ul>	<p><b>LED Foundations:</b>  <b>Language and Communication;</b> page 180  <b>LED Infants, Volume 1: Talk To Me!</b>  <b>Communication and Language Skills, page 81</b>  <b>Communication Issues in Infants with Developmental Delays,</b> page 84  <b>Change My Life by Turning a Page;</b> page 107  <b>Literacy Development in Infants;</b> page 110  <b>Book List for Infants;</b> page 113  <b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><b>Activities &amp; Objectives</b>  <b>Funny Booties, page 149:</b> To grasp or reach for objects of interest  <b>Napkin Tent, page 150:</b> To encourage reflexive grasping  <b>Prone Play, page 151:</b> To practice grasping an object  <b>Satin Streamers, page 152:</b> To practice grasping and object when it is placed in the hand  <b>Magic Surprise, page</b></p>	<p><b>LL7Indicators:</b></p> <ul style="list-style-type: none"> <li>• Dot or scribble with crayons, may progress to vertical lines. (1.1)</li> <li>• Holds marker or crayon with the fist. (1.2)</li> <li>• Scribble or make random marks on paper. (1.3)</li> <li>• Scribble, as if writing. (1.4)</li> </ul>	<p><b>LED Foundations:</b>  <b>Language and Communication;</b> page 180</p> <p><b>LED Infants, Volume 1: Talk To Me!</b>  <b>Communication and Language Skills, page 81</b>  <b>Communication Issues in Infants with Developmental Delays,</b> page 84  <b>Change My Life by Turning a Page;</b> page 107  <b>Literacy Development in Infants;</b> page 110  <b>Book List for Infants;</b> page 113  <b>Literacy Adaptations for Infants with Special Needs,</b> page 114</p> <p><b>Activities &amp; Objectives</b>  <b>Stacking Cups, page 165:</b> To practice fine motor skills  <b>Bursting Bubbles, page 231:</b> To develop eye-hand and eye-body coordination  <b>Messy Painting, page 232:</b> To develop fine motor skills  <b>No-Mess Painting, page 233:</b> To develop fine motor skills</p>	<p><b>LL7Indicators:</b></p> <ul style="list-style-type: none"> <li>• Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)</li> <li>• Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)</li> <li>• Scribble with intent to represent something observed and/or convey a message. (2.3)</li> <li>• Show interest in using writing for a purpose. (2.4)</li> <li>• Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)</li> <li>• Recognize difference between picture and print. (2.6)</li> <li>• Explore interactive toys that are models of digital tools such as</li> </ul>	<p><b>LED Foundations:</b>  <b>Language and Communication;</b> page 180  <b>LED Toddlers and Twos, Volume 2: Talk! Read! Listen! Page 77</b>  <b>Communication Issues in Toddlers and Twos with Developmental Delays;</b> page 79  <b>Change My Life by Turning a Page: Literacy Development;</b> page 80  <b>Books for Toddlers and Twos;</b> page 105  <b>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs;</b> page 107</p> <p><b>Activities &amp; Objectives</b>  <b>Artistry, page 133:</b> To develop fine motor skills  <b>Brightest Chalk Scribbles, page 133:</b> To develop fine motor skills  <b>Bundle Scribble Box, page 134:</b> To develop motor skills  <b>Chalk on the Sidewalk, page 134:</b> To develop motor skills  <b>Clay Tray, page 135:</b> To develop fine motor</p>

	155: To practice grasping			computers. (2.7)	skills <b>Fingertip Prints, page 140:</b> To develop fine motor skills <b>Foil Squeezing, page 142:</b> To build fine motor skills <b>Stick Drawing, page 159:</b> To explore making marks <b>Stick Drawing, page 159:</b> To develop fine motor skills <b>Table top Finger painting, page 161:</b> To develop fine and gross motor skills <b>Tempera Dabble, page 162:</b> To develop fine motor skills
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## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 1

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS					
Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<b>PM 1 Indicators:</b> <ul style="list-style-type: none"> <li>Develop strength and control of head and back progressing to arms and legs. (0.1)</li> <li>Develop strength and control of</li> </ul>	<b>LED Foundations: Health and Physical Development;</b> page 161  <b>LED Infants, Volume 1: On the Move-Gross and Fine Motor Skills;</b> page 131 <b>Meeting the Needs of Infants with Motor</b>	<b>PM 1 Indicators:</b> <ul style="list-style-type: none"> <li>Control and coordinate movement of arms, legs, and neck. (1.1)</li> <li>Control and coordinate movement of arms,</li> </ul>	<b>LED Foundations: Health and Physical Development;</b> page 161  <b>LED Infants, Volume 1: On the Move-Gross and Fine Motor Skills;</b> page 131 <b>Meeting the Needs of Infants with Motor</b>	<b>PM 1 Indicators:</b> <ul style="list-style-type: none"> <li>Combine and coordinate arm and leg movements when engaged in active play. (2.1)</li> <li>Combine and coordinate arm and</li> </ul>	<b>LED Foundations: Health and Physical Development;</b> page 161 <b>LED Toddlers and Twos, Volume 2: Moving Along-Building Gross and Fine Motor Skills;</b> page 193 <b>Meeting the Needs of</b>

<p>head and back progressing to arms and legs when playing with objects. (0.2)</p>	<p><b>Delays</b>, page 135  <b>Shake the Rattle and Roll-Music and Movement</b>; page 167  <b>Music and Infants with Developmental Delays</b>; page 171</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>Bouncing Ball, page 146:</b> To begin to develop gross motor skills  <b>Early Cycling, page 147:</b> To develop use of muscles  <b>Fun Things to Kick, page 149:</b> To practice kicking and move leg muscles  <b>A Round of Applause! Page 159:</b> To practice making hands meet at midline  <b>Balls, Balls, Balls! Page 159:</b> To develop gross motor skills</p>	<p>legs, and neck when using a variety of objects. (1.2)</p>	<p><b>Delays</b>, page 135  <b>Shake the Rattle and Roll-Music and Movement</b>; page 167  <b>Music and Infants with Developmental Delays</b>; page 171</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>Batter Up! Page 160:</b> To begin to develop gross motor skills  <b>Bumpy Lumpy Locomotion, page 161:</b> To build gross motor skill development  <b>Classroom Maze, page 161:</b> To develop gross motor skills  <b>Collection of Balls, page 162:</b> To practice various gross motor skills  <b>Dish Tub Seats, page 162:</b> To practice gross motor skills  <b>Hitting Two Objects, page 163:</b> To work on motor coordination</p>	<p>leg movements when engaged in active play with objects and equipment. (2.2)</p>	<p><b>Toddlers and Twos with Motor Delays</b>; page 195</p> <p><u><b>Activities &amp; Objectives</b></u>  <b>Animal Slippers, page 213:</b> To develop balance  <b>Beanbag Fun, page 214:</b> To develop balance  <b>Butterfly Catchers, page 215:</b> To develop balance  <b>Cat and Mouse, page 216:</b> To develop muscles strength and coordination  <b>Footprints, page 217:</b> To develop balance and coordination  <b>Haul It, page 218:</b> To develop muscle strength and coordination  <b>Hoop-Ti-Do! Page 219:</b> To develop muscle strength  <b>On the Road Again, page 220:</b> To develop a sense of balance  <b>Walking the Shapes, page 221:</b> To develop balance and coordination  <b>Where Can I Jump? Page 222:</b> To develop muscle strength  <b>You do and I Do, page 222:</b> To develop balance and coordination</p>
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## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 2

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS					
Standard PM 2: Develop small muscle control and coordination.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>PM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1)</li> <li>Use hands to accomplish actions with rake grasp and/or palming. (0.2)</li> <li>Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Health and Physical Development;</b> page 161</p> <p><b>LED Infants, Volume 1: On the Move-Gross and Fine Motor Skills;</b> page 131</p> <p><b>Meeting the Needs of Infants with Motor Delays,</b> page 135</p> <p><b>Shake the Rattle and Roll-Music and Movement;</b> page 167</p> <p><b>Music and Infants with Developmental Delays;</b> page 171</p> <p><b>Activities &amp; Objectives</b> <b>Rattle Me! Page 156:</b> To practice grasping objects <b>Funny Booties, page 149:</b> To experiment with hands and feet</p>	<p><b>PM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate control of wrists, hands, and fingers. (1.1)</li> <li>Use pincer grasp (their thumb and forefinger) to pick up small objects. (1.2)</li> <li>Hold an object in one hand and manipulate it with the other hand. (1.3)</li> <li>Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)</li> </ul>	<p><b>LED Foundations:</b> <b>Health and Physical Development;</b> page 161</p> <p><b>LED Infants, Volume 1: On the Move-Gross and Fine Motor Skills;</b> page 131</p> <p><b>Meeting the Needs of Infants with Motor Delays,</b> page 135</p> <p><b>Shake the Rattle and Roll-Music and Movement;</b> page 167</p> <p><b>Music and Infants with Developmental Delays;</b> page 171</p> <p><b>Activities &amp; Objectives</b> <b>Hold the Toy, page 77:</b> To problem solve what to do with a toy <b>Napkin Rings, page 78:</b> To practice fine motor skills by pulling and grasping</p>	<p><b>PM 2 Indicators:</b></p> <ul style="list-style-type: none"> <li>Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)</li> <li>Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)</li> </ul>	<p><b>LED Foundations:</b> <b>Health and Physical Development;</b> page 161</p> <p><b>LED Toddlers and Twos, Volume 2: Moving Along-Building Gross and Fine Motor Skills;</b> page 193</p> <p><b>Meeting the Needs of Toddlers and Twos with Motor Delays;</b> page 195</p> <p><b>Activities &amp; Objectives</b> <b>Box Car Painting, page 199:</b> To develop eye-hand coordination <b>Collections of Holes, page 200:</b> To practice using the forefinger independently <b>Eyedropper Play, page 201:</b> To develop pincer movements <b>Eyedropper Play, page</b></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>In and Out, page 154:</b> To practice grasping objects and moving them</p> <p><b>Magic Surprise, page 155:</b> To practice grasping</p> <p><b>Nooks and Crannies, page 155:</b> To practice fine motor skills</p> <p><b>Rattle Me! Page 156:</b> To practice grasping objects</p>		<p><b>A Round of Applause! Page 159:</b> To practice making hands meet at midline</p> <p><b>Balls, Balls, Balls! Page 159:</b> To develop eye movement</p> <p><b>Batter Up! Page 160:</b> To develop eye-hand coordination</p> <p><b>Stacking Cups, page 165:</b> To practice fine motor skills</p> <p><b>Messy Painting, page 232:</b> To develop fine motor skills</p> <p><b>No-Mess Painting, page 233:</b> To develop fine motor skills</p>		<p><b>201:</b> To develop pincer movements</p> <p><b>I Can Do It Myself, page 203:</b> To develop self-help skills</p> <p><b>It's Eggciting! Page 203:</b> To develop pincer movements</p> <p><b>Paper Rain, page 205:</b> To develop pincer movements</p> <p><b>Stick-It-On and Peel-It-Off Pictures, page 209:</b> To develop pincer muscles movement</p> <p><b>Velcro Blocks, page 211:</b> To develop hand and arm strength</p> <p><b>Wrap It Up, page 212:</b> To develop hand and finger strength</p>
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### PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 3

SUBDOMAIN: MOTOR SKILLS AND PHYSICAL FITNESS					
Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>PM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1)</li> </ul>	<p><b>LED Foundations: Health and Physical Development;</b> page 161</p> <p><b>LED Infants, Volume 1: On the Move-Gross and Fine Motor Skills;</b></p>	<p><b>PM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Participate in a variety of indoor and outdoor play activities. (1.1)</li> <li>Engage in play that helps to develop</li> </ul>	<p><b>LED Foundations: Health and Physical Development;</b> page 161</p> <p><b>LED Infants, Volume 1: On the Move-Gross and Fine Motor Skills;</b></p>	<p><b>PM 3 Indicators:</b></p> <ul style="list-style-type: none"> <li>Participate in a variety of indoor and outdoor play activities. (2.1)</li> <li>Engage in regular and sustained play</li> </ul>	<p><b>LED Foundations: Health and Physical Development;</b> page 161</p> <p><b>LED Toddlers and Twos, Volume 2: Moving Along-Building Gross and</b></p>



<ul style="list-style-type: none"> <li>Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)</li> </ul>	<p>page 131  <b>Meeting the Needs of Infants with Motor Delays</b>, page 135  <b>Shake the Rattle and Roll-Music and Movement</b>; page 167  <b>Music and Infants with Developmental Delays</b>; page 171</p> <p><b>Activities &amp; Objectives</b>  <b>Bouncing Ball, page 146:</b> To begin to develop gross motor skills  <b>Dangling Beach Toy, page 146:</b> To use large muscles to explore cause and effect  <b>Early Cycling, page 147:</b> To develop use of muscles  <b>Find the Toy, page 148:</b> To practice gross motor skills that involve turning and reaching  <b>Kick Back, page 150:</b> To build muscle strength  <b>Prone Play, page 151:</b> To tolerate being prone  <b>Bouncing Baby, page 153:</b> To practice bearing weight; To build leg muscles  <b>Explore Some More, page 153:</b> To build motor skills</p>	<p>strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2)</p>	<p>page 131  <b>Meeting the Needs of Infants with Motor Delays</b>, page 135  <b>Shake the Rattle and Roll-Music and Movement</b>; page 167  <b>Music and Infants with Developmental Delays</b>; page 171</p> <p><b>Activities &amp; Objectives</b>  <b>Balls, Balls, Balls! Page 159:</b> To develop gross motor skills  <b>Batter Up! Page 160:</b> To begin to develop gross motor skills  <b>Bumpy Lumpy Locomotion, page 161:</b> To build gross motor skill development  <b>Classroom Maze, page 161:</b> To develop gross motor skills  <b>Dish Tub Seats, page 162:</b> To practice gross motor skills  <b>Shake Your Body to Music, page 186:</b> To practice movement</p>	<p>activities that are physically demanding for short periods of time. (2.2)</p>	<p><b>Fine Motor Skills</b>; page 193  <b>Meeting the Needs of Toddlers and Twos with Motor Delays</b>; page 195</p> <p><b>Activities &amp; Objectives</b>  <b>Crawl a Little, Walk a Little, page 167:</b> To develop coordination  <b>Dancing Rings, page 168:</b> To develop gross motor skills  <b>Rhythm Fun, page 176:</b> To develop motor skills  <b>Up and Down, Page 181:</b> To develop fine motor skills  <b>Cat and Mouse, page 216:</b> To develop muscles strength and coordination  <b>Haul It, page 218:</b> To develop muscle strength and coordination  <b>On the Road Again, page 220:</b> To develop a sense of balance  <b>Where Can I Jump? Page 222:</b> To develop muscle strength  <b>You do and I Do, page 222:</b> To develop balance and coordination</p>
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## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 4

<b>SUBDOMAIN: HEALTH AND HYGIENE</b>					
<b>Standard PM 4: Develop appropriate health and hygiene skills.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>PM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Willing to try healthy foods offered by caregiver. (0.1)</li> <li>• Cooperate with some personal care routines. (0.2)</li> <li>• Respond to consistent bed-time routine. (0.3)</li> <li>• Soothe self and fall asleep. (0.4)</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Health and Physical Development;</b> page 161</p> <p><b><u>LED Infants, Volume 1:</u></b>  <b>Infants with Special Needs;</b> page 13  <b>Learning Spaces;</b> page 17  <b>Hello, World! Learning Spaces for Young Infants;</b> page 20  <b>Moving Right Along! Learning Spaces for Mobile Infants;</b> page 33  <b>Learning Spaces: Modifications for Infants with Special Needs;</b> page 58</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Daydream Believer, page 66:</b> To feel secure during periods of rest  <b>Hello, page 68:</b> To develop a secure attachment with adults  <b>Snuggle Buggle, I Love You, page 69:</b> To promote bonding and attachment  <b>Communicating with the Baby, page 89:</b> To build a sense of security that physical needs will</p>	<p><b>PM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Accept healthy foods that are offered by caregiver. (1.1)</li> <li>• Participate in personal care routines with adult caregiver. (1.2)</li> <li>• Cooperate with sleep routines. (1.3)</li> <li>• Comfort self, fall asleep, and returns to sleep if awakened. (1.4)</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Health and Physical Development;</b> page 161</p> <p><b><u>LED Infants, Volume 1:</u></b>  <b>Infants with Special Needs;</b> page 13  <b>Hello, World! Learning Spaces for Young Infants;</b> page 20  <b>Moving Right Along! Learning Spaces for Mobile Infants;</b> page 33  <b>Learning Spaces: Modifications for Infants with Special Needs;</b> page 58</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>On and Off, Open and Close, page 78:</b> To begin to understand cause and effect  <b>Stacking Cups, page 165:</b> To enjoy independent play  <b>I Can Make It Move, page 217:</b> To develop understanding of cause and effect  <b>Feelings, page 253:</b> To build social skills  <b>My Friends and Me, page 254:</b> To build</p>	<p><b>PM 4 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of healthy foods. (2.1)</li> <li>• Eat a variety of healthy foods. (2.2)</li> <li>• Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3)</li> <li>• Initiate and participate in sleep routines. (2.4)</li> <li>• Fall asleep on their own and returns to sleep if awakened. (2.5)</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Health and Physical Development;</b> page 161  <b><u>LED Toddlers and Twos, Volume 2:</u></b>  <b>Environments for Toddlers and twos with special needs;</b> page 12</p> <p><b><u>Activities &amp; Objectives</u></b>  <b>Here Are My Hands, page 57:</b> To develop an awareness of hand-washing routines  <b>Look What I Can Do, page 173:</b> To develop confidence  <b>Cereal Pour, page 199:</b> To develop eye-hand coordination  <b>Cup Stacking, page 200:</b> To develop spatial reasoning  <b>Fill and Spill bottles, page 202:</b> To develop eye-hand coordination  <b>Water Transfer, page 212:</b> To develop problem-solving skills  <b>Bath Time for Dolly, page 227:</b> To engage in dramatic play  <b>Bath Time for Dolly, page 227:</b> To engage in dramatic play</p>

	<p>be met by a caring adult</p> <p><b>Humming and Body Contact, page 173:</b> To respond to a comforting voice</p> <p><b>Teething Toy Collection, page 215:</b> To provide comfort when teething</p> <p><b>Watch the Light Show! Page 247:</b> To nurture a sense of security and bonding</p>		<p>spontaneous interaction skills</p> <p><b>Transitional Photos, page 256:</b> To build a sense of belonging</p>		<p><b>Turning on Lights, page 296:</b> To develop a sense of independence</p>
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## PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT: PM 5

SUBDOMAIN: SAFETY					
Standard PM 5: Demonstrate safe behaviors.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>PM 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation. (0.1)</li> <li>May cry upon seeing adult reaction to a potential harmful situation.</li> </ul>	<p><b>LED Foundations: Health and Physical Development;</b> page 161</p> <p><b>LED Infants, Volume 1: Infants with Special Needs;</b> page 13</p> <p><b>Learning Spaces;</b> page 17</p> <p><b>Hello, World! Learning Spaces for Young Infants;</b> page 20</p>	<p><b>PM 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe. (1.1)</li> <li>Use cue or signal from adult to guide behavior in harmful or dangerous</li> </ul>	<p><b>LED Foundations: Health and Physical Development;</b> page 161</p> <p><b>LED Infants, Volume 1: Infants with Special Needs;</b> page 13</p> <p><b>Learning Spaces;</b> page 17</p> <p><b>Hello, World! Learning Spaces for Young Infants;</b> page 20</p> <p><b>Moving Right Along!</b></p>	<p><b>PM 5 Indicators:</b></p> <ul style="list-style-type: none"> <li>Recognize some harmful situations. (2.1)</li> <li>Follow directions from an adult to avoid potential harmful conditions/ situations. (2.2)</li> <li>Follow safety rules</li> </ul>	<p><b>LED Foundations: Health and Physical Development;</b> page 161</p> <p><b>LED Toddlers and Twos, Volume 2: Environments for Toddlers and twos with special needs;</b> page 12</p> <p><b>Activities &amp; Objectives Lots of TLC, page 288:</b></p>

<p>(0.2)</p>	<p><b>Moving Right Along! Learning Spaces for Mobile Infants;</b> page 33  <b>Learning Spaces: Modifications for Infants with Special Needs;</b> page 58</p> <p><b>Activities &amp; Objectives</b>  <b>The Blowing Game, page 66:</b> To encourage social interactions with adults  <b>Follow the Action, page 67:</b> To build attention; To help a baby learn to distinguish features on a face  <b>Hello, page 68:</b> To develop a secure attachment with adults  <b>Snuggle Buggle, I Love You, page 69:</b> To promote bonding and attachment  <b>Echo Me, Echo You, page 95:</b> To understand the concept of reciprocity in learning to communicate  <b>Echo Me, Echo You, page 95:</b> To understand the concept of reciprocity in learning to communicate  <b>High or Low! Page 245:</b> To develop security with familiar voices</p>	<p>situations. (1.2)  <ul style="list-style-type: none"> <li>Cooperate with some basic safety practices. (1.3)</li> </ul> </p>	<p><b>Learning Spaces for Mobile Infants;</b> page 33  <b>Learning Spaces: Modifications for Infants with Special Needs;</b> page 58</p> <p><b>Activities &amp; Objectives</b>  <b>On and Off, Open and Close, page 78:</b> To begin to understand cause and effect  <b>Can You Copy Me? Page 252:</b> To build an understanding of reciprocity  <b>Changes, page 252:</b> To practice the concept of cause and effect</p>	<p>with assistance and guidance from adults. (2.3)</p>	<p>To develop nurturing skills  <b>Part of the Community, page 291:</b> To develop a sense of trust and belonging  <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  <b>Sharing Bin, page 294:</b> To develop the concept of sharing  <b>Hoop Shapes Game, page 348:</b> To practice waiting and taking turns</p>
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**SOCIAL-EMOTIONAL DEVELOPMENT: SE1**

<b>SUBDOMAIN: SOCIAL RELATIONSHIPS</b>					
<b>Standard SE 1: Develop healthy relationships and interactions with peers and adults.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>SE1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Notice and pay attention to others. (0.1)</li> <li>• Notice how others respond to his/her behaviors. (0.2)</li> <li>• Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth). (0.3)</li> <li>• Participate in simple back and forth play and interaction with adults. (0.4)</li> <li>• Attend and respond to familiar adults. (0.5)</li> <li>• Become frightened or distressed when separated from familiar caregiver. (0.6)</li> <li>• Move or cry to seek attention and comfort from familiar adults. (0.7)</li> </ul>	<p><b>LED Foundations: Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1: I Need a Hug! Social Skills for Life;</b> page 235</p> <p><b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b>  <b>Ah, Boo! Page 242:</b> To begin responding to familiar voices  <b>Baby Boop, page 242:</b> To begin to develop social interaction skills  <b>High or Low! Page 245:</b> To develop security with familiar voices  <b>Make a Funny Face, page 245:</b> To encourage communication, such as a gurgle, coo, or squeal  <b>When Will the Kisses Come? Page 247:</b> To recognize familiar voices  <b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions  <b>Personal Clapping Game, page 250:</b> To anticipate positive social</p>	<p><b>SE1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize and react to feelings in others (e.g., offers toy to crying peer). (1.1)</li> <li>• Repeat actions that elicit social responses from others (e.g., smiles at others or begins to babble). (1.2)</li> <li>• Show interest in a variety of things, people, and objects. (1.3)</li> <li>• Play alongside another child (parallel or mirror play) for brief periods. (1.4)</li> <li>• Become frightened or distressed when separated from familiar caregiver. (1.5)</li> <li>• Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver</li> </ul>	<p><b>LED Foundations: Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1: I Need a Hug! Social Skills for Life;</b> page 235</p> <p><b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b>  <b>Can You Copy Me? Page 252:</b> To build an understanding of reciprocity  <b>Class Photo Book, page 253:</b> To learn names of familiar people  <b>Feelings, page 253:</b> To develop a sense of affiliation with the group  <b>Take-Home Photo Album, page 255:</b> To recognize familiar faces  <b>Who’s Here Magnets, page 256:</b> To learn names of other children in the center</p>	<p><b>SE1 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”). (2.1)</li> <li>• Make connection between choice and consequence that follows. (2.2)</li> <li>• Notice differences in others, objects, and environment. (2.3)</li> <li>• Engage in social play alongside other children and, on occasion, with other children. (2.4)</li> <li>• Follow adult guidance to respond to conflict. (2.5)</li> <li>• Show affection for adults that care</li> </ul>	<p><b>LED Foundations: Social and Emotional Development;</b> page 202</p> <p><b>LED Toddlers and Twos, Volume 2: Making Friends-Social Skills for Life;</b> page 275</p> <p><b>Encouraging Social Skills in Toddlers and Twos with special Needs;</b> page 277</p> <p><b>Activities &amp; Objectives</b>  <b>Transitional Photos, page 256:</b> To build a sense of belonging  <b>Feelings, page 282:</b> To develop an awareness of different emotions  <b>Hand Puppets, page 285:</b> To build social skills  <b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions  <b>Lots of TLC, page 288:</b> To develop nurturing skills  <b>Lunch with Teddy, page 289:</b> To develop socialization skills  <b>Mine and Yours, page 290:</b> To begin to develop an understanding of</p>



<ul style="list-style-type: none"> <li>• Touch, smile, or babble to other infants. (0.8)</li> </ul>	<p>interactions with an adult</p> <p><b>Social Rituals, page 251:</b> To practice social greetings</p> <p><b>Who's Here? Page 251:</b> To build bonding with parents and caregivers</p>	<p>leaves). (1.6)</p> <ul style="list-style-type: none"> <li>• Use familiar adults as “secure base” by glancing back to caregiver while playing. (1.7)</li> <li>• Enjoy playing next to or close to other children. (1.8)</li> <li>• Interact briefly with other children by gesturing or offering a toy. (1.9)</li> </ul>		<p>for him/her on a regular basis. (2.6)</p> <ul style="list-style-type: none"> <li>• Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7)</li> <li>• Interact more regularly with one or two familiar children. (2.8)</li> </ul>	<p>possession</p> <p><b>Oh, My Goodness! Oh, My Gracious! Page 290:</b> To develop socialization skills</p> <p><b>Oh, My Goodness! Oh, My Gracious! Page 290:</b> To develop socialization skills</p> <p><b>Oh, My Goodness! Oh, My Gracious! Page 290:</b> To develop socialization skills</p> <p><b>Working Together, page 296:</b> To develop a healthy self-concept</p>
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## SOCIAL-EMOTIONAL DEVELOPMENT: SE2

SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY					
Standard SE 2: Develop positive self-identify and sense of belonging.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>SE2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show awareness of body parts of self and others. (0.1)</li> <li>• Express preferences for objects, activities and people. (0.2)</li> </ul> <p>Respond to his/her own name by movements or facial expressions. (0.3)</p>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1: I Need a Hug! Social Skills for Life;</b> page 235</p> <p><b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b> <b>Baby Faces Book,</b></p>	<p><b>SE2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Recognize self in mirror. (1.1)</li> <li>• Develop preferences to food, toys, games, textures, etc. (1.2)</li> <li>• Express own desires and preferences. (1.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1: I Need a Hug! Social Skills for Life;</b> page 235</p> <p><b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b> <b>Class Photo Book,</b> page 253: To develop a</p>	<p><b>SE2 Indicators:</b></p> <ul style="list-style-type: none"> <li>• Express own desires and preferences. (2.1)</li> <li>• Identify self in photographs. (2.2)</li> <li>• Express self-awareness using “Me” or “mine.” (2.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Toddlers and Twos, Volume 2: Making Friends-Social Skills for Life;</b> page 275</p> <p><b>Encouraging Social Skills in Toddlers and Twos with special Needs;</b> page 277</p> <p><b>Activities &amp; Objectives</b> <b>Transitional Photos,</b></p>



	<p><b>page 243:</b> To develop recognition of body parts  <b>Nurturing Rituals, page 246:</b> To help the child feel secure  <b>When Will the Kisses Come? Page 247:</b> To develop a sense of security with familiar people  <b>Social Rituals, page 251:</b> To understand how to initiate positive interactions with others  <b>Who's Here? Page 251:</b> To build bonding with parents and caregivers</p>		<p>sense of affiliation with the group  <b>Feelings, page 253:</b> To build social skills  <b>My Friends and Me, page 254:</b> To build spontaneous interaction skills  <b>Take-Home Photo Album, page 255:</b> To build a sense of belonging  <b>Transitional Photos, page 256:</b> To build a sense of belonging  <b>Who's Here Magnets, page 256:</b> To develop a sense of belonging</p>		<p><b>page 256:</b> To build a sense of belonging  <b>All around the Town, page 280:</b> To develop social-emotional awareness  <b>Friendship Chain, page 284:</b> To develop a sense of belonging  <b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession  <b>Part of the Community, page 291:</b> To develop a sense of trust and belonging  <b>Push the Trucks, page 291:</b> To practice cooperation and sharing  <b>Turning on Lights, page 296:</b> To develop a sense of independence  <b>Working Together, page 296:</b> To develop a healthy self-concept</p>
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### SOCIAL-EMOTIONAL DEVELOPMENT: SE3

<b>SUBDOMAIN: SELF-CONCEPT AND SELF-EFFICACY</b>					
<b>Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.</b>					
Louisiana	LED	Louisiana	LED	Louisiana	LED

Infants (Birth - 11 months)	(Birth – 9 months)	Young Toddlers (9 – 18 months)	(9-12 months)	Older Toddlers (16 – 36 months)	(12-36 months)
<p><b>SE3Indicators:</b></p> <ul style="list-style-type: none"> <li>• Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound). (0.1)</li> <li>• Express pleasure at things he/she has done (e.g., wiggle, coo, laugh). (0.2)</li> <li>• Actively explore toys, and objects in the environment. (0.3)</li> <li>• Express preferences for objects, activities and people. (0.4)</li> </ul>	<p><b>LED Foundations: Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1: I Need a Hug! Social Skills for Life;</b> page 235</p> <p><b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b></p> <p><b>My Favorite Sound, page 92:</b> To begin to connect sounds with their sources</p> <p><b>My First Book, page 119:</b> To increase the understanding of what a book is and how it is used</p> <p><b>Baby Faces Book, page 243:</b> To distinguish facial expressions</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>My Time, page 250:</b> To build self-esteem and a sense of security</p>	<p><b>SE3Indicators:</b></p> <ul style="list-style-type: none"> <li>• Try new tasks with encouragement from adults. (1.1)</li> <li>• Show joy, pleasure, and/or excitement over accomplishments. (1.2)</li> <li>• Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver. (1.3)</li> <li>• Express certain preferences. (1.4)</li> <li>• Make simple choices with guidance from adults. (1.5)</li> </ul>	<p><b>LED Foundations: Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1: I Need a Hug! Social Skills for Life;</b> page 235</p> <p><b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b></p> <p><b>My ABC Book, page 126:</b> To enhance vocabulary development</p> <p><b>I Can Feel It, page 217:</b> To use fine motor skills to explore items of different textures</p> <p><b>I Can Make It Move, page 217:</b> To develop understanding of cause and effect</p> <p><b>I Can Make It Move, page 217:</b> To develop understanding of cause and effect</p> <p><b>Silly Antics, page 255:</b> To express emotions</p> <p><b>Take-Home Photo Album, page 255:</b> To recognize familiar faces</p>	<p><b>SE3Indicators:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate confidence when completing familiar tasks. (2.1)</li> <li>• Express preferences and may have strong emotions and/or actions (e.g., may say “no” to adult). (2.2)</li> <li>• Use some language to express feelings of pleasure over accomplishments (e.g., says “I did it!” after using potty successfully). (2.3)</li> <li>• Try new experiences with adult prompting and support. (2.4)</li> <li>• Make simple choices with guidance from adults. (2.5)</li> </ul>	<p><b>LED Foundations: Social and Emotional Development;</b> page 202</p> <p><b>LED Toddlers and Twos, Volume 2: Making Friends-Social Skills for Life;</b> page 275</p> <p><b>Encouraging Social Skills in Toddlers and Twos with special Needs;</b> page 277</p> <p><b>Activities &amp; Objectives</b></p> <p><b>My Own Word Book, page 121:</b> To develop vocabulary</p> <p><b>Look What I Can Do, page 173:</b> To develop confidence</p> <p><b>I Can Do It Myself, page 203:</b> To develop self-help skills</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p> <p><b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p> <p><b>Turning on Lights, page 296:</b> To develop a sense of independence</p>

## SOCIAL-EMOTIONAL DEVELOPMENT: SE4

<b>SUBDOMAIN: SELF-RREGULATION</b>					
<b>Standard SE 4: Regulate own emotions and behavior.</b>					
<b>Louisiana Infants (Birth - 11 months)</b>	<b>LED (Birth – 9 months)</b>	<b>Louisiana Young Toddlers (9 – 18 months)</b>	<b>LED (9-12 months)</b>	<b>Louisiana Older Toddlers (16 – 36 months)</b>	<b>LED (12-36 months)</b>
<p><b>SE4Indicators:</b></p> <ul style="list-style-type: none"> <li>Respond to adult's expression of feelings (e.g., their facial and vocal expressions). (0.1)</li> <li>Calm down when held, rocked, or talked to by a familiar adult. (0.2)</li> <li>Use simple behaviors to comfort self or ease distress (e.g., turns away when overstimulated). (0.3)</li> <li>Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing. (0.4)</li> </ul>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1: I Need a Hug! Social Skills for Life;</b> page 235 <b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b> <b>Nurturing Rituals, page 246:</b> To help the child feel secure <b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions <b>My Time, page 250:</b> To build self-esteem and a sense of security <b>Stress Busters, page 251:</b> To encourage a feeling of security <b>You Are Special, page 248:</b> To build self-esteem and a sense of accomplishment</p>	<p><b>SE4Indicators:</b></p> <ul style="list-style-type: none"> <li>Respond to adult's expression of feelings (e.g., their facial and vocal expressions). (1.1)</li> <li>Seek comfort in daily routines, activities, and familiar adults. (1.2)</li> <li>Use body to express emotions (e.g., hugging mother, throwing a toy when angry). (1.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1: I Need a Hug! Social Skills for Life;</b> page 235 <b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b> <b>Can You Copy Me? Page 252:</b> To imitate the actions of others <b>Laugh Your Stress Away, page 254:</b> To begin to develop a sense of humor <b>Silly Antics, page 255:</b> To express emotions</p>	<p><b>SE4Indicators:</b></p> <ul style="list-style-type: none"> <li>Recognize feelings when named by an adult. (2.1)</li> <li>Find comfort in rituals and routines (e.g., uses special "lovey" or comfort object for naptime) with adult assistance as needed. (2.2)</li> <li>Express more complex emotions through behaviors, facial expression and some words. (2.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Toddlers and Twos, Volume 2: Making Friends-Social Skills for Life;</b> page 275 <b>Encouraging Social Skills in Toddlers and Twos with special Needs;</b> page 277</p> <p><b>Activities &amp; Objectives</b> <b>Puppy Sounds, page 62:</b> To develop an awareness of emotions <b>All around the Town, page 280:</b> To develop social-emotional awareness <b>Feelings, page 282:</b> To develop an awareness of different emotions <b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions <b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions <b>Recorded Love Stories, page 292:</b> To develop emotional awareness</p>

					<b>Rock-a-Bye Baby, page 292:</b> To develop a sense of trust
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## SOCIAL-EMOTIONAL DEVELOPMENT: SE5

SUBDOMAIN: SELF-REGULATION					
Standard SE 5: Regulate attention, impulses, and behavior.					
Louisiana Infants (Birth - 11 months)	LED (Birth – 9 months)	Louisiana Young Toddlers (9 – 18 months)	LED (9-12 months)	Louisiana Older Toddlers (16 – 36 months)	LED (12-36 months)
<p><b>SE5Indicators:</b></p> <ul style="list-style-type: none"> <li>Respond to having needs met. (0.1)</li> </ul> <p>Respond to changes in adult's tone of voice, expression, and visual cues (e.g., shaking head). (0.2)</p>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1:</b> <b>I Need a Hug! Social Skills for Life;</b> page 235 <b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b> <b>Ah, Boo! Page 242:</b> To begin responding to familiar voices <b>Baby Boop, page 242:</b> To begin to develop social interaction skills <b>Baby Faces Book, page 243:</b> To distinguish facial expressions <b>Falling in Love, page 244:</b> To build a sense of trust and security</p>	<p><b>SE5Indicators:</b></p> <ul style="list-style-type: none"> <li>Respond to simple rules and routines. (1.1)</li> <li>Accept some redirection from adults. (1.2)</li> <li>Act on impulses (e.g., pull mother's hair or reach for another child's bottle). (1.3)</li> <li>Develop a capacity to wait for needs to be met when responded to promptly and consistently. (1.4)</li> </ul>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Infants, Volume 1:</b> <b>I Need a Hug! Social Skills for Life;</b> page 235 <b>Encouraging Social Skills in Infants with Special Needs;</b> page 238</p> <p><b>Activities &amp; Objectives</b> <b>Can You Copy Me? Page 252:</b> To build an understanding of reciprocity <b>Laugh Your Stress Away, page 254:</b> To begin to develop a sense of humor <b>Laugh Your Stress Away, page 254:</b> To begin to develop a sense of humor</p>	<p><b>SE5Indicators:</b></p> <ul style="list-style-type: none"> <li>Show some understanding of simple rules and routines with adult support. (2.1)</li> <li>Accept some redirection from adults. (2.2)</li> <li>Respond positively to choices and limits set by an adult to help control their behavior. (2.3)</li> </ul>	<p><b>LED Foundations:</b> <b>Social and Emotional Development;</b> page 202</p> <p><b>LED Toddlers and Twos, Volume 2:</b> <b>Making Friends-Social Skills for Life;</b> page 275 <b>Encouraging Social Skills in Toddlers and Twos with special Needs;</b> page 277</p> <p><b>Activities &amp; Objectives</b> <b>Baby Basketball, page 52:</b> To learn games with simple rules <b>Learning with Play, page 59:</b> To participate in early social and emotional experiences <b>Artistry, page 133:</b> To begin understanding of reciprocity <b>Mine and Yours, page</b></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>Social Rituals, page 251:</b> To practice social greetings</p>				<p><b>290:</b> To begin to develop an understanding of possession</p>
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