



OKLAHOMA Early Learning Alignment
For children Birth to Three
Learn Every Day: The Program for Infants, Toddlers, and Twos

APPROACHES TO LEARNING

STANDARD 1

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

Young Infant: 0-8 months The Baby May: Begin to show interest in exploring his/her environment.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Notice and show interest in and excitement with familiar objects, people and events. React to new objects and sounds by becoming more quiet, more active or changing his/her facial expressions. Gaze attentively at teachers talking to them during care giving routines such as feeding	★ Provide opportunities for sensory exploration and describe to infant what he/she is experiencing (feeling, hearing, touching, tasting, smelling, seeing, etc.). ★ Provide a safe, natural space for infant to explore and provide support for infants who are hesitant about new things and experiences.	LED Foundations: <i>Approaches to Learning; page 118</i> LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with Special Needs; page 58</i> Follow the Action, page 67: To

<p>and diaper changing.</p> <p>Consistently look, reach for and mouth toys and objects. Grasp, release, re-grasp and re-release an object.</p> <p>Experiment to see if kicking or grabbing at a toy like a mobile will repeat a sound/motion.</p>	<ul style="list-style-type: none"> ★ Make eye contact and use language to prepare for and describe the care giving routine. (For example: “Susie, it is time to change your diaper. Let’s go to the diaper changing table.”) ★ Provide a variety of opportunities, materials and experiences that encourage exploration, movement and hands-on discovery (rattles, activity boxes, soft books, etc.). ★ Respond to infant’s exploration and discovery with enthusiasm and encouragement. ★ Provide infant with toys and objects that react to specific actions (shakers, balls, mobiles, etc.) 	<p>build attention</p> <p>Follow the Bee; page 67: To be exposed to the concept of eye-hand coordination</p> <p>Where Did It Go? Page 70: To stimulate vision by drawing attention to an object</p> <p>Who Am I? Page 70: To foster a sense of attachment</p> <p>From Babbling to Words, page 91: To learn to study faces</p> <p>Dangling Beach Toy, page 146: To practice reciprocity in a social context</p> <p>Find the Toy, page 148: To practice gross motor skills that involve turning and reaching</p> <p>Prone Play, page 151: To practice grasping an object</p> <p>Satin Streamers, page 152: To practice grasping and object when it is placed in the hand</p> <p>Humming and Body Contact, page 173: To respond to a comforting voice</p> <p>Wildflower Window Panels, page 227: To observe nature</p> <p>Ah, Boo! Page 242: To begin responding to familiar voices</p> <p>Rock the Baby, page 246: To simulate the vestibular system</p>
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Mobile Infant: 6-18 months

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

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Show persistence by dropping a toy or object and looking for it, wanting to hear the same song or story over and over again, or repeating the same activity.</p>	<ul style="list-style-type: none"> ★ Provide safe toys for child to use for experimentation and problem solving. ★ Provide activities and experiences repeatedly if child shows interest. ★ Provide safe toys and 	<p>LED Foundations: Approaches to Learning; page 118</p> <p>LED Vol 1: Learning Spaces; page 17</p> <p>LED Vol 1: Moving Right Along! Learning Spaces for Mobile Infants; page 33</p>

<p>Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.</p> <p>Show pleasure and encourage continued interaction by vocalizing and smiling when he/she is being read to, talked to or sung to.</p> <p>Explore spatial relationships by attempting to fit their body in boxes or tunnels, or finger into holes.</p> <p>Demonstrate interest in new experiences such as reaching out to touch rain or stopping play to watch a garbage truck.</p> <p>Pretend to do a task he/she has observed such as using a toy key to lock and unlock a door or feed a baby doll a bottle.</p>	<p>experiences with a variety of colors, textures, sounds, shapes, smells, etc. (like stacking cups, shape boxes, balls with a bell inside, etc.)</p> <ul style="list-style-type: none"> ★ Respond to child's vocalizations by continuing to talk, read or sing. ★ Encourage active play by providing equipment (such as boxes and tunnels) a child can get inside, on top of, under and beside. ★ Offer ample time for child to observe actions or experiment with toys, objects and experiences. ★ Observe child and recognize the child is finding creative solutions in his/her play. 	<p>LED Vol 1: Learning Spaces: Modifications for Infants with Special Needs; page 58</p> <p>Chip-Can Scarves, page 72: To gain fine motor practice grasping</p> <p>Peek-a-boo, page 74: To practice with object permanence</p> <p>What Is Under the Material? Page 75: To build curiosity and encourage exploration</p> <p>Hold the Toy, page 77: To problem solve what to do with a toy</p> <p>Quite Puzzling, page 79: To enhance neural wiring through experiences that begin with simple concepts and lead to more complex ideas</p> <p>Napkin Rings, page 78: To build fine motor skills by grasping knobs</p> <p>Roll Behind the Chair, page 80: To imagine the continued motion of a hidden object</p> <p>Listening Fun, page 97: To encourage listening</p> <p>Explore Some More, page 153: To encourage curiosity</p> <p>Nooks and Crannies, page 155: To practice fine motor skills</p> <p>Saucer Spin, page 156: To experience new and different movements</p> <p>Box Tunnels, page 160: To practice a variety of gross motor skills, especially crawling and creeping</p> <p>Dish Tub Seats, page 162: To problem solve simple solutions</p> <p>Put Your Finger in the Air, page 181: To develop listening skills</p> <p>Shake Your Body to Music, page 186: To enjoy music socially</p> <p>Bell Collection, page 211: To develop problem solving skills</p> <p>Goo Bag, page 212: To</p>
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		<p>experience various textures</p> <p>Sticky Floor, page 214: To explore a novel situation or object</p> <p>Texture Blanket, page 218: To explore various textures</p> <p>Outdoor Time, page 230: To explore nature</p> <p>Explore a Tree, page 231: To enhance multisensory exploration</p> <p>Outside Exploring, page 234: To build cognitive skills through multisensory exploration</p> <p>A Stroller Game, page 234: To develop memory skills</p> <p>Mirror Face, page 249: To explore new ways of using familiar objects</p>
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Play beside other children and imitate the play of another child.</p> <p>Engage in pretend play around familiar events (a tea party, a trip to the store, etc.). Substitute objects and toys for real items such as using a block as food as they “prepare dinner.”</p> <p>Seek and take pleasure in new skills, independence and appropriate risk taking activities. (For example: climbing a ladder to the toddler slide, child may insist on “doing it myself” even if he or she needs assistance.)</p>	<ul style="list-style-type: none"> ★ Provide child with a variety of toys and objects that invite exploration. Encourage children to play near one another. ★ Provide props and objects related to familiar events to encourage pretend play. ★ Support child in healthy risk taking and in trying new activities and provide encouragement when child is hesitant. When appropriate, allow additional time to complete activities. ★ Give child choices and support them in their 	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Vol 2: <i>Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</i></p> <p>LED Vol 2: <i>The Importance of Play for Toddlers and Twos with Special Needs; page 19</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i></p> <p>LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i></p> <p>LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</i></p>

<p>Enjoy opportunities to use art materials in various ways.</p> <p>Experiment with cause and effect. (For example: When a child shakes a maraca, they hear a sound.)</p> <p>Show curiosity by trying to figure out how something works, may try several strategies before finding the one that works, or may not find one that works.</p>	<p>decision- making. (For example: “Do you want to play with puzzles, or do you want to play with the ball?”)</p> <ul style="list-style-type: none"> ★ Provide art materials for child and allow child to be spontaneous, silly and messy. ★ Allow child to mix toys and materials from one learning center to another to expand complex learning opportunities. ★ Provide toys, objects and situations that allow child to play with items in a variety of ways. Provide language for feelings of success or frustration. 	<p>Reverse Pull, page 64: To develop an awareness of cause and effect</p> <p>Shoes for Fun, page 65: To develop critical thinking skills</p> <p>What’s in the Drawer? Page 73: To cultivate natural curiosity</p> <p>When the Wind Blows, page 74: To develop an understanding of cause and effect</p> <p>What’s in the Box? Page 102: To encourage curiosity</p> <p>Brightest Chalk Scribbles, page 133: To explore using different media</p> <p>Chalk on the Sidewalk, page 134: To use various media to develop creative skills</p> <p>Cup Trails, page 136: To explore using various media to develop creative skills</p> <p>Cup Trails, page 136: To explore using various media to develop creative skills</p> <p>Paint with Your Feet, page 147: To develop creative expression</p> <p>Play clay Exploration, page 151: To explore and model with clay</p> <p>Stretchy Dough, page 160: To experiment with a variety of textures</p> <p>Baby Band, page 164: To develop an awareness of cause and effect</p> <p>Bells, Bells, Bells, page 164: To encourage creative expression</p> <p>Look What I Can Do, page 173: To develop confidence</p> <p>Boom, Boom, Down, page 198: To develop understanding of cause and effect</p> <p>Disposable Blocks, page 201: To explore cause and effect</p> <p>Pop-Up Toy, page 206: To explore cause and effect</p> <p>Animal Slippers, page 213: To encourage dramatic play</p> <p>You do and I Do, page 222: To become aware of turn taking</p>
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		Bath Time for Dolly, page 227: To engage in dramatic play Floating Islands, page 229: To engage in dramatic play The Dandelion Hunt, page 259: To develop an awareness of shapes and sizes Washing Fun, page 274: To develop listening skills Chair Lineup, page 281: To develop social skills Friendship Chain, page 284: To develop a sense of belonging Color Game, page 300: To experience social interactions In the Kitchen, page 356: To engage in dramatic play
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CREATIVE SKILLS

STANDARD 1

The child will participate in activities that foster individual creativity.

Young Infant: 0-8 months The Baby May: Respond to or show interest in sights and sounds in the environment. For example, familiar objects, routines, people, events and music.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Look at, smile or coo at faces and simple designs. Focus on and respond to facial expression and voice tones. Respond to adults' initiations of play activity by smiling, cooing.	★ Place large, brightly colored pictures of people and familiar things where infant can see them at eye level within 12 inches. ★ Provide objects (toys, mobiles, fabrics) that are different colors, shapes, patterns, forms, tones, textures and sizes.	LED Vol 1: Learning Spaces; page 17 LED Vol 1: Hello, World! Learning Spaces for Young Infants; page 20 Babbling, page 87: To encourage babbling Coo and Squeal, page 89: To practice hearing the sound of his own voice Mouth Sounds, page 91: To help

<p>Respond to music in the environment. (For example: calms to lullaby, turns head and moves arms and legs when hearing loud and/or soft tones)</p> <p>Enjoy producing music and other sounds with rattles and bells.</p>	<ul style="list-style-type: none"> ★ Hold and talk to infant. Play interactive games, such as This Little Piggy and Pat-a-Cake. ★ Encourage expression by making faces, gestures and sounds. ★ Sing, hum and chant to infant. Watch for cues and signals, such as smiling and reaching. ★ Provide musical experiences for the infant in a variety of ways (singing, musical toys). ★ Allow opportunities for the infant to move freely and independently to explore his/her environment within safe boundaries. ★ Move/dance to music with the infant. 	<p>develop “wiring” the neurons from the ears to connect with the auditory part of the brain</p> <p>Humming and Body Contact, page 173: To respond to a comforting voice</p> <p>Pop! Goes the Weasel, page 175: To provide exposure to music</p> <p>Soothing Music, page 176: To learn self-regulation and how to relax when stimulated with music</p> <p>Trade Funny Sounds, page 178: To build social interaction skills</p> <p>Blanket Fun, page 226: To experience nature</p> <p>Rain on Me, page 226: To experience rain</p> <p>Wildflower Window Panels, page 227: To observe nature</p> <p>Wind Sock, page 228: To build visual and auditory skills</p> <p>You Are Special, page 248: To build self-esteem and a sense of accomplishment</p>
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Mobile Infant: 6-18 months

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

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Delight in ability to produce sounds (smacks lips, squeals on purpose). Start to discover musical rhythm and create sounds by banging everyday objects.</p> <p>Respond to and show preference for familiar songs and tunes. May like to hear or sing the same tune over and over.</p>	<ul style="list-style-type: none"> ★ Encourage child’s interest and participation in musical activities. Provide noisemakers, pots and pans, etc. ★ Provide the child a variety of types of music (lullabies, classical, children’s songs) from a variety of cultures, languages and backgrounds. 	<p>LED Vol 1: Learning Spaces; page 17 <i>Spaces for Mobile Infants; page 33</i></p> <p>LED Vol 1: Learning Spaces: Modifications for Infants with Special Needs; page 58</p> <p>Hide the Teddy, page 73: To build language and social interaction skills</p> <p>Peek-a-boo, page 74: To foster a</p>

Engage in imitation play, begin to fantasize and perform simple role-play (lift a cup to lips, pat stuffed animals).

Begin to experiment with art materials. Hold large crayons, paintbrushes, markers or chalk, move them between hands and engage in random marks and scribbling.

Participate in and enjoy a variety of tactile/sensory experiences such as water, textures, etc.

- ★ Provide creative movement experiences using toys and materials. (For example: scarves, musical instruments and activities including free dance and imitating animals. Recreate child's favorite stories or routines and finger plays, and equipment such as boat/step climber)
- ★ Provide toys that foster creativity and that can be multi-purpose (open-ended). Blocks, stuffed animals, scarves, dress up clothes, etc.
- ★ Provide art materials (colorful paper, markers, crayons, finger paint, smocks). Allow the child to be creative without over concern about messes. (Avoid items that create a choking hazard, are toxic or eye/skin irritating materials)
- ★ Provide the child with a variety of fabrics, papers, toys and sensory experiences such as water, sand, grass, snow and ice cubes. Talk about a variety of shapes, colors and textures.

sense of independence when the child hides

What Is Under the Material?

Page 75: To build curiosity and encourage exploration

Hold the Toy, page 77: To problem solve what to do with a toy

Quite Puzzling, page 79: To enhance neural wiring through experiences that begin with simple concepts and lead to more complex ideas

Roll Behind the Chair, page 80: To have fun when involved in a social game

The Animal Signing Game, page 94: To develop a way to communicate

Fill the Day with Words, page 96: To encourage jabbering and combining syllables

Help Me Pack, page 100: To enjoy social interactions with each other

Talk on the Phone, page 105: To experience pretend play

Magic Surprise, page 155: To encourage exploration of a novel item

Bumpy Lumpy Locomotion, page 161: To encourage sensory awareness

Humming and Body Contact, page 173: To feel comfortable and safe in her surroundings.

Put Your Finger in the Air, page 181: To encourage having fun with music

Second Language Sing-Along, page 182: To expose the infant to other languages

Morning Greeting, page 185: To increase awareness of sounds
Na, Na, Na, Na, Na, Na, page 186: To increase language development

Sensory Tub, page 213: To explore and experience messy

		play materials Squeak Toys, page 214: To experience different sounds Texture Crawl, page 218: To explore new environmental stimuli Warm and Cold, page 219: To develop tactile skills
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Learn words to simple songs; participate in group singing activities for short periods of time; and move freely in response to music and change of tempo.</p> <p>Engage in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. Use objects for other than intended purposes (For example: block for phone).</p> <p>Create art that represents people, objects and places. Tell about the art they created, what it is and what the action might be. (For example, marks on the page may represent their family)</p>	<ul style="list-style-type: none"> ★ Provide opportunities to create or mimic movement and sequence (Head and Shoulders, Knees and Toes, Itsy-Bitsy Spider) and to sing and learn songs, etc. ★ Provide and encourage movement to music of varying tempos from a variety of types of music (lullabies, classical, children's songs) and from various cultures, languages and backgrounds. ★ Play copycat games with sounds, songs and rhythm. ★ Plan for and provide opportunities for older child to engage in dramatic play activities both indoors and outdoors. ★ Provide puppets, dress up clothing and other props. Encourage child to role play various family and career roles. ★ Allow indoor and outdoor use of art 	<p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers</i>; page 22</p> <p>LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs</i>; page 32</p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos</i>; page 33</p> <p>LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs</i>; page 44</p> <p>Artistry, page 133: To develop creative skills</p> <p>Brightest Chalk Scribbles, page 133: To explore using different media</p> <p>Collage, page 135: To develop the child's sense of creativity</p> <p>Clay Tray, page 135: To explore clay or playdough</p> <p>Rubbery Flubbery Dough, page 154: To experiment with different texture</p> <p>Baby Band, page 164: To encourage creative expression by making noises with simple objects</p> <p>Baby Band, page 164: To encourage creative expression by making noises with simple objects</p>

	<p>materials in his/her own way.</p> <ul style="list-style-type: none"> ★ If the child wants, display his/her work at the child's eye-level. ★ Ask the children if they want their names printed on their work. ★ Provide safe art materials for child to use under supervision to create drawings, paintings, collages, three-dimensional artwork, play dough sculptures, etc. ★ Provide varied and multisensory art materials: add peppermint drops to play dough; use an evergreen branch as a paint brush; go on a nature walk and collect items to create a collage. ★ Provide words, assisting the child in describing his/her art to others. 	<p>Community Drum, page 166: To encourage emerging social skills</p> <p>Freeze Dance, page 169: To develop creative expression</p> <p>Hoop Ring around the Rosie, page 170: to develop creative expression</p> <p>Let's Make Music, page 172: To develop creative expression</p> <p>Look What I Can Do, page 173: To encourage creative expression</p> <p>Rhythm Sticks, page 177: To develop a sense of rhythm</p> <p>Sing Out, page 178: To develop a love of music by singing</p> <p>Color Picnic, page 307: To explore the presence of color in nature</p> <p>Colorful Cows, page 317: To express creativity through coloring</p> <p>Follow that Animal, page 323: To observe and mimic movements</p> <p>My Tail, page 392: To engage in dramatic play</p>
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**COMMUNICATION SKILLS
AND EARLY LITERACY (LANGUAGE ARTS)
LANGUAGE STANDARD 1**

Receptive Language (Listening):

The child will hear and respond to sounds in the environment.

Young Infant: 0-8 months

The Baby May: Demonstrate awareness of communication through listening and observing.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Startle or cry when a loud noise is heard.</p> <p>Turn to look at teacher's face when he/she speaks or smiles in response to the teacher's smile.</p>	<p>★ Respond promptly by verbally acknowledging infant's attempt to communicate, modeling language, gently touching or picking up the infant. (Use infant's home language when possible.)</p> <p>★ Respond by making eye contact using infant's name, animated facial expressions and language. (For example: raise eyebrows and smile.)</p>	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills</i>, page 81</p> <p>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays</i>, page 84</p> <p>Look into My Eyes, page 69: To build auditory processing skills</p> <p>Who Am I? Page 70: To foster a sense of attachment</p> <p>Always Talking, page 87: To build receptive language</p> <p>Baby Talk, page 88: To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p>Communicating with the Baby, page 89: To simulate awareness of sounds</p> <p>Coo and Squeal, page 89: To practice hearing the sound of his own voice</p> <p>Feel the Sound, page 90: To develop a sense of awareness of sound</p> <p>Mouth Sounds, page 91: To introduce reciprocity in conversations; To help develop "wiring" the neurons from the ears to connect with the auditory part of the brain</p> <p>Talk to Me! Page 92: To respond to familiar voices</p> <p>We Are the World, page 93: To expose infants to sounds not characteristic of their native language</p>

Mobile Infant: 6-18 months

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

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Look toward the teacher and smile when his/her name is spoken.</p> <p>Look, point and use gestures.</p> <p>Point to objects to draw teacher's attention.</p>	<ul style="list-style-type: none"> ★ Use child's name frequently during care giving procedures and/or daily routines. ★ Name and/or use hand motions for people, objects and actions throughout the day. (For example: "You are waving bye-bye.") ★ Look in direction and comment "yes, I see the airplane." 	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills, page 81</i></p> <p>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays, page 84</i></p> <p>Echo Me, Echo You, page 95: To understand the concept of reciprocity in learning to communicate</p> <p>Infant Cues, page 96: To develop language by consistently responding to verbal cues</p> <p>Listening Fun, page 97: To encourage listening</p> <p>Routine Conversation, page 97: To continue developing listening and language comprehension skills</p> <p>Tell Me a Story, page 98: To practice listening skills</p> <p>Help Me Pack, page 100: To begin to associate words with objects</p> <p>Pointing, page 103: To develop body part recognition</p> <p>Rhyming Names, page 104: To hear rhymes used in everyday language</p> <p>Talk on the Phone, page 105: To experience pretend play</p>

Toddler: 16-36 months

The Toddler May: Begin to understand more requests and detailed statements that refer to positions in space, places, ideas, actions, people and feelings.		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Recognize familiar songs and books. (For example: start to sing parts of a familiar song.)</p> <p>Understand pronouns such as “me,” “mine,” “yours,” “him” and “her”.</p> <p>Follow simple one-step, then two-step directions. (For example: picking up cup when asked by teacher, then picking up toy and putting it away.)</p> <p>Recognize familiar places by logos.</p>	<p>★ Play familiar songs and read books repeatedly.</p> <p>★ Use pronouns with gestures. (For example: teacher points to self and requests “Give me the blanket, please.”)</p> <p>★ Give simple one-step instructions increasing to two-step instructions, followed with praise when appropriate.</p> <p>★ Call attention to or respond to child’s recognition of familiar places. (For example: point at grocery store and name it.)</p>	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos with Developmental Delays</i>; page 79</p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development</i>; page 80</p> <p>Changing Sounds, page 83: To develop auditory discrimination skills</p> <p>The Cow Says, “Moo”, page 84: To develop listening skills</p> <p>Everything Can Talk, page 85: To develop neural connections in the brain</p> <p>Hey Diddle Diddle, page 89: To develop listening skills</p> <p>Little Ants, page 92: To develop listening skills</p> <p>Little Piggies, page 93: To develop listening skills</p> <p>Looking at the Wide World, page 95: To develop listening skills</p> <p>Rain, Rain, Go Away! Page 99: To develop auditory discrimination</p> <p>Rain, Rain, Go Away! Page 99: To develop auditory discrimination</p> <p>Caps for Sale; page 113: To develop listening skills</p>

Language STANDARD 2

Expressive Language (Speaking/Vocabulary):

The child will express needs, thoughts, and interests through gestures, sounds or words.

Young Infant: 0-8 months

The Baby May: Demonstrate increasing ability to express wants, needs, thoughts and feelings.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Make sounds or cries of varying intensity and pitch.</p> <p>Communicate through facial expression or body movement: smiles, squeals, “mmm” while sucking, etc.</p> <p>Use gestures, babbles, sounds or body language to communicate: reach out to caregiver, point to things out of reach, coo with one or two consonants with several vowels.</p> <p>Laugh aloud.</p>	<ul style="list-style-type: none"> ★ Respond promptly by verbally acknowledging infant’s attempt to communicate, modeling language, gently touching or picking up the infant. (Use infant’s home language when appropriate.) ★ Listen and respond with supportive expressions. ★ Take turns communicating by matching infant’s sounds and facial expressions to encourage responses. ★ Provide unbreakable mirror on wall where the infant can see him/herself. ★ Respond to the sounds the infant makes by imitating the infant’s sounds and waiting for the infant to respond (taking turns). ★ Respond to infant’s gestures; provide language to describe infant’s attempts to communicate. ★ Use language during routines (diapering) and playtime with songs and finger plays such as Peek-a-boo, Pat-a- Cake, etc. 	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills</i>, page 81</p> <p>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays</i>, page 84</p> <p>The Blowing Game, page 66: To encourage social interactions with adults</p> <p>Always Talking, page 87: To introduce the sound of a familiar voice</p> <p>Babbling, page 87: To encourage babbling</p> <p>Baby Talk, page 88: To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p>Beginning Bonding, page 88: To build language awareness and encourage communication</p> <p>Communicating with the Baby, page 89: To simulate awareness of sounds</p> <p>Follow-the Leader Sounds, page 90: To practice language skills and use sounds to interact with someone else</p> <p>Mouth Sounds, page 91: To introduce reciprocity in conversations</p>

Mobile Infant: 6-18 months

The Baby May: Demonstrate an increasing ability to communicate.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Point and babble with inflections similar to adult speech.</p> <p>Attempt to sing.</p> <p>Communicate with gestures. (For example: Baby Signs, American Sign Language or other familiar gestures such as wave bye-bye when prompted).</p> <p>Communicate with one-word sentences. Begin using descriptive words. (For example: “more,” “big,” “out” and “up.”)</p>	<ul style="list-style-type: none"> ★ Build upon child’s efforts to say words. (For example: infant says “baba,” teacher responds by saying, “Bottle? Bobbie wants his bottle?”) ★ Talk with child in calm, soft voice. ★ Provide opportunities to listen, sing along and move to different kinds of appropriate music (including music from infant’s home culture). ★ Encourage the child to use simple gestures to communicate. ★ As parent is leaving, encourage child to wave and model waving bye-bye. ★ Expand what the child says into a complete sentence. (For example: when a child says “more” and holds his/her cup up to the teacher, the teacher says, “More milk?”) Vocabulary starts with very few words and continues to increase. 	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills, page 81</i></p> <p>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays, page 84</i></p> <p>The Animal Signing Game, page 94: To develop a way to communicate Talking Together, page 93: To further develop oral language skills</p> <p>Echo Me, Echo You, page 95: To understand the concept of reciprocity in learning to communicate</p> <p>Fill the Day with Words, page 96: To encourage jabbering and combining syllables</p> <p>Infant Cues, page 96: To develop language by consistently responding to verbal cues</p> <p>Listening Fun, page 97: To help develop speech and language comprehension skills</p> <p>Routine Conversation, page 97: To continue developing listening and language comprehension skills</p> <p>Help Me Pack, page 100: To enjoy social interactions with each other</p> <p>Name Games, page 101: To build vocabulary</p> <p>Name the Toy, page 101: To learn about the use and names of everyday items</p> <p>Picture Wall, page 102: To recognize names based on</p>

		<p>pictures</p> <p>Talk on the Phone, page 105:</p> <p>To expand the use of jargon talk</p>
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<p>Toddler: 16-36 months</p> <p>The Toddler May: Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.</p>		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Begin to combine two words, then use simple sentences, and expand sentence length as vocabulary increases.</p> <p>Use language to communicate with other children and adults throughout daily activities and may show frustration when not understood.</p> <p>Begin using “s” at the end of some words, such as “wants,” “trucks” and “mouses.”</p> <p>Begin to name items from pictures.</p> <p>Attempt to sing songs with words, and later sing phrases of songs.</p>	<ul style="list-style-type: none"> ★ Encourage language by talking with the child, asking open-ended questions, waiting for a response, repeating back and expanding what the child says. ★ Respectfully acknowledge unique home language the child uses. ★ Interpret what the child is trying to communicate. (For example: “I think you want to play with the blue truck, but Maria is playing with it.”) ★ Encourage toddler to use words when interacting with other children to get needs met. (For example: encourage child to use phrases such as “I don’t like that” instead of hitting or biting.) ★ Model complete sentences, using the correct forms of plural words. (For example: “Did you see mice at the pet store?”) ★ Point to a picture (family photos, storybooks, etc.) and ask the child to name what he/she sees. ★ Sing songs (nursery 	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development; page 80</i></p> <p>All about the Picture, page 81: To develop verbal communication skills</p> <p>Animal Talk! Page 81: To develop oral language skills</p> <p>Bonjour and Buenos Dias, page 82: To build vocabulary</p> <p>Changing Sounds, page 83: To develop oral language skills</p> <p>Copycat Language, page 84: To develop vocabulary</p> <p>The Cow Says, “Moo”, page 84: To develop oral language skills</p> <p>Dressing Talk, page 85: To develop vocabulary</p> <p>Fun with Words, page 86: To develop language skills</p> <p>Hello! Who’s There? Page 88: To develop language skills</p> <p>If you’re Happy and You Know It, page 90: To learn to express emotions through language</p> <p>Let’s Talk, page 92: To develop language skills</p> <p>Looking at the Wide World, page 95: To develop vocabulary</p>

	rhymes, finger plays, transition songs, etc.) with the child throughout the day.	The Singsong Game, page 99: To develop language skills Twinkle, Twinkle, Little Star, page 101: To develop language skills Yo-Ho: A-Spying We Go, page 103: To develop vocabulary
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LITERACY STANDARD 3

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

Young Infant: 0-8 months The Baby May: Demonstrate an interest In human faces, patterns, colors and familiar pictures.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Repeatedly stare at faces or patterns on objects.</p> <p>Respond in a physical way to books or other print. (For example: put corner of book (board, cloth, or vinyl) into mouth, or push repeatedly on a book or page.)</p> <p>Show a preference by reaching for or looking at a favorite book, page or picture.</p>	<p>★ Attach pictures or patterns to the lower part of a wall floor or crib. Observe what the infant responds to, and change pictures accordingly.</p> <p>★ Hold infant while actively reading and looking at children's books or pictures; allow the infant to explore books, and talk to the infant in a pleasant tone of voice about books and pictures.</p> <p>★ Provide books (board, cloth or vinyl) within the infant's reach. Hold book so infant can explore.</p>	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 1: <i>Change My Life by Turning a Page</i>; page 107</p> <p>LED Vol 1: <i>Literacy Development in Infants</i>; page 110</p> <p>LED Vol 1: <i>Book List for Infants</i>; page 113</p> <p>LED Vol 1: <i>Literacy Adaptations for Infants with Special Needs</i>, page 114</p> <p>Follow the Action, page 67: To help a baby learn to distinguish features on a face</p> <p>Where Did It Go? Page 70: To stimulate vision by drawing attention to an object</p> <p>Book Look, page 116: To familiarize an infant with books</p> <p>Chants and Rhyme, page 116: To familiarize and infant with the sounds of language</p> <p>Happy, Silly Sounds Are All Around! Page 116: To enable the</p>

		infant to become familiar with the sounds that compose words Learning Words, page 117: To introduce new words Loud and Soft, page 118: To build early listening skills Sing! Sing! Sing! Page 116: To build early listening skills
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Mobile Infant: 6-18 months

The Toddler May: Demonstrate an increasing awareness of familiar books, signs and symbols.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Make movements and sounds or words in response to pictures and books. (For example: the infant may use an open hand to pat favorite pictures or point to pictures in a book.)</p> <p>Begin to recognize signs and symbols frequently seen by naming or pointing to logos and signs.</p> <p>Pretend to read books by holding the books and looking at pictures as if reading. Hold books upside down or backwards, turning pages from back to front.</p>	<ul style="list-style-type: none"> ★ Use books with familiar and realistic photos in them, pointing to the pictures and naming them with excitement and interest. Create photo or picture books for child with favorite people, animals or things. ★ State the name of the sign or the logo from familiar restaurants or retail stores, expanding on the child's current knowledge. ★ Spend one-on-one time reading or looking at a book or picture. Start to turn page and allow child to finish. Also allow the child to explore books on his/her own. ★ Incorporate books into all aspects of daily activities. 	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 1: <i>Change My Life by Turning a Page</i>; page 107</p> <p>LED Vol 1: <i>Literacy Development in Infants</i>; page 110</p> <p>LED Vol 1: <i>Book List for Infants</i>; page 113</p> <p>LED Vol 1: <i>Literacy Adaptations for Infants with Special Needs</i>, page 114</p> <p>Fill in the Blanks, page 119: To increase the infant's familiarity with books</p> <p>My First Book, page 119: to build vocabulary</p> <p>Read It Again! Page 120: To recognize language patterns through repetition of familiar phrases</p> <p>Reading Tips, page 120: To build book knowledge</p> <p>Rhymes for Reading, page 121: To expose baby to how words can be combined to make a rhyme</p> <p>Textured Books, page 121: To provide multisensory experiences with texture</p> <p>Adding Spark to the Book Learning Space, page 122: To</p>

		provide opportunities to interact with books A Big Book with Doors, page 123: To increase book knowledge Discovering Books, page 124: To broaden language skills Family Faces, page 125: To connect a picture with a specific person My ABC Book, page 126: To foster the recognition of sounds Story Time, page 130: To increase book knowledge
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Listen and look at pictures and print as teacher tells a story. Enjoy having the same book read several times; will carry the book or picture around and show it to others; mimic adult reading.</p> <p>Choose and/or view books independently.</p> <p>Start to recognize print and/or pictures in the environment. Recognize and say letter(s) in his/her name.</p>	<ul style="list-style-type: none"> ★ Read with a child or small group of children several times a day. ★ Encourage and assist toddler to pick out books from a shelf. Have variety of books available within child's reach. ★ Label familiar items in the environment with printed words and pictures at child's eye level. Label child's cubby with their name and photo. Label toy shelves, cabinets, furniture, rooms, etc. ★ Provide print-rich environment by including magazines, children's books, dramatic play items such as menus, catalogs, etc. 	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>Story Time, page 130: To increase book knowledge Book Nook, page 112: To develop social skills Caps for Sale; page 113: To encourage dramatic play Color Shopping, page 113: To develop emergent literacy skills Cozy Library, page 114: To encourage interest in books First Reading Game, page 115: To develop vocabulary Flap book, page 116: To develop interest in books Fun with Picture Cards, page 117: To develop print awareness Happenings in Our Class, page 118: To encourage interests in books Little Boy blue, page 120: to develop vocabulary Little Boy blue, page 120: To develop pre-literacy skills</p>

Identify and talk about pictures in books. Say a phrase or word over and over from a book, finger-play or song. Begin to anticipate what happens next in the story. Pretend to write or type.	<p>Encourage talk about printed items in response to child's attempts at picture and print recognition.</p> <ul style="list-style-type: none"> ★ Read predictable books, encourage child to participate by asking questions about the story or pictures. Tell a story, pause and allow child to add to the repetition of the story line or ask child what comes next. ★ Provide paper and tools such as large crayons, markers and chalk for child's use in several play areas. For pretend play, provide a keyboard for typing. 	<p>My Own Word Book, page 121: To develop vocabulary Reading Buddies, page 122: To encourage interest in books Sharing Books, page 124: To encourage interest in books Visual Discrimination Poster, page 127: To develop emergent literacy skills</p>
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STANDARD 4

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

Young Infant: 0-8 months The Baby May: Begin to respond to sounds in the environment.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Startle or turn in the direction of sounds in the environment.	<ul style="list-style-type: none"> ★ Respond to sounds in the environment by naming sounds or narrating what is happening related to the 	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Vol 1: <i>Talk To Me!</i></p>

<p>Respond to familiar words or gestures. (For example: stops crying when teacher says “bottle” or smiles and laughs when told “mommy is here.”)</p>	<p>sound by saying “the phone is ringing. I will see who it is.”</p> <p>★ Pair words with actions and objects during play activities and daily routines.</p>	<p><i>Communication and Language Skills, page 81</i> LED Vol 1: Communication Issues in Infants with Developmental Delays, page 84 LED Vol 1: Change My Life by Turning a Page; page 107 LED Vol 1: Literacy Development in Infants; page 110 LED Vol 1: Book List for Infants; page 113 LED Vol 1: Literacy Adaptations for Infants with Special Needs, page 114</p> <p>Follow the Action, page 67: To build attention Look into My Eyes, page 69: To build auditory processing skills Always Talking, page 87: To introduce the sound of a familiar voice Beginning Bonding, page 88: To build language awareness and encourage communication Follow-the Leader Sounds, page 90: To practice language skills and use sounds to interact with someone else Mouth Sounds, page 91: To identify facial expression and mouth sounds Chants and Rhyme, page 116: To familiarize and infant with the sounds of language Loud and Soft, page 118: To build early listening skills High or Low! Page 245: To develop security with familiar voices</p>
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Mobile Infant: 6-18 months

The Baby May: Begin to follow simple directions
 And demonstrate understanding of home and/or English language.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES,
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		ACTIVITIES AND OBJECTIVES
<p>Recognize familiar social games and routines.</p> <p>Respond to simple questions or requests.</p> <p>Point to objects, pictures and body parts as part of interactions with adults.</p>	<ul style="list-style-type: none"> ★ Play games such as Pat-a-Cake, Peek-a-Boo or This is the Way We Wash Our Hands. Observe child starting the game and joining in the play. (Pat-hands, cover eyes, rub hands.) ★ Look for opportunities to ask child questions such as “Can you find the doll?” or “Would you please hand me the ball?” ★ Ask child to point to objects in the room, pictures in books or body parts during routines and playtime. (For example: “Show me the doggie” or “Point to your toes, let’s hide them in your socks!”) 	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills</i>, page 81</p> <p>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays</i>, page 84</p> <p>LED Vol 1: <i>Change My Life by Turning a Page</i>; page 107</p> <p>LED Vol 1: <i>Literacy Development in Infants</i>; page 110</p> <p>LED Vol 1: <i>Book List for Infants</i>; page 113</p> <p>LED Vol 1: <i>Literacy Adaptations for Infants with Special Needs</i>, page 114</p> <p>Hide the Teddy, page 73: To build language and social interaction skills</p> <p>The Animal Signing Game, page 94: To develop a way to communicate</p> <p>Echo Me, Echo You, page 95: To understand the concept of reciprocity in learning to communicate</p> <p>Fill the Day with Words, page 96: To encourage jabbering and combining syllables</p> <p>Infant Cues, page 96: To develop language by consistently responding to verbal cues</p> <p>Where Is It? Page 99: To begin to recognize body parts</p> <p>Where’s Teddy? Page 99: To develop name recognition</p> <p>Where Is It? Page 99: To begin to recognize body parts</p> <p>Where’s Teddy? Page 99: To develop name recognition</p>

Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Demonstrate an understanding of language spoken at home.</p> <p>Listen and respond to one and two-step directions, stories, rhymes or finger plays.</p> <p>Answer simple questions.</p> <p>Begin to understand the sequence or order of a story. Tell a story from imagination or experience.</p>	<ul style="list-style-type: none"> ★ Have families provide descriptions in their home language, special words related to routine, daily activity, expressions, etc. ★ Use home language that the child understands. Build on the child's current level of communication. ★ Encourage child to respond to action words, such as "Let's put the truck on the shelf" and "Let's cover the baby with a blanket so she will be warm." ★ Create opportunities for children to follow simple rhymes such as Teddy Bear Turn Around or Head, Shoulders, Knees and Toes. ★ Ask child simple questions that encourage child to be involved in a give-and-take conversation. (For example: child says, "Ball, ball, ball." Teacher responds, "Can you find the ball?" Child says, "Ball, ball, ball." Teacher responds, "Yes you found the ball!") ★ Read a story to a child; encourage child to look at pictures and guess what the story is about; ask child questions about what happened in a story; 	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos with Developmental Delays</i>; page 79</p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development</i>; page 80</p> <p>Someone Special, page 67: To develop oral language</p> <p>Bonjour and Buenos Dias, page 82: To develop oral language skills</p> <p>Changing Sounds, page 83: To develop auditory discrimination skills</p> <p>Everything Can Talk, page 85: To develop neural connections in the brain</p> <p>Good Morning to You! Page 87: To develop vocabulary</p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p> <p>Let's Talk, page 92: To develop vocabulary</p> <p>Little Ants, page 92: To develop vocabulary</p> <p>Little Piggies, page 93: To develop body awareness</p> <p>London bridge is Falling Down, page 94: To learn the concepts of <i>down</i> and <i>up</i></p> <p>The Singsong Game, page 99: To develop language skills</p> <p>Teddy Bear, Teddy Bear, page 100: To encourage understanding</p>

	provide props to act out the story.	<p>of rhyme</p> <p>Book Nook, page 112: To encourage emergent literacy skills</p> <p>Little Bo Peep, page 119: To build vocabulary</p> <p>Sequence Cards, page 123: To develop understanding of the concept of sequence</p> <p>Special Day Together, page 124: To encourage development of neural pathways in the brain</p> <p>Word Book, page 128: To develop emergent literacy skills</p>
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STANDARD 5

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

[illegible]

	to reach with either hand or both.	<p>exposed to the concept of eye-hand coordination</p> <p>Eye Follow-Ups, page 147: To practice eye-hand coordination</p> <p>Funny Booties, page 149: To grasp or reach for objects of interest</p> <p>Napkin Tent, page 150: To encourage reflexive grasping</p> <p>Prone Play, page 151: To practice grasping an object</p> <p>Satin Streamers, page 152: To practice grasping and object when it is placed in the hand</p> <p>Dancing Lights, page 207: To recognize and track visual patterns</p> <p>Floating Bubbles, page 207: To track movements visually</p>
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<p align="center">Mobile Infant: 6-18 months</p> <p>The Baby May: Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.</p>		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Use his/her fingers/hand to grasp large crayon, marker or other tool with a whole fist and mark strokes, lines or scribbles randomly on paper and other surfaces.</p> <p>Develop purposeful pincer grasp (uses thumb and forefinger to pick up items).</p>	<p>★ Provide crayons and other art materials for the child to explore and use during both indoor and outdoor play, such as finger-paint, variety of paper (wall paper, paint paper, drawing paper, construction paper, etc.), large crayons, markers, and chubby size paint brushes, or large sidewalk chalk.</p> <p>★ Respect scribbles as early forms of writing.</p> <p>★ Provide opportunities for child to use pincer grasp, such as bead mazes, finger</p>	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills</i>, page 81</p> <p>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays</i>, page 84</p> <p>Chip-Can Scarves, page 72: To gain fine motor practice grasping</p> <p>Noisy Dumping, page 73: To practice both gross and fine motor skills</p> <p>Pointing, page 103: To develop fine motor skills</p> <p>In and Out, page 154: To</p>

<p>Develop midline skills such as holding large crayons and transferring them from one hand to the other.</p> <p>Begin to recognize the relationship between familiar pictures and printed words.</p>	<p>foods, safe objects to handle (knob puzzles) and simple activity boards.</p> <p>★ Play Pat-a-Cake and other finger-play songs with the child to help with midline skills.</p> <p>★ Write child's name on cubby and all personal items. Make a photo book including pictures of each child and his/her family with written names.</p>	<p>introduce the concepts of in and out; to practice grasping objects and moving them</p> <p>Magic Surprise, page 155: To practice grasping</p> <p>Nooks and Crannies, page 155: To practice fine motor skills</p> <p>Rattle Me! Page 156: To practice grasping objects</p> <p>Balls, Balls, Balls! Page 159: To develop eye movement</p> <p>Stacking Cups, page 165: To practice fine motor skills</p> <p>Goo Bag, page 212: To experience various textures</p>
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Hold a large crayon or writing tool with a whole fist grasp and scribble with increasing levels of control.</p> <p>Explore drawing, painting and writing as a way of communicating.</p>	<p>★ Introduce items that give the child an opportunity to grip, such as child-safe scissors, simple large-piece puzzles, knob puzzles, blocks, animal or people figures, play dough, cars and trucks.</p> <p>★ Play a variety of music and allow the child to randomly draw (finger-paint or paint at easel) while listening to the music.</p> <p>★ Allow children to draw or write in various locations (outdoors, on floor, under table) and positions (standing, sitting, lying down).</p> <p>★ Provide pre-writing experiences using different</p>	<p>LED Foundations: <i>Language and Communication</i>; page 180</p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos with Developmental Delays</i>; page 79</p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development</i>; page 80</p> <p>LED Vol 2: <i>Books for Toddlers and Twos</i>; page 105</p> <p>LED Vol 2: <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs</i>; page 107</p> <p>Brain Clapping, page 54: To develop fine motor skills</p> <p>Graduated Nesting, page 56: To develop fine motor skills</p>

<p>Tell teacher about drawing.</p>	<p>materials, such as child-appropriate foam (not shaving cream) or finger-paints. Other tools to use include sponges or various sized paintbrushes.</p> <ul style="list-style-type: none"> ★ Provide a variety of drawing and writing materials for a child to explore and use during both indoor and outdoor play. Respect scribbles as early forms of writing and encourage efforts. ★ Model the use of drawing and writing in everyday experiences. ★ Talk with the child about his/her drawing (include child's words or description of the picture); display his/her drawings and writings at child's eye level. 	<p>Here comes the Ball, page 58: To develop eye-hand coordination</p> <p>Simple Shape Box, page 66: To practice fine motor skills</p> <p>All about the Picture, page 81: To develop fine motor skills</p> <p>Magnetic Letters, page 96: To develop fine motor skills</p> <p>Munching Mouth, page 98: To develop eye-hand coordination</p> <p>Yo-Ho: A-Spying We Go, page 103: To develop fine motor skills</p> <p>Building with Color, page 305: To develop fine motor skills</p> <p>Green Fun, page 310: To develop fine motor skills</p> <p>My favorite Color Collage, page 313: To develop fine motor skills</p> <p>Animal Scenes, page 316: To develop fine motor skills</p> <p>Buried Treasure, page 336: To develop fine motor skills</p> <p>Counting Containers, page 338: To develop fine motor skills</p> <p>Shape Song, page 350: To develop fine motor skills</p> <p>Fingers Make the Shapes We See, page 353: To develop fine motor skills</p> <p>Gone Fishing, page 355: To develop fine motor skills</p> <p>Collage Treasures, page 368: To develop fine motor skills</p> <p>Nature Brushes, page 372: To develop fine motor skills</p> <p>Taking Care of My Little Tree, page 374: To develop listening skills</p>
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MATHEMATICS

STANDARD 1

The child will begin to develop

An awareness of patterns in the environment

Young Infant: 0-8 months The Baby May: Demonstrate expectations for familiar sequences of event.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Focus on pictures and patterns. Kick feet, wave arms or smile. (For example: when bottle is seen in expectation of being fed.) Pick up and mouth objects.	<ul style="list-style-type: none"> ★ Place a variety of pictures and patterned objects at the infant's eye level. (For example: on the floor, hanging from the ceiling, in the crib, etc.) ★ Talk about care giving routines. (For example: "your bottle is warming, and then you can drink it.") ★ Provide easy-to-clean, durable objects of different patterns and textures. 	<i>LED Foundations: Cognitive Development; page 147</i> Follow the Action, page 67: To build attention Left and Right, page 68: To learn awareness of the left and right sides of the body Where Did It Go? Page 70: To build cognitive skills Crunch It! Page 206: To use auditory discrimination to distinguish between different sounds Ah, Boo! Page 242: To begin responding to familiar voices Baby Faces Book, page 243: To distinguish facial expressions

Mobile Infant: 6-18 months The Baby May: Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Show anticipation of daily events. (For example: may move toward the table after hand washing without the teacher's instruction.)</p> <p>Begin to be aware of differences between shapes, colors and textures.</p> <p>Show preference for a special blanket, toy or activity.</p>	<p>★ Provide a predictable schedule and sequence of routines.</p> <p>★ Provide groups of toys of various colors, shapes and textures. (For example: nesting cups, cube blocks, etc.)</p> <p>★ Provide familiar blanket or toy at rest time or other times as needed for comfort.</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>Baby Faces Book, page 243: To distinguish facial expressions</p> <p>Pictures, Pictures, page 79: To help a child develop memory skills by recognizing pictures</p> <p>Fast and Slow Rhythms, page 184: To enhance the learning of mathematical concepts</p> <p>Who's Here? Page 251: To work on auditory memory skills</p> <p>Can You Copy Me? Page 252: To build an understanding of reciprocity</p>

Toddler: 16-36 months The Toddler May: Begin to demonstrate an understanding of patterns in the environment.		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Show interest in patterns in finger plays, nursery rhymes or songs.</p> <p>Recognize that things have special places and that like things are grouped together.</p>	<p>★ Plan and use finger plays and songs with repeating action or patterns. (Where is Thumbkin or Are you sleeping?, etc.)</p> <p>★ Label things in the environment (toy containers,</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>LED Vol 2: Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</p> <p>LED Vol 2: The Importance of Play for Toddlers and Twos with Special Needs; page 19</p>

<p>Match objects to pictures.</p> <p>Recognize patterns.</p>	<p>centers, etc.) with pictures and written words. Label containers so that the child can have the opportunity to return things to the same place.</p> <p>★ Provide simple matching games, puzzles and other manipulatives.</p> <p>★ Use language to help point out patterns in the environment. (For example: say “Look! You have a pattern. Red. Blue. Red. Blue. What comes next?”)</p>	<p>Finger and Toe Copy Game, page 55: To develop an awareness of patterns</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Here Are My Hands, page 57: To develop an awareness of hand-washing routines</p> <p>Teddy Bear, Teddy Bear, page 100: To encourage understanding of rhyme</p> <p>Color Watch, page 303: To sort leaves by color</p> <p>Name that Shape, page 349: To begin to distinguish among shapes</p>
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STANDARD 2

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

<p>Young Infant: 0-8 months</p> <p>The Baby May: Experience differences in his/her location, his/her position and the position of objects in the environment.</p>		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Show a preference for how he/she is held by the caregiver.</p> <p>Extend his/her reach to kick or touch objects.</p> <p>Feel the shape of objects. (For example: wrap hands around the bottle during feeding.)</p>	<p>★ Be aware of the infant’s preference for being held and hold the infant in his/her preferred position.</p> <p>★ Provide items hung within the infant’s grasp so that the infant has the opportunity for reaching while lying on his/her back.</p> <p>★ Provide safe objects to hold and use language to describe what the infant is touching.</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>The Blowing Game, page 66: To develop the baby’s awareness of his body parts</p> <p>Left and Right, page 68: To learn awareness of the left and right sides of the body</p> <p>Find the Toy, page 148: To practice gross motor skills that involve turning and reaching</p> <p>Funny Booties, page 149: To grasp or reach for objects of</p>

		interest Napkin Tent, page 150: To use gross motor skills as the child twists to one side and reaches High and Low Swing, page 208: To build spatial awareness
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Mobile Infant: 6-18 months The Baby May: Begin moving with purpose. (For example: reaches for toy.)		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Begin to become mobile (roll over, sit up, crawl and walk). Manipulate three-dimensional objects.	★ Provide safe places and time for child to practice moving him/herself over, under, through, in and around various objects and spaces. ★ Provide child-safe washable balls, blocks, play foods, buckets, boxes, etc.	LED Foundations: Cognitive Development; page 147 Chip-Can Scarves, page 72: To gain fine motor practice grasping Noisy Dumping, page 73: To practice both gross and fine motor skills A Place for the Animals, page 76: To encourage experience with relationships of size and space Napkin Rings, page 78: To practice fine motor skills by pulling and grasping Movement and Position Words, page 100: To expose the child to words that depict movement and position In and Out, page 154: To introduce the concepts of in and out; to practice grasping objects and moving them Let's Make that Move, page 154: To entice the child to move from one place to another

Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Build and explore structures of various sizes using boxes, blocks, sand molds and pots and pans.</p> <p>Begin to be aware that shapes have names.</p> <p>Learn to manipulate his/her body in relation to people and objects around them. For example, the child might sit on another child, although having intentions to sit beside the other child.</p>	<p>★ Interact with the child using words like “on top of,” “inside” and “behind.”</p> <p>★ Provide toys of simple shapes and play with the child. Provide a name for the shapes as the child shows interest.</p> <p>★ Provide language and experiences. (For example: “You’re sitting on your friend’s lap; let’s move, so you’re sitting beside Jimmy.”)</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>Baby Basketball, page 52: To explore the concept of size</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Jar Lid Puzzles, page 58: To develop and awareness of positive and negative space</p> <p>Peek-a-boo Card, page 60: To develop spatial memory</p> <p>Tubes Inside Tubes, page 72: To discover relationships of size and space</p> <p>Cup Stacking, page 200: To develop spatial reasoning</p> <p>Animal Dance, page 346: To begin to recognize shapes</p> <p>Hoop Shapes Game, page 348: To begin to identify shapes</p> <p>Name that Shape, page 349: to begin to distinguish among shapes</p>

STANDARD 3

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

Young Infant: 0-8 months

The Baby will begin to develop an awareness of quantity.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Reach for more toys.</p> <p>Enjoy being read books that incorporate numbers and counting.</p>	<p>★ Provide toy sets that are within the infant's reach. (For example: multiple blocks, rattles, nesting toys, etc.)</p> <p>★ Read books that have themes such as big and small, more or less, and counting.</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>Follow the Action, page 67: To build attention</p> <p>Book Look, page 116: To familiarize an infant with books</p> <p>Chants and Rhyme, page 116: To familiarize an infant with the sounds of language</p> <p>Happy, Silly Sounds Are All Around! Page 116: To enable the infant to become familiar with the sounds that compose words</p> <p>Learning Words, page 117: To introduce new words</p> <p>Funny Booties, page 149: To grasp or reach for objects of interest</p> <p>Satin Streamers, page 152: To practice grasping and object when it is placed in the hand</p>

Mobile Infant: 6-18 months

The Baby May: Begin to show interest in characteristics of objects such as size or quantity.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Show an interest in singing in the environment and begin to participate in singing along to songs that include numbers and</p>	<p>★ Sing songs that introduce counting and encourage the child to sing along. (For example: Five Little Ducks</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>Compartments, page 72: To</p>

<p>counting.</p> <p>Fill containers with objects and dump them out.</p> <p>Begin to use symbols, signs and language to show wanting “more.”</p> <p>Match objects one to one. (For example: Put lids on containers.)</p> <p>Begin to nest objects inside of one another.</p>	<p>Went Out to Play; One, Two Buckle My Shoe.)</p> <ul style="list-style-type: none"> ★ Provide opportunities for child to fill and dump containers with objects at the water table and sand table. ★ Respond with words and models, symbols, signs or language cues in response to child’s request. ★ Provide pots and pans with lids and talk about the activity. (Teacher may say “You found the lid for that pan.”) ★ Provide objects that can be placed on top of or inside one another (measuring cups). 	<p>introduce one-to-one correspondence</p> <p>Noisy Dumping, page 73: To help develop understanding of cause and effect</p> <p>A Place for the Animals, page 76: To encourage experience with relationships of size and space</p> <p>Magic Surprise, page 155: To encourage exploration of a novel item</p> <p>Rattle Me! Page 156: To practice grasping objects</p> <p>Stacking Cups, page 165: To practice fine motor skills</p>
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Match one to one with larger quantities.</p> <p>Connect language to concept and understand the differences in specific quantity and size. (For example: “more milk,” “two eyes,” and “He has more than me!”)</p>	<ul style="list-style-type: none"> ★ Invite the child to help set the table for meals, giving him/her instructions such as putting a spoon on each napkin at the table for each person. ★ Ask questions that involve numbers, as well as read books and sing songs that include counting and matching. ★ Use mathematical terms in everyday conversation. Use language including quantity 	<p>LED Foundations: Cognitive Development; page 147</p> <p>Baby Basketball, page 52: To explore the concept of size</p> <p>Tubes Inside Tubes, page 72: To discover relationships of size and space</p> <p>Collections of Holes, page 200: To discover relationships of size and space</p> <p>Clapping Game, page 330: To begin understanding one-to-one correspondence</p> <p>Five Little Kites, page 331: To begin learning to count from 1 to 5</p>

	and size in normal interaction. (For example: “Dion, please bring me two blocks” or “Which truck is bigger?” or “Which bucket has more sand?”)	Cooking with Numbers, page 337: To develop number recognition Counting Containers, page 338: To develop one-on-one correspondence Mystery Box, page 341: To feel the shapes of numbers in the box Sock Sort, page 344: To develop one-to-one correspondence
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PHYSICAL DEVELOPMENT

STANDARD 1

Large Muscle Development – The child will participate in activities that involve large motor skills.

Young Infant: 0-8 months The Baby May: Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms and legs, rolling over, sitting with and without support and beginning creeping.)		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Turn head	★ While holding and supporting the infant’s head, tell him/her a	LED Foundations: Health and Physical Development; page 161

<p>from side to</p> <p>side. Raise</p> <p>head off</p> <p>floor.</p> <p>Kick feet and move hands.</p> <p>Push head and chest off the floor.</p> <p>Roll over.</p> <p>Sit with support.</p> <p>Sit without support.</p> <p>Rock back and forth on hands and knees and begin to crawl.</p> <p>Stand firmly on legs with assistance while in teachers lap.</p>	<p>nursery rhyme.</p> <ul style="list-style-type: none"> ★ Provide time and a safe space for infant to lie on his/her stomach. (For example: sit or lie on the floor with infant; talk, sing or read to the infant.) ★ Encourage motor development during routine activities such as diapering, bathing, feeding and changing clothing. (For example: singing songs, moving and stretching arms and legs and doing finger plays). ★ Encourage infant to lift head by holding a toy in front of face. Try to get infant to hold head up and look at you and the toy. ★ Provide safe places for infant to move freely. Encourage infant to roll by rotating a toy from one side of infant's line of vision to the other. ★ Hold infant in lap while reading a board book together or provide infant with firm, cushioned support when seated on the floor. ★ Keep infant in positions that allow free movement during the waking hours. Avoid restrictive devices such as infant seats or swings. Car seats in vehicles are the exception. ★ Encourage activities that facilitate motor development by putting a toy just out of reach, displaying pictures, toys, mirrors, etc. at infant's eye level. Give infant a safe place to move and explore. Talk to infant about what he/she is doing. ("Wow! You crawled to the book 	<p>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</p> <p>Bouncing Ball, page 146: To begin to develop gross motor skills</p> <p>Dangling Beach Toy, page 146: To use large muscles to explore cause and effect</p> <p>Early Cycling, page 147: To develop use of muscles</p> <p>Floor Mirror, page 148: To practice lifting his head and using torso and arm muscles</p> <p>Find the Toy, page 148: To practice gross motor skills that involve turning and reaching</p> <p>Fun Things to Kick, page 149: To practice kicking and move leg muscles</p> <p>Kick Back, page 150: To build muscle strength</p> <p>Napkin Tent, page 150: To use gross motor skills as the child twists to one side and reaches</p> <p>Prone Play, page 151: To tolerate being prone</p> <p>Learning with Classics, page 174: To build motor skills development</p> <p>Bouncy Bounce, page 205: To practice motor skills</p> <p>Rock the Baby, page 246: To simulate the vestibular system</p>
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area. You are ready to look at books.”)

- ★ Hold infant in lap and allow him/her to stand or pull him/herself up with your support.

Mobile Infant: 6-18 months

The Baby May: Demonstrate basic locomotor movements.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Creep and crawl.</p> <p>Pull self to standing by holding on to furniture.</p> <p>Stand alone with and without support.</p> <p>Walk with assistance.</p> <p>Walk without support.</p> <p>Climb into chair and seat self.</p> <p>Walk up and down stairs.</p>	<ul style="list-style-type: none"> ★ Engage child from a short distance by calling name or offering a favorite toy. Provide soft climbers, tunnels or obstacles for child to crawl through or over. ★ Entice child to pull up by placing toys on secure and stable shelves and furniture. ★ Be alert for child who can stand but not sit back down and provide assistance when child indicates the need. Put child with diagnosed physical disabilities in prescribed adaptive equipment so he/she can move around and interact with others. ★ Provide wide-based push toys with handles such as toy grocery carts, toy lawn mowers or riding toys. Offer a finger or hand at child's level to hold as child leads. ★ Include daily activities both indoors and outside that involve movement and exercise. (For example, use records, cassettes, or CDs that contain games and songs that require child to practice 	<p>LED Foundations: Health and Physical Development; page 161</p> <p>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</p> <p>Bouncing Baby, page 153: To practice bearing weight; To build large muscles</p> <p>Explore Some More, page 153: To build motor skills</p> <p>Let's Make that Move, page 154: To entice the child to move from one place to another</p> <p>Nooks and Crannies, page 155: To practice gross motor skills</p> <p>Saucer Spin, page 156: To experience new and different movements</p> <p>Sit and Stand, page 157: To move from the sitting position into the standing position when supported at the hands, trunk, or hips</p> <p>Tug-of-War, page 158: To develop gross motor skills</p> <p>Underinflated Beach Toys, page 158: To practice gross motor skills</p>

	<p>movement skills.)</p> <ul style="list-style-type: none"> ★ Be alert to child's growing climbing abilities by providing close supervision and safe options such as pillows and low platforms, child-sized chairs or low climbers. ★ Provide balance beams, low climbers, stairs, slides and appropriately-sized furniture for child to become aware of physical abilities and to practice skills. 	<p>Balls, Balls, Balls! Page159: To develop gross motor skills</p> <p>Batter Up! Page 160: To begin to develop gross motor skills</p> <p>Bumpy Lumpy Locomotion, page 161: To build gross motor skill development</p> <p>Classroom Maze, page 161: To develop gross motor skills</p> <p>Dish Tub Seats, page 162: To practice gross motor skills</p> <p>Dish Tub Seats, page 162: To practice gross motor skills</p> <p>Get Me, page 163: To develop gross motor skills</p> <p>Obstacle Course, page 164: To practice moving from one place to another</p>
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The Baby May: Use large arm movements (non-locomotor).

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Bang toys and objects on table or floor.</p> <p>Throw balls or objects and move arms up or down with purpose.</p> <p>Use rhythm instruments.</p>	<ul style="list-style-type: none"> ★ Play with child in simple block play or offer pots, pans, wooden spoons, musical items (shakers, rattles, etc.) or pounding toys for banging. ★ Provide beanbags, balls or socks for tossing. Use easel painting, chalkboard drawing, block play, finger paint, play dough and other sensory experiences to encourage coordinated arm movements. ★ Purchase or create simple rhythm band instruments such as a drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with sand paper), bells, tambourine or shakers. Make available and 	<p>LED Foundations: Health and Physical Development; page 161</p> <p>Noisy Dumping, page 73: To practice both gross and fine motor skills</p> <p>Explore Some More, page 153: To build motor skills</p> <p>Nooks and Crannies, page 155: To practice gross motor skills</p> <p>Stocking Balls, page 157: To practice throwing</p> <p>Tug-of-War, page 158: To develop gross motor skills</p> <p>A Round of Applause! Page 159: To practice making hands meet at midline</p> <p>Balls, Balls, Balls! Page159: To develop gross motor skills</p> <p>Batter Up! Page 160: To begin to develop gross motor</p>

	accessible to child.	skills Collection of Balls, page 162: To practice various gross motor skills Hitting Two Objects, page 163: To bring hands to midline
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Toddler: 16-36 months The Toddler May: Demonstrate beginning non-locomotor movements.		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Sway or rock to music. Squat, stoop or bend. Reach for an object on tiptoes. Try to balance while standing on one foot.	<ul style="list-style-type: none"> ★ Hold a child's hands to dance and sway with a variety of music. ★ Include daily music or movement activities such as stretching, bending, turning and other exercises that teacher and child create. Encourage child to pick up objects during daily routines. ★ Encourage child to reach (blowing bubbles, using a flashlight to "chase" the light, or singing Twinkle-Twinkle Little Star and show children how to reach for the stars). ★ Tell child a short simple story and have them act out actions. (For example: bend like a tree in the wind, push a heavy ball, pull a rope, and stand on one foot like a flamingo.) 	LED Foundations: Health and Physical Development; page 161 LED Vol 2: Moving Along-Building Gross and Fine Motor Skills; page 193 Finger and Toe Copy Game, page 55: To develop fine and gross motor skills Teddy Bear, Teddy Bear, page 100: To develop motor skills Chalk on the Sidewalk, page 134: To develop motor skills Bounce, Bounce, Bounce, page 165: To develop a sense of rhythm The Classics, page 165: To develop creative expression Freeze Dance, page 169: To develop creative expression Hoop Ring around the Rosie, page 170: to develop creative expression Kitchen Band, page 171: To develop a sense of rhythm

		Moving to Music, page 174: To develop an awareness of rhythm
The Toddler May: Use large arm movements (non-locomotor).		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Use rhythm instruments.</p> <p>Throw balls or objects.</p> <p>Use full arm motion to participate in sensory experiences.</p> <p>Use blocks or other materials.</p>	<ul style="list-style-type: none"> ★ Purchase or create simple child-safe rhythm band instruments for music and movement activities and free play. Examples include drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with sandpaper), bells, tambourine or shakers (cans or plastic bottles with beans, seeds or sand inside). ★ Provide age-appropriate balls and beanbags in various sizes and textures. Play games with the child that include throwing, pushing or rolling the ball back and forth, tossing bean bags into a box or target, or playing basketball with a child sized hoop. ★ Provide large surfaces and easels for children to engage in sensory experiences. Play in non-toxic materials such as finger paint on large paper; use large paintbrushes; use a rolling pin and pounding tools with play dough; sand/water table with scoops and pitchers. ★ Provide opportunities for a child to participate in activities that require pushing, pulling, stacking, 	<p>LED Foundations: Health and Physical Development; page 161</p> <p>LED Vol 2: Moving Along-Building Gross and Fine Motor Skills; page 193</p> <p>Food Shapes, page 56: To develop visual discrimination</p> <p>Here comes the Ball, page 58: To develop gross motor skills</p> <p>Caps for Sale; page 113: To encourage dramatic play</p> <p>Table top Finger painting, page 161: To develop fine and gross motor skills</p> <p>Community Drum, page 166: To develop an awareness of cause and effect</p> <p>Ball Bop, page 214: To develop balance</p> <p>Stuff for Throwing Collection, page 221: To practice throwing and catching</p> <p>Bubbly Fun, page 255: To develop gross motor skills</p> <p>Beanbag Toss, page 335: To develop gross motor skills</p>

	rolling, dumping with construction materials such as assorted blocks, cardboard boxes and containers.	
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The Toddler May: Demonstrate advancing balance, control and coordination.		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Carry object while walking.</p> <p>Dance to music, including songs that direct movement.</p> <p>Jump off low objects.</p> <p>Move on riding toys without pedals using feet.</p> <p>Stop and turn while running.</p> <p>Ride a toy using pedals.</p> <p>Walk up and down low steps with assistance.</p>	<ul style="list-style-type: none"> ★ Encourage child to pick up and carry objects. (For example: a scavenger hunt, putting toys away and using a bucket to transport objects, etc.) ★ Play a variety of music demonstrating body movements encouraging children to imitate or freely move to the music. ★ Provide opportunities for a child to jump using a low play structure, tape on the floor and jumping in and out of a hoop. Include activities that imitate the movement of animals. (For example: hop like grasshoppers, frogs, rabbits or kangaroos.) ★ Provide age and size appropriate riding toys without pedals in an environment that allows free movement in a safe, large area. 	<p>LED Foundations: Health and Physical Development; page 161</p> <p>LED Vol 2: Moving Along-Building Gross and Fine Motor Skills; page 193</p> <p>Finger and Toe Copy Game, page 55: To develop fine and gross motor skills</p> <p>Paint with Your Feet, page 147: To develop coordination and balance</p> <p>Crawl a Little, Walk a Little, page 167: To develop coordination</p> <p>Dancing Rings, page 168: To develop gross motor skills</p> <p>Shadow Play, page 178: To develop gross motor skills</p> <p>Animal Slippers, page 213: To develop balance</p> <p>Ball Bop, page 214: To develop balance</p> <p>Beanbag Fun, page 214: To develop balance</p> <p>Butterfly Catchers, page 215: To develop balance</p> <p>Crawl a Little, Walk a Little, page 167: To develop gross motor skills</p> <p>Footprints, page 217: To develop balance and</p>

	<ul style="list-style-type: none"> ★ Provide large area that is safe enough that a child can practice running, jumping and walking on tiptoes. ★ Provide age and size appropriate riding toys with pedals in an environment that allows free movement in a safe, large area. ★ Provide platforms or steps for a child to walk up or down with assistance as needed. 	<p>coordination</p> <p>Haul It, page 218: To develop muscle strength and coordination</p> <p>Hoop-Ti-Do! Page 219: To develop balance</p> <p>On the Road Again, page 220: To develop a sense of balance</p> <p>Walking the Shapes, page 221: To develop balance and coordination</p> <p>Where Can I Jump? Page 222: To develop coordination</p> <p>You do and I Do, page 222: To develop balance and coordination</p>
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The Toddler May: Demonstrate spatial awareness of whole body.		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Become aware of how his/her body moves through space.</p> <p>Walk backwards.</p> <p>Climb structures.</p>	<ul style="list-style-type: none"> ★ Create a series of tunnels, boxes and other materials for the children to crawl into and on top of. As the child moves describe his/her position. (For example, when the child is in the box say “I see you’re in the box.”) ★ Provide a variety of activities and materials such as scarves, hoops and parachute. ★ Provide safe push and pull toys that the child can pull while walking backwards. Encourage small group experiences with simple games such as Follow the Leader and Ring around 	<p>LED Foundations: Health and Physical Development; page 161</p> <p>LED Vol 2: Moving Along-Building Gross and Fine Motor Skills; page 193</p> <p>Pack ‘n Go, page 98: To develop motor skills</p> <p>Crawl a Little, Walk a Little, page 167: To develop gross motor skills</p> <p>Dancing Rings, page 168: To develop gross motor skills</p> <p>Freeze Dance, page 169: To develop creative expression</p> <p>Shadow Play, page 178: To develop gross motor skills</p> <p>Haul It, page 218: To develop muscle strength and coordination</p> <p>Mirror Dance, page 233: To</p>

	<p>the Rosy.</p> <p>★ Provide age appropriate and safe equipment for the child to utilize during free play indoors and outdoors.</p>	<p>develop gross motor skills</p> <p>Texture Walk, page 247: To develop gross motor skills</p> <p>Animal Parade, page 381: To learn about the movements of various animals</p> <p>Let's Have a Penguin Parade, page 383: To develop gross motor skills</p> <p>Animal Legs, page 386: To develop gross motor skills</p> <p>Five Little Ducks, page 391: To develop gross motor skills</p>
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STANDARD 2

The child will participate in activities that involve small motor skills.

Young Infant: 0-8 months The Baby May: Demonstrate basic small muscle movements.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Start with tight fists leading to open fist.</p> <p>Grasp and release whatever is put in hand.</p> <p>Play with fingers and put them in mouth.</p>	<p>★ Offer your finger or thumb to grasp; avoid putting objects in a very young infant's hand as he/she is unable to release them.</p> <p>★ Offer the infant a variety of toys (soft blocks, musical toys, rattles), which they are able to easily grasp and release. While the infant is experimenting with toys, talk about how infant is squeezing, reaching, holding or grasping the toys. ("You have a tight grip on that red rattle.")</p> <p>★ Incorporate a routine for</p>	<p><i>Development; page 161</i></p> <p>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</p> <p>Eye Follow-Ups, page 147: To practice eye-hand coordination</p> <p>Funny Booties, page 149: To grasp or reach for objects of interest; To experiment with hands and feet</p> <p>Napkin Tent, page 150: To encourage reflexive grasping</p> <p>Opening Hands, page 151: To experience pleasant touches for an adult</p> <p>Prone Play, page 151: To practice</p>

Play with grasped objects.	frequent hand washing. Sing a hand washing song while assisting infant to wash hands and encourage healthy habits.	grasping an object Satin Streamers, page 152: To practice grasping and object when it is placed in the hand
Reach for and swipe at dangling objects.	★ Provide toys that are scaled to size so infant can grasp, chew and explore them. Offer toys that have washable surfaces and are large enough to avoid choking such as vinyl, rubber, plastic or cloth books and toys.	Goo Bag, page 212: To practice fine motor skills
Rake objects with hands.	★ Place activity centers at the head or foot of a reclining or sitting infant. Sit with infant and encourage infant to touch or move the center with hands or feet. (“What does that one do?” Teacher points. “That makes a crackly noise when you move the purple knob.”)	Squeak Toys, page 214: To develop fine motor skills
	★ Provide sensory experiences by placing textured objects such as activity blankets, feely boxes, or touch and feel boards on a flat surface in front of baby.	Suction Cup Soap Holder, page 215: To develop fine motor skills

Mobile Infant: 6-18 months The Baby May: Demonstrate increasing control of small muscles in hands.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Reach and successfully grab	★ Place toys/books just out of	LED Foundations: Health and

<p>objects of interest.</p> <p>Pick up objects with thumb and forefinger (pincer grasp).</p> <p>Use simple hand signs and gestures.</p>	<p>reach but still accessible to encourage the child to reach for them. Items may be placed on the floor, a low shelf or held in an adult's hand.</p> <ul style="list-style-type: none"> ★ Provide opportunities and materials that encourage infants to use small muscles. Appropriate items may include books, nesting containers, plastic animals, thick crayons or markers with large sheets of plain paper, play dough for poking and pounding, and knobbed puzzles. ★ Provide containers for filling and taking out objects. ★ Provide opportunities for child to feed self, using appropriate finger foods. ★ Encourage child to wave bye-bye as parents, teachers and friends leave the room. (Introduce infant sign language.) 	<p><i>Physical Development; page 161</i></p> <p>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</p> <p>Chip-Can Scarves, page 72: To gain fine motor practice grasping</p> <p>Noisy Dumping, page 73: To practice both gross and fine motor skills</p> <p>Napkin Rings, page 78: To practice fine motor skills by pulling and grasping</p> <p>Explore Some More, page 153: To build motor skills</p> <p>In and Out, page 154: To introduce the concepts of in and out; to practice grasping objects and moving them</p> <p>Magic Surprise, page 155: To practice grasping</p> <p>Nooks and Crannies, page 155: To practice fine motor skills</p> <p>Rattle Me! Page 156: To practice grasping objects</p> <p>A Round of Applause! Page 159: To practice making hands meet at midline</p> <p>Suction Cup Soap Holder, page 215: To develop fine motor skills</p>
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAMS FOR TODDLERS AND ACTIVITIES
<p>Continue to use both hands together and show no strong preference for a dominant hand.</p> <p>Use hands to explore sensory materials.</p>	<ul style="list-style-type: none"> ★ Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk and puppets. ★ Encourage exploration of materials using the sense of touch (non-toxic finger paint, gelatin, water, mud, fabric 	<p>LED Foundations: Physical Development; page 161</p> <p>LED Vol 2: Moving and Fine Motor Skills; page 131</p> <p>Baby Food Jar Lid develop eye-hand coordination</p>

<p>May begin to favor one hand over the other.</p> <p>Use hands to pound, poke, squeeze and build.</p> <p>Manipulate various art mediums.</p> <p>Begin to snip with safety scissors.</p> <p>Hold crayon, pencils and markers with thumb and finger.</p> <p>Imitate finger plays with a growing complexity.</p> <p>Use both hands at the center of the body with increasing complexity.</p> <p>Exhibit increased control when using various tools and objects.</p> <p>Use items for building, stacking and fitting/connecting.</p>	<p>squares and sandpaper).</p> <ul style="list-style-type: none"> ★ Offer object to both right and left hands of the child from various positions. ★ Provide play dough without tools at first, bubble wrap, soft blocks, sponges and bean bags for a child to pound, poke, squeeze and build. ★ Provide finger paint, collage materials, play dough and tools, markers, crayons, chalk, blunt scissors and paper. ★ Allow child to investigate scissors using art materials such as paper plates, play dough and various types of paper. ★ Provide blank paper and other materials of various sizes and textures for drawing and marking. ★ Allow opportunities for both independent drawing and shared drawing both indoors and outdoors. <ul style="list-style-type: none"> ★ Do finger plays often such as Itsy Bitsy Spider or Five Little Monkeys. ★ Provide small inter-locking cubes or large snapping blocks for play. Encourage clapping activities and exploration of musical instruments such as rhythm sticks, cymbals and sand blocks. ★ Provide sand and water table and tools to squeeze and pinch. (For example: turkey basters, sponges, plastic eyedroppers, tongs and chopsticks.) ★ Provide art media and materials such as play dough, washable crayons, markers, paints, chalk, tape and glue. ★ Provide opportunities to fold, tear and explore various types of paper. ★ Provide a variety of books for turning pages. ★ Interact with child using puppets. As the child uses the puppet the teacher can engage in turntaking conversation. ★ Provide two- to four-piece puzzles, pegboards, stacking toys and objects to string onto straws. 	<p>Cereal Pour, page coordination</p> <p>Eyedropper Play, movements</p> <p>Eyedropper Play, movements</p> <p>One-Piece Puzzles hand coordination</p> <p>Scoop Out the Ice develop eye-hand c</p> <p>pincer movements</p> <p>Squeezing Sponges hand muscles</p> <p>Scoop Out the Ice develop eye-hand c</p> <p>Scoop Out the Ice develop pincer mov</p> <p>Scoop Out the Ice develop eye-hand c</p> <p>Scoop Out the develop pincer mov</p> <p>Building with Colo motor skills</p> <p>Building with Colo motor skills</p> <p>Fishing for Colors and gross motor ski</p> <p>Green Fun, page 3 skills</p> <p>Animal Scenes, pa motor skills</p> <p>Farm Scene, page skills</p> <p>Making a Cowbel motor skills</p>
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STANDARD 3

Child will participate in activities that require coordination of eye and hand movements.

Young Infant: 0-8 months The Baby May: Begin to focus and follow objects with eyes, reach for and grasp objects.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Follow people and objects with eyes. Reach for and grasp objects. Look at objects in hand. Move objects from one hand to another.	<ul style="list-style-type: none"> ★ Draw attention to a mobile or picture, or show the infant an object he/she can follow with his/her eyes during diapering or floor time. Talk to infant about the mobile or picture. ★ Show the infant an object and encourage infant to reach for the object. Describe what infant is doing. ★ Provide wrist rattles and soft brightly patterned toys. Play Pat-A- Cake with infant, or assist infant with a simple finger play. ★ Provide a variety of toys that can be held, grasped or moved from one hand to another. 	LED Foundations: Health and Physical Development; page 161 LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131 Follow the Action, page 67: To build attention Follow the Bee; page 67: To be exposed to the concept of eye-hand coordination Where Did It Go? Page 70: To stimulate vision by drawing attention to an object Eye Follow-Ups, page 147: To practice eye-hand coordination Funny Booties, page 149: To grasp or reach for objects of interest Napkin Tent, page 150: To encourage reflexive grasping Prone Play, page 151: To practice grasping an object

Mobile Infant: 6-18 months The Baby May: Begin to strengthen hand and eye coordination by making hand to object contact.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Put objects in containers, eventually matching shapes. Stack blocks. Place simple knobbed puzzle pieces into puzzle frame.	<ul style="list-style-type: none"> ★ Talk with child describing colors and shapes as he/she places objects in containers. ★ Let the child watch you stack a block and then give him/her time to stack his/her own blocks. ★ Play with child using large pegs and pegboards, knobbed puzzles with three to five pieces, and shape sorters. 	LED Foundations: Health and Physical Development; page 161 LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131 Napkin Rings, page 78: To practice fine motor skills by pulling and grasping In and Out, page 154: To introduce the concepts of in and out; to practice grasping objects and moving them Magic Surprise, page 155: To encourage exploration of a novel item Rattle Me! Page 156: To practice grasping objects Balls, Balls, Balls! Page 159: To develop eye movement

Toddler: 16-36 months The Toddler May: Demonstrate basic hand and eye coordination by making hand to object contact.		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Play with interlocking toys. Catch a rolling ball with both hands. Scribble spontaneously; begin to	<ul style="list-style-type: none"> ★ Provide pop beads, large interlocking blocks, bristle blocks, snap blocks, linking cubes, puzzles or peg boards. ★ Sit on the floor in front of child with legs outstretched in a V and roll a ball back and forth to each other. This may also be done as a small group activity with everyone sitting 	LED Foundations: Health and Physical Development; page 161 Baby Basketball, page 52: To cross midline Graduated Nesting, page 56: To develop awareness of properties of size and space Here comes the Ball, page 58: To

<p>imitate marks.</p> <p>Sort various objects by size, color, and shape.</p> <p>Begin fastening and unfastening.</p> <p>Turn pages of a book one by one.</p> <p>Build with blocks by stacking or lining up blocks end to end.</p> <p>Use hands for simple finger plays.</p> <p>Scoop, shovel, fill, pour, and dump.</p> <p>Use a tool to pound objects.</p> <p>Cutting with scissors.</p> <p>Use thumb and fingers to squeeze objects.</p>	<p>in a circle.</p> <ul style="list-style-type: none"> ★ Make writing materials accessible such as crayons, markers, paper and chalk throughout the day. The teacher can provide pencils, paint, glue sticks and ink/paint doobers with supervision. ★ Provide materials for sorting such as a shape sorter, beanbags, blocks, balls or colored plastic eggs. ★ Provide opportunities for snapping, buttoning, zipping, wrapping or unwrapping or closing and opening containers. ★ Provide board, cloth or vinyl books for free exploration at all times. ★ Provide an assortment of blocks including cardboard, wooden, hollow, vinyl or plastic. ★ Sing songs with hand motions or do simple finger plays with the toddler such as the Open-Shut Them or Where is Thumbkin? ★ Provide pouring and dumping activities such as sensory tables or tubs with water, sand and other safe and appropriate sensory materials both inside and outdoors. ★ Provide pounding benches and hammers, pans and lids of varying sizes, wooden spoons and plastic tubs or play dough with a hammer. ★ Provide child-safety scissors, scrap paper, card stock, recycled gift cards, wrapping paper and other appropriate materials. 	<p>develop eye-hand coordination</p> <p>Puzzles Fun, page 63: To develop problem-solving skills</p> <p>Slot Box, page 66: To develop eye-hand coordination</p> <p>Tubes Inside Tubes, page 72: To develop problem-solving skills</p> <p>Magnetic Letters, page 96: To develop fine motor skills</p> <p>Brightest Chalk Scribbles, page 133: To develop fine motor skills</p> <p>Bundle Scribble Box, page 134: To develop motor skills</p> <p>Chalk on the Sidewalk, page 134: To develop motor skills</p> <p>Draw and Paint Magic, page 137: To develop fine motor skills</p> <p>Making Marks, page 146: To develop fine motor skills</p> <p>Stick Drawing, page 159: To explore making marks</p> <p>Baby Food Jar Lid Clicker, page 198: To develop eye-hand coordination</p> <p>Cereal Pour, page 199: To develop eye-hand coordination</p> <p>Eyedropper Play, page 201: To develop eye-hand coordination</p> <p>Fill and Spill bottles, page 202: To develop eye-hand coordination</p> <p>It's Eggciting! Page 203: To develop eye-hand coordination</p>
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	★ Provide child tweezers or tongs, eyedroppers, snap-beads, chop sticks and turkey basters in the sensory play area.	
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STANDARD 4

Child will participate in activities that require the development of self-help skills.

Young Infant: 0-8 months The Baby May: Begin to participate in self-help activities.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Coordinate sucking, swallowing and breathing.</p> <p>Develop own schedule of feeding and sleeping.</p> <p>Develop self-soothing skills. (For example: sucks thumb or pacifier.)</p> <p>Begin to mouth and gum solid foods.</p> <p>Attempt to feed self.</p>	<p>★ Allow infant to determine the pace of feeding and respect individual differences.</p> <p>★ Recognize and follow the infant's changing patterns (time and amount needed) for eating and sleeping.</p> <p>★ Be responsive to individual comfort needs. Allow infant to suck thumb, use a pacifier or cuddle a blanket. Be mindful of responsive practices such as holding, rubbing, patting, hugging, adjusting lighting and noise levels, swaddling and rocking that may help infant feel secure.</p> <p>★ Work with families and follow nutritional guidelines when introducing solid foods.</p>	<p>LED Foundations: Health and Physical Development; page 161</p> <p>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</p> <p>Hello, page 68: To develop a secure attachment with adults Beginning Bonding, page 88: To build language awareness and encourage communication Communicating with the Baby, page 89: To build a sense of security that physical needs will be met by a caring adult Talking Together, page 93: To feel safe and secure as a result of having emotional needs met Humming and Body Contact, page 173: To feel comfortable and safe in her surroundings. Soothing Music, page 176: To learn self-regulation and how to relax when stimulated with music Falling in Love, page 244: To build a sense of trust and security Nurturing Rituals, page 246: To</p>

	★ Allow infant to assist in holding a bottle. Provide simple foods such as crackers or cereal.	help the child feel secure Watch the Light Show! Page 247: To nurture a sense of security and bonding
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Mobile Infant: 6-18 months The Baby May: Demonstrate increased participation in self-help activities.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Begin to feed self (hold bottle, use fingers, imitate others, use spoon and cup, but may spill).</p> <p>Indicate wants through gestures and vocalizations.</p> <p>Attempt to undress and dress self.</p> <p>Gain more independence and self-regulation in rest habits.</p> <p>Assist in care of self (in picking up toys, wiping nose, washing hands, daily routines).</p>	<p>★ Eat and drink with the child to model feeding skills (family-style dining). Provide time and appropriate utensils and equipment for self-help such as unbreakable cups with handles, small spoons, bibs, paper towels for clean up and items that are designed or adapted for children with varying types and degrees of development and disabilities.</p> <p>★ Recognize and respond appropriately to child's vocalizations and gestures in a timely manner. ("I hear you crying; you might be hungry. Would you like your bottle?")</p> <p>★ Encourage child to pull off socks, put on or take off shoes, or put on hat, etc. Describe activities that assist children in acquiring skills. ("Let's pull off your hat, and then your shoes.")</p> <p>★ Work with families about rest time patterns and when to transition from crib to mat/cot or a bed.</p> <p>★ Provide an environment that allows children to</p>	<p>LED Foundations: Health and Physical Development; page 161</p> <p>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</p> <p>Echo Me, Echo You, page 95: To understand the concept of reciprocity in learning to communicate</p> <p>Infant Cues, page 96: To develop language by consistently responding to verbal cues</p> <p>Using Signs with Words, page 98: To further develop cognitive thinking skills</p> <p>Name the Toy, page 101: To learn about the use and names of everyday items</p> <p>Teething Toy Collection, page 215: To provide comfort when teething</p> <p>Social Rituals, page 251: To understand how to initiate positive interactions with others</p> <p>Stress Busters, page 251: To encourage a feeling of security</p> <p>Who's Here? Page 251: To build bonding with parents and caregivers</p> <p>Can You Copy Me? Page 252:</p>

	<p>rest or sleep as needed.</p> <p>★ Provide opportunities in the daily routine for children to imitate and practice self-help activities (by assisting with hand-washing, singing a clean-up song while picking up toys, dumping plate after meals).</p>	To build an understanding of reciprocity
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Undress/dress first with assistance and then independently.</p> <p>Feed self.</p>	<ul style="list-style-type: none"> ★ Use adequate time during routines and transitions to support a child's growing independence from undressing with assistance to without assistance. The teacher can provide assistance with fastening. ★ Provide dress-up clothing that is an appropriate length, loose fitting, elasticized, over-sized or has large zippers and buttons so a child can practice dressing and undressing in the dramatic play area. ★ Provide dressing dolls, dressing frames that provide practice with zippers, buttons, snaps and loop fasteners. ★ Provide access to sinks to encourage hand washing done independently before and after eating. ★ Use child-sized unbreakable utensils and furniture during meals. ★ Serve meals family style, 	<p>LED Foundations: <i>Health and Physical Development</i>; page 161</p> <p>Here Are My Hands, page 57: To develop an awareness of hand-washing routines</p> <p>Dressing Talk, page 85: To develop vocabulary</p> <p>Cereal Pour, page 199: To develop eye-hand coordination</p> <p>I Can Do It Myself, page 203: To develop self-help skills</p> <p>Pouring from Pitchers or Cups, page 207: To develop eye-hand coordination</p> <p>Scoop Out the Ice Cubes, page 208: To develop eye-hand coordination</p> <p>Screw the Top On, page 208: To develop problem-solving skills</p> <p>Squeezing Sponges, page 209: To develop hand muscles</p> <p>You do and I Do, page 222: To become aware of turn taking</p> <p>Bath Time for Dolly, page 227: To explore sensory</p>

<p>Learn to use the toilet. (This will be a progressive and regressive process.)</p> <p>Assist with simple tasks.</p> <p>Care for body.</p> <p>Begin to self-regulate resting needs.</p>	<p>respecting ethnic and cultural diversity, valuing family input, while allowing the child to serve his/her own food.</p> <ul style="list-style-type: none"> ★ Expect that a young child is curious about his/her food and needs extra time to experiment during mealtime. ★ Sit children together at the table for eating to provide a more social experience. Allow time for interaction during a relaxed mealtime. ★ Respect individual eating needs. ★ Sit with the child to extend conversations and to model appropriate eating behaviors and table manners. ★ Provide potties, very low toilets or adaptive equipment to encourage independence. ★ Provide assistance as each child needs. ★ Cooperate with family in understanding individual and cultural differences regarding toilet-learning readiness. ★ Work with family to provide manageable clothing. Support a child's growing independence by offering positive reinforcement and by being responsive to a child's verbal and non-verbal signals. ★ Keep a change of clothing available to use as needed. ★ Provide access to sinks to encourage independent hand washing after toileting. ★ Provide opportunities and encourage the child to pick up and put away toys, set the table, wipe the table, clean up spills, sort socks, fold dish cloths, etc. ★ Encourage the child to 	<p>experiences</p> <p>Bath Time for Dolly, page 227: To explore sensory experiences</p> <p>Turning on Lights, page 296: To develop a sense of independence</p>
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	<p>wipe his/her nose, brush teeth, properly wash and dry hands, etc.</p> <p>★ As child learns to rest according to a group schedule, individual needs are still important and provisions should be made for the child who needs a quiet time earlier in the day, if not an actual nap.</p> <p>★ Create a ritual around naptime and going to sleep. Start the ritual by transforming the room so it suggests sleeping rather than play. The atmosphere is subdued and hushed so that a child feels the transition.</p>	
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HEALTH AND SAFETY

STANDARD 1

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

<p>Young Infant: 0-8 months</p> <p>The Baby May: Become familiar with routines of health and safety practices, while relying on teachers to provide a safe environment.</p>		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Explore surroundings by reaching and seeking things to touch, grab, hold or put in his/her mouth.</p> <p>Respond to repetition and adult conversation and singing</p>	<p>★ Provide a safe physical environment. (For example: complete regular safety checks, both indoors and outdoors, clean and sanitize the child's items daily and as needed.)</p> <p>★ Closely supervise infant and monitor physical health. (For example: conduct daily health checks and be aware of any</p>	<p><i>LED Foundations: Health and Physical Development; page 161</i></p> <p><i>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</i></p> <p>The Blowing Game, page 66: To develop the baby's awareness of his body parts</p> <p>Communicating with the Baby,</p>

<p>during care giving routines. (For example: the child might relax during bathing, diapering, or feeding routines.)</p> <p>Show increasing interest in being fed, food and meal times (from recognizing breast or bottle to holding bottle or cup; from opening mouth for food to finger feeding, etc.).</p> <p>Use different gestures and cries to indicate basic care and health needs (hunger, sickness, sleepiness, discomfort, etc.).</p>	<p>allergies, medications, etc. the infant may have or need.)</p> <ul style="list-style-type: none"> ★ Perform care giving routines slowly and carefully, telling infant what is coming next, being respectful of the infant's response time and waiting for infant readiness before taking each step. For example say: "Now we're going to put on your socks" or "We're going to change your diaper now." ★ Communicate about routines through conversation, song, sign language or pictures. ★ Model good health and safety practices, especially proper hand washing techniques and oral health practices. (For example: wipe the infant's gums with a clean, soft cloth after feedings.) ★ Acknowledge families' cultural or religious food preferences. ★ Follow appropriate health and safety guidelines related to child nutrition. ★ Provide accommodations for breast feeding and/or use of expressed breast milk. ★ Respond to infants' individual feeding preferences. ★ Hold infant when using a bottle for feeding and engage in eye contact and conversation. ★ Be aware of allergies of individual infant; serve nutritious and age-appropriate foods that do not pose a choking hazard. ★ Understand, recognize and respond positively and promptly when the infant indicates need. 	<p>page 89: To build a sense of security that physical needs will be met by a caring adult</p> <p>Coo and Squeal, page 89: To develop self-expression through a gurgle, coo, or squeal</p> <p>Talking Together, page 93: To feel safe and secure as a result of having emotional needs met</p> <p>Dangling Beach Toy, page 146: To practice reciprocity in a social context</p> <p>Prone Play, page 151: To tolerate being prone</p> <p>Baby Lotion Hand Massage, page 204: To increase awareness of the sense of touch</p> <p>Baby Faces Book, page 243: To develop recognition of body parts</p> <p>Nurturing Rituals, page 246: To help the child feel secure</p> <p>Rock the Baby, page 246: To simulate the vestibular system</p> <p>Watch the Light Show! Page 247: To nurture a sense of security and bonding</p>
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Mobile Infant: 6-18 months

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

practices.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Begin food transitions, such as from breast milk or formula to milk or milk substitute; pureed or jar baby food to finger foods, etc.</p> <p>Begin eating solid foods and to show increasing ability to feed self.</p> <p>Participate in health and hygiene activities. (For example: offer hands to be washed, hold toothbrush for brushing teeth, mimic cleaning using a cloth to wipe table, etc.)</p> <p>Become increasingly curious and mobile and explore his/her environment.</p>	<ul style="list-style-type: none"> ★ Work with family and health care providers to coordinate the introduction of new foods. Respect the child's and family's food preferences and the child's developing self-feeding abilities. ★ Provide opportunities for child to select safe foods and to feed self. ★ Encourage the child to establish healthy eating habits. (For example: provide drinking water throughout the day.) ★ Encourage the child's interest and participation in basic care routines. ★ Ask the child what the next step in the routine is. ★ Make care routines an enjoyable experience by using songs and fingerplays. ★ Ensure a child-safe environment is provided. (For example: get on the child's eye-level to see potential safety risks; use outlet safety covers; provide locked cabinets for cleaning supplies and medications, etc.). 	<p>LED Foundations: <i>Health and Physical Development</i>; page 161</p> <p>LED Vol 1: <i>On the Move-Gross and Fine Motor Skills</i>; page 131</p> <p>The Body Chant, page 95: To begin to identify body parts Where Is It? Page 99: To begin to recognize body parts Pointing, page 103: To develop body part recognition My Time, page 250: To build self-esteem and a sense of security Social Rituals, page 251: To understand how to initiate positive interactions with others Can You Copy Me? Page 252: To imitate the actions of others Cereal Pour, page 199: To develop eye-hand coordination I Can Do It Myself, page 203: To develop self-help skills Stuff for Throwing Collection, page 221: To develop the hand motions of grasping and releasing Walking the Shapes, page 221: To develop balance and coordination Bath Time for Dolly, page 227: To explore sensory experiences Grasshoppers, page 261: To develop gross motor skills</p>

Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Show body awareness related to basic care routines (become quiet when placed on changing table; put brush/comb to hair; show discomfort when wet or soiled; may hide to have bowel movement, etc.).</p> <p>Show interest in activities that promote health and begin to participate in care routines (wash and dry hands with adult assistance; put arms out when coat is being put on; participate in cleaning up a spill, etc.).</p> <p>Begin to recognize bodily functions and to show interest in using the bathroom instead of the diaper.</p> <p>Respond to adult guidance and reminders related to health and safety. (For example, "Time to go potty.")</p> <p>Eat independently using child-sized dishes and utensils and exhibit food preferences; may have periods of picky eating or increased appetite.</p> <p>Communicate nutrition-related information and show interest in dramatic play materials related to food and nutrition.</p>	<ul style="list-style-type: none"> ★ Model and provide encouragement and opportunities to learn good health and safety practices, especially proper hand washing and hygiene techniques. ★ Closely supervise child and monitor physical health including written procedures to follow regarding allergies, medications, illness, etc. ★ Work with family to coordinate timing and process for toilet learning. ★ Be aware of the child's elimination patterns in order to help him/her recognize times to use the potty until he/she can better self-regulate. ★ Accept that spills and messes are a part of the learning process. ★ Serve foods that do not pose a choking hazard or cause an allergic reaction. ★ Assist child in feeding him/herself and helping with cleanup. ★ Set developmentally appropriate expectations for child in developing manners and etiquette. ★ Encourage child's interest in and exploration of foods, both real and pretend. 	<p>LED Foundations: <i>Program Planning for Toddlers and Twos</i>; page 28</p> <p>LED Foundations: <i>Health and Physical Development</i>; page 161</p> <p>LED Vol 2: <i>Moving Along-Building Gross and Fine Motor Skills</i>; page 193</p> <p>Here Are My Hands, page 57: To develop an awareness of hand-washing routines</p> <p>Bath Time for Dolly, page 227: To engage in dramatic play</p> <p>Washing Fun, page 274: To develop listening skills</p> <p>Milk Comes from Cows, page 326: To identify foods made from milk</p> <p>Recycling Is Great! Page 366: To learn about recycling</p> <p>Trash, Trash Everywhere, page 366: To learn about recycling</p> <p>Compost Pile Experiment, page 369: To learn what a compost pile is</p> <p>Recycle and Save the Earth, page 373: To reinforce caring for the world</p> <p>In the Kitchen, page 356: To engage in dramatic play</p>

SCIENCE

STANDARD 1

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

Young Infant: 0-8 months The Baby May: Use his/her senses to explore the environment.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Turn toward new sounds. Feel different textures. See faces and patterns. Begin to understand cause and effect.	<ul style="list-style-type: none"> ★ Provide different sounds in a variety of ways. (For example: playing child-appropriate music, talking to infant, playing a music box, singing to infant, etc.). ★ Provide toys and fabrics of varying textures. (For example: large rubber balls; soft balls, touch and feel books.) ★ Hold infant while feeding, make eye contact while changing diapers, etc. ★ Provide variety of patterns in the environment such as colors, shapes and toys. ★ Look in the mirror with the infant while talking about what you are seeing (body parts, emotions, facial expressions, etc.). ★ Acknowledge promptly with words and a soothing or gentle touch when infant cries. 	LED Foundations: <i>Cognitive Development; page 147</i> LED Vol 1: I Am My World-Enhancing Sensory Development; page 197 LED Vol 1: Providing a Sensory-Rich Environment for Infants with Special Needs; page 200 LED Vol 1: Exploring the Natural World-Nurture the Love of Nature; page 221 LED Vol 1: Exploring the Natural World with Infants with Special Needs; page 223 Follow the Action, page 67: To build attention Where Did It Go? Page 70: To stimulate vision by drawing attention to an object Play a Soft Musical Instrument, page 175: To listen by tracking or locating the source of a sound Play a Soft Musical Instrument, page 175: To listen by tracking or locating the source of a sound High and Low Swing, page 208: To build spatial awareness

	<p>★ Add interesting toys that respond to the actions of the infant: soft balls, rattles, cloth toys, squeeze toys, plastic keys and mobiles.</p>	<p>A Touching Game, page 209: To build tactile awareness skills Water Play, page 210: To interact with an element in the environment</p>
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Mobile Infant: 6-18 months

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

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Continue to explore cause and effect.</p> <p>Begin to solve problems.</p> <p>Begin to notice the difference between familiar people and strangers.</p> <p>Demonstrate object permanence.</p> <p>Use simple tools in self care and play.</p>	<p>★ Provide sensory experiences such as water, sand, etc. Add tools such as a turkey baster, sifter and cups.</p> <p>★ Provide everyday objects (rattles, blocks, balls, water table) for babies to safely explore, both indoors and out.</p> <p>★ Provide simple problem solving tasks such as two to three piece puzzles.</p> <p>★ Provide objects so child explores strategies to achieve a result (shakes a rattle for sound, grabs a toy to hear it squeak, drops toy so teacher will pick it up).</p> <p>★ Provide support for child when strangers are present, introducing them and staying near child if needed.</p> <p>★ Play games to reinforce object permanence. (For example: hide a toy under a blanket for child to find, play Peek-a-Boo, or a simple game of</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Vol 1: <i>I Am My World-Enhancing Sensory Development; page 197</i></p> <p>LED Vol 1: <i>Providing a Sensory-Rich Environment for Infants with Special Needs; page 200</i></p> <p>LED Vol 1: <i>Exploring the Natural World-Nurture the Love of Nature; page 221</i></p> <p>LED Vol 1: <i>Exploring the Natural World with Infants with Special Needs; page 223</i></p> <p>Abracadabra, page 71: To build memory connections in the brain through exploration of a novel object</p> <p>Chip-Can Scarves, page 72: To practice the concept of object permanence</p> <p>Hide the Teddy, page 73: To reinforce object permanence</p> <p>Noisy Dumping, page 73: To help develop understanding of cause and effect</p> <p>Peek-a-boo, page 74: To practice with object permanence</p> <p>Who Is Under the Scarf? Page</p>

	<p>Hide and Seek.)</p> <ul style="list-style-type: none"> ★ Provide for and encourage the child to pull the blanket to make a toy on top of it come closer, use a small broom to sweep, begin feeding self with spoon, push a toy cart, or play with push-button toys, etc. ★ Provide manipulatives such as toy shovels, tools, small brooms and dustpans, large spoons, pans and washcloths. ★ Provide child-sized spoons and sit and eat with child to be a role model during meal times. 	<p>75: To develop object permanence What Is Under the Material? Page 75: To learn about object permanence Hold the Toy, page 77: To problem solve what to do with a toy On and Off, Open and Close, page 78: To begin to understand cause and effect What's in the Box? Page 80: To enhance understanding of object permanence</p>
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Expand understanding of cause and effect relationships.</p> <p>Continue solving problems.</p> <p>Continue to use senses to discover.</p> <p>Expand vocabulary related to scientific concepts such as observing, exploring and</p>	<ul style="list-style-type: none"> ★ Provide additional opportunities for child to affect the environment. (For example: containers to pour water, scales to place objects on, sand sifters, simple cooking experiences or gardening activities.) ★ Ask questions such as, "What do you think the ball will do when I drop it?" ★ Provide problem-solving games such as shape sorters, cardboard boxes, blocks, stacking toys and puzzles. ★ Talk with child about natural objects and everyday events (how does food smell, taste, 	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Vol 2: <i>Exploring My Wonderful World- Learning through the Senses; page 223</i></p> <p>LED Vol 2: <i>Providing a Sensory-Rich Environment for Toddlers and Twos with Special Needs; page 225</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>LED Vol 2: <i>Taking Care of My Green Earth; page 361</i></p> <p>Behind the Flap, page 53: To</p>

<p>comparing.</p>	<p>etc.).</p> <ul style="list-style-type: none"> ★ Provide a variety of sensory experiences through sensory tables, manipulative activities, etc. ★ Provide books, pictures, toys and objects that show scientific concepts. (For example: books and pictures that incorporate real photos rather than cartoon images.) ★ Engage in conversations with child asking about what they are seeing and doing. (For example: ask the child to tell you the differences between pictures of two dogs, tell you which of the buckets has more blocks or which crayon is longer, etc.) 	<p>develop problem-solving skills</p> <p>Pulling Strings, page 61: To develop an awareness of cause and effect</p> <p>Puzzles Fun, page 63: To develop problem-solving skills</p> <p>Things that Roll, page 69: To develop critical thinking skills</p> <p>What's Under the Sand? Page 74: To develop a sense of object permanence</p> <p>Where's the Bunny? Page 75: To develop an awareness of object permanence</p> <p>Baby Band, page 164: To develop an awareness of cause and effect</p> <p>Community Drum, page 166: To develop an awareness of cause and effect</p> <p>Sound Hide and Seek, page 179: To develop problem-solving skills</p> <p>Baby Food Jar Lid Clicker, page 198: To explore cause and effect</p> <p>Boom, Boom, Down, page 198: To develop understanding of cause and effect</p> <p>Disposable Blocks, page 201: To explore cause and effect</p> <p>One-Piece Puzzles, page 204: To develop problem-solving skills</p> <p>Poking Things in Holes, page 205: To develop problem-solving skills</p> <p>Pouring from Pitchers or Cups, page 207: To explore cause and effect</p> <p>Wrap It Up, page 212: To develop problem-solving skills</p> <p>Wrap It Up, page 212: To develop problem-solving skills</p> <p>Bubble Wrap Prints, page 228: To explore various media</p> <p>Bubble Wrap Prints, page 228: To explore various media</p> <p>Hide-and –Seek Box, page 229:</p>
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		<p>To explore a variety of textures</p> <p>Saying Names, page 237: To explore sensory experiences</p> <p>Sensory Books, page 237: To explore textures using the sense of touch</p> <p>Outdoor Fun, page 267: To explore using the senses</p> <p>Outdoor Mud pies, page 268: To explore through a tactile experience</p>
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STANDARD 2

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

Young Infant: 0-8 months The Baby May: Begin to notice the differences in physical characteristics of objects.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Begin to recognize people and objects based on their simple differences.</p> <p>Use the five senses to experience physical properties of his/her environment.</p>	<p>★ Provide opportunities that allow the infant to experience the different properties in objects such as cool/warm, smooth/rough and wet/dry.</p> <p>★ Provide opportunities in which the infant can experience the physical properties of things in the environment. (For example, feel the mist of the rain, play in the snow, feel warm water from the sink, etc.)</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Vol 1: <i>I Am My World-Enhancing Sensory Development; page 197</i></p> <p>LED Vol 1: <i>Providing a Sensory-Rich Environment for Infants with Special Needs; page 200</i></p> <p>LED Vol 1: <i>Exploring the Natural World-Nurture the Love of Nature; page 221</i></p> <p>LED Vol 1: <i>Exploring the Natural World with Infants with Special Needs; page 223</i></p> <p>Follow the Action, page 67: To help a baby learn to distinguish features on a face</p>

		<p>Always Talking, page 87: To introduce the sound of a familiar voice</p> <p>Talk to Me! Page 92: To respond to familiar voices</p> <p>Trade Funny Sounds, page 178: To discriminate between non-speech and musical sounds</p> <p>The Wonders of Music, page 179: To develop sound discrimination</p> <p>Baby Lotion Hand Massage, page 204: To increase awareness of the sense of touch</p> <p>Baby Mirror, page 205: To build visual tracking skills</p> <p>Bouncy Bounce, page 205: To build sensory awareness</p> <p>Chimes, page 206: To differentiate between sounds</p> <p>Crunch It! Page 206: To use auditory discrimination to distinguish between different sounds</p> <p>Dancing Lights, page 207: To recognize and track visual patterns</p> <p>Floating Bubbles, page 207: To build visual discrimination skills</p> <p>Rainbows, page 208: To build visual discrimination skills</p> <p>Satin Feels Good, page 209: To build tactile awareness skills</p> <p>A Touching Game, page 209: To build tactile awareness skills</p> <p>Water Play, page 210: To interact with an element in the environment</p> <p>Blanket Fun, page 226: To experience nature</p> <p>Rain on Me, page 226: To encourage sensory exploration</p> <p>Talk Walks, page 227: To Experience a trip outdoors</p> <p>Wind Sock, page 228: To enjoy nature</p>
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Mobile Infant: 6-18 months The Baby May: Demonstrate motivation and curiosity in exploring the environment.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Develop an awareness of materials of the earth. Use simple language with weather concepts.	<ul style="list-style-type: none"> ★ Arrange the learning environment to include common earth materials (soil; snow; large, smooth rocks; or leaves; etc.). ★ Under close supervision, allow the child to explore the outside environment. ★ Provide and expand on concepts using the language demonstrated by the child. Concepts include sunny, hot, cold, rainy, windy, etc. (For example: a child is outside and squints his/her eyes; the teacher may say, "The sun is bright outside today!") 	LED Foundations: <i>Cognitive Development; page 147</i> LED Vol 1: <i>I Am My World-Enhancing Sensory Development; page 197</i> LED Vol 1: <i>Providing a Sensory-Rich Environment for Infants with Special Needs; page 200</i> LED Vol 1: <i>Exploring the Natural World-Nurture the Love of Nature; page 221</i> LED Vol 1: <i>Exploring the Natural World with Infants with Special Needs; page 223</i> Who Is Under the Scarf? Page 75: To experiment with different colors and show preferences What Is Under the Material? Page 75: To build curiosity and encourage exploration Cellophane in Embroidery Hoop, page 211: To develop visual skills by experimenting with color Sticky Floor, page 214: To explore a novel situation or object I Can Feel It, page 217: To use fine motor skills to explore items of different texture Blanket Fun, page 226: To experience nature Rain on Me, page 226: To encourage sensory exploration Talk Walks, page 227: To Experience a trip outdoors Wind Sock, page 228: To enjoy nature Blanket Fun, page 226: To experience nature

		<p>Rain on Me, page 226: To encourage sensory exploration</p> <p>Talk Walks, page 227: To Experience a trip outdoors</p> <p>Wind Sock, page 228: To enjoy nature</p> <p>Blanket Fun, page 226: To experience nature</p> <p>Rain on Me, page 226: To encourage sensory exploration</p> <p>Talk Walks, page 227: To Experience a trip outdoors</p> <p>Wind Sock, page 228: To enjoy nature</p> <p>Musical Fence, page 232: To develop auditory skills</p> <p>New Zoo Revue, page 233: To nurture brain development through sensory experiences</p> <p>Outside Exploring, page 234: To build cognitive skills through multisensory exploration</p>
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<p style="text-align: center;">Toddler: 16-36 months</p> <p style="text-align: center;">The Toddler Might: Explore, discover, and investigate the physical properties of the earth.</p>		
THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Develop an awareness of seasonal changes and begin to gain understanding of weather concepts.</p> <p>Ask questions about the earth.</p> <p>Identify or label characteristics of the earth's materials.</p>	<p>★ Play with child outside and talk about the weather. (For example: "You are wearing warm clothes and shoes because it's cold outside" or "When you wear sandals, your toes feel warm in the summer sun.")</p> <p>★ Use weather words (cloudy, rainy, cold, warm, sunny, etc.) while singing and talking.</p> <p>★ Engage child in safe activities to explore dirt, sand and</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Vol 2: <i>Exploring My Wonderful World- Learning through the Senses; page 223</i></p> <p>LED Vol 2: <i>Providing a Sensory-Rich Environment for Toddlers and Twos with Special Needs; page 225</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page</i></p>

<p>Participate in caring for the environment.</p>	<p>water. (For example: “Why is the ground wet? Why are the leaves falling off the trees?”)</p> <ul style="list-style-type: none"> ★ Provide samples of the earth’s materials for the child to identify and manipulate. (For example: a large rock with fossils and a large magnifying glass, baggies of red dirt, brown dirt and potting soil.) ★ Introduce child to pictures of natural phenomena. (For example: pictures of the ocean, caves, waterfalls, forests.) ★ Guide and point out moments and activities that help preserve the environment. (For example: recycle paper after an activity, turn off the lights when leaving a room, color on both sides of paper.) 	<p>250 LED Vol 2: <i>Taking Care of My Green Earth</i>; page 361</p> <p>Baster Blaster, page 254: To explore the meaning of full and empty</p> <p>Bubbly Fun, page 255: To develop understanding of out and in</p> <p>Catch the Bubbles, page 257: To develop visual tracking skills</p> <p>Crunching Leaves, page 258: To develop auditory skills</p> <p>Grasshoppers, page 261: To learn about the natural world</p> <p>Outdoor Fun, page 267: To begin to develop an appreciation for nature</p> <p>Outdoor Mud pies, page 268: To explore through a tactile experience</p> <p>Outside Treasures, page 269: To develop an appreciation of the outdoors</p> <p>Rainy Day Spray, page 270: To develop observation skills</p> <p>Sounds of Nature, page 271: To notice sounds heard in the environment</p>
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STANDARD 3

The child will observe and investigate living things.

<p align="center">Young Infant: 0-8 months</p> <p align="center">The Baby May: Notice plants, animals and other people in the environment.</p>		
<p>THE BABY MIGHT FOR EXAMPLE:</p>	<p>THE TEACHER CAN:</p>	<p>LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES</p>

Respond automatically to the environment.	<p>★ Provide an environment that includes living and non- living items. (For example: artificial or non-toxic flowers or plants, realistic toy animals and photos of real animals.)</p> <p>★ Sing songs and read books from a variety of cultural backgrounds that describe plants and animals and how They grow and change.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Vol 1: <i>I Am My World-Enhancing Sensory Development; page 197</i></p> <p>LED Vol 1: <i>Providing a Sensory-Rich Environment for Infants with Special Needs; page 200</i></p> <p>LED Vol 1: <i>Exploring the Natural World-Nurture the Love of Nature; page 221</i></p> <p>LED Vol 1: <i>Exploring the Natural World with Infants with Special Needs; page 223</i></p> <p>Follow the Action, page 67: To build attention</p> <p>Talk to Me! Page 92: To respond to familiar voices</p> <p>Humming and Body Contact, page 173: To respond to a comforting voice</p> <p>Water Play, page 210: To interact with an element in the environment</p> <p>Sounds of Nature, page 271: To notice sounds heard in the environment</p> <p>Talk Walks, page 227: To Experience a trip outdoors</p> <p>Wildflower Window Panels, page 227: To observe nature</p> <p>Wind Sock, page 228: To enjoy nature</p>
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<p align="center">Mobile Infant: 6-18 months</p> <p align="center">The Baby May: Explore characteristics of certain living things.</p>		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Respond to and/or express curiosity about living things.	<p>★ Take the child on a nature outing to places (zoo, farm, or park) where she can observe and explore living things. This</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Vol 1: <i>I Am My World-Enhancing Sensory Development;</i></p>

	<p>can also include taking a walk around the block, observing bugs swarm lights, watching ant hills form, or watching the leaves fall off the trees.</p> <ul style="list-style-type: none"> ★ Supervise, model, and teach respect for plants, insects and animals. ★ Provide opportunities to listen to the sounds of nature (blowing wind chimes, rain and thunder outside, nature recordings, etc). 	<p>page 197</p> <p>LED Vol 1: <i>Providing a Sensory-Rich Environment for Infants with Special Needs</i>; page 200</p> <p>LED Vol 1: <i>Exploring the Natural World-Nurture the Love of Nature</i>; page 221</p> <p>LED Vol 1: <i>Exploring the Natural World with Infants with Special Needs</i>; page 223</p> <p>Water Play, page 210: To interact with an element in the environment</p> <p>Bringing the Outside In, page 229: To build observation skills</p> <p>Exploring Game, page 229: To develop exploration skills</p> <p>Outdoor Time, page 230: To explore nature</p> <p>Explore a Tree, page 231: To build observation skills</p> <p>New Zoo Revue, page 233: To nurture brain development through sensory experiences</p> <p>Outside Exploring, page 234: To enjoy nature</p>
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Begin to understand characteristics of their environment.</p> <p>Use sounds and simple words to describe things</p>	<ul style="list-style-type: none"> ★ Take advantage of everyday events to talk with the child about nature and science. (For example: the changing weather, a growing puppy, animal sounds, etc.) 	<p>LED Foundations: <i>Cognitive Development</i>; page 147</p> <p>LED Vol 2: <i>Brain Builders-Developing Cognitive Skills</i>; page 48</p> <p>LED Vol 2: <i>Adaptations for Toddlers with Special Needs</i>; page 50</p>

<p>in the environment.</p>	<ul style="list-style-type: none"> ★ Provide a visual and print-rich environment of items displaying various realistic types of animals, plants, and people. ★ Bring child-friendly plants and animals into the environment for taking care of, observing and exploring. 	<p>LED Vol 2: <i>Taking Care of My Green Earth</i>; page 361</p> <p>Outside Exploring, page 234: To enjoy nature</p> <p>The Cow Says, “Moo”, page 84: To develop oral language skills</p> <p>Little Ants, page 92: To develop vocabulary</p> <p>Looking at the Wide World, page 95: To develop vocabulary</p> <p>Rain, Rain, Go Away! Page 99: To develop vocabulary</p> <p>Butterfly Collection, page 256: To develop eye-hand coordination</p> <p>Grasshoppers, page 261: To learn about the natural world</p> <p>Nature Hide and Seek, page 266: To develop vocabulary</p> <p>Outdoor Fun, page 267: To explore using the senses</p> <p>Barnyard Buddies, page 321: To learn about animals found on a farm</p> <p>Mother-Baby Match, page 327: To practice matching mother animals to their babies</p> <p>Flower Gazing, page 363: To develop an appreciation of flowers</p> <p>Ocean Days, page 364: To learn about the ocean</p> <p>Recycling Is Great! Page 366: To learn about recycling</p> <p>Collage Treasures, page 368: To learn about objects from nature and how the Earth is filled with beautiful things</p> <p>Earth Day Play, page 370: To learn about the importance of caring for the Earth</p> <p>The Greenhouse, page 371: To learn about plants and gardening</p> <p>Taking Care of My Little Tree, page 374: To learn</p>
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		about trees Trash to Treasure, page 375: To explore using recyclable materials to create
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SOCIAL AND EMOTIONAL DEVELOPMENT

Young Infant: 0-8 months The Baby May: Begin to form and maintain secure relationships with others.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Recognize, respond or react to familiar and unfamiliar adults. For example, accept physical contact and respond to cuddling or maintain eye contact during feeding and interaction with an adult.</p> <p>Show interest in others by smiling, squealing, rapid arm and leg movement or other movements.</p> <p>Show awareness of feelings displayed by others by matching the facial expressions and smiling responsively.</p>	<ul style="list-style-type: none"> ★ Be a caregiver who knows and builds a trusting relationship with the infant. ★ Recognize one's own emotional state and use a calm manner when interacting with infants. ★ Talk to, smile at, or cuddle with and allow infant time to respond to you. ★ Follow the infant's lead and respond immediately and consistently to cries and cues. (For example, follow the infant's patterns for when he/she is hungry and how much he/she eats, sleeps and plays.) ★ Provide time for infant to watch others for short periods without interruption, for interaction with others and independent playtime. ★ Provide opportunities for infant to initiate interaction with other adults and children. ★ Make different facial expressions and allow time for the infant to mimic or respond to the expressions (happy, sad, 	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>Ah, Boo! Page 242: To begin responding to familiar voices</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Baby Faces Book, page 243: To distinguish facial expressions</p> <p>Nurturing Rituals, page 246: To help the child feel secure</p> <p>Rock the Baby, page 246: To simulate the vestibular system</p> <p>When Will the Kisses Come? Page 247: To develop a sense of security with familiar people</p>

excited, surprised, etc.).
 ★ Provide words to the infant's expression of emotion such as hungry, sad, sleepy, etc.

Mobile Infant: 6-18 months

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

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Engage in social games with familiar people through playful back and forth interactions.</p> <p>Show feelings of security with familiar adults. (For example: begin to explore but look back to teacher for reassurance, smile and go to familiar adults when they enter the room, and snuggle closer to a familiar adult when an unfamiliar person tries to hold him/her.)</p> <p>Express self by using verbal and non-verbal cues, such as raising arms to show he/she wants to be picked up or held.</p> <p>Begin to relate to other children.</p>	<p>★ Provide opportunities for child to engage in games such as Pat a Cake, Peek-a-Boo, Dropsy, and fill-and-empty containers.</p> <p>★ Allow child to explore independently while providing attentive supervision (watch the child and be available when he/she looks back to the teacher for reassurance).</p> <p>★ Reassure child when teacher transitions occur. (For example, "I'm going on break now. Ms. Suzie will help you if you need it" or "Daddy is going to fix our lunch. We can play together again after we eat.")</p> <p>★ Respond to child when attempting to communicate needs or wants.</p> <p>★ Allow opportunities for interaction near or with other children. (For example, play simple games like rolling a ball back and forth.)</p>	<p>LED Foundations: <i>Social and Emotional Development</i>; page 202</p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life</i>; page 235</p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs</i>; page 238</p> <p>Gotcha! Page 249: To build anticipation for enjoyable social interactions</p> <p>Mirror Face, page 249: To explore new ways of using familiar objects</p> <p>Personal Clapping Game, page 250: To anticipate positive social interactions with an adult</p> <p>Social Rituals, page 251: To practice social greetings</p> <p>Can You Copy Me? Page 252: To build an understanding of reciprocity</p> <p>Feelings, page 253: To build social skills</p> <p>My Friends and Me, page 254: To build spontaneous interaction skills</p>

Toddler: 16-36 months

The Toddler May: Continue to develop social interaction skills and begin to show independence while

maintaining strong attachments with caregivers.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Engage in solitary play, coloring, building or looking at picture books for a few minutes.</p> <p>Engage in parallel play by playing alongside another child, imitating action or using similar materials.</p> <p>Engage in brief social games that last a minute or two.</p> <p>Recognize familiar people in person or in a photograph.</p> <p>Express self verbally and non-verbally with gestures. May become frustrated when not understood.</p> <p>Respond to and initiate interaction with others. Smile or laugh in delight in response to others and show concern when others are hurting or crying.</p>	<ul style="list-style-type: none"> ★ Provide space and materials for child to engage in play on their own. Include indoor and outdoor playtime. ★ Provide opportunities for child to choose to play next to or with another child and provide more than one of the same toys and materials from which to choose. ★ Provide opportunities for child to engage in interactive games (Ring Around the Rosy, Itsy Bitsy Spider, give-n- take, roll the ball, etc.). ★ Display photographs of the child's family and pets at his/her eye-level. Ask child about the photos. ★ Recognize the child's attempts to communicate through gestures and attempts to use words to express needs and desires. Caregiver should provide words to describe these attempts. (Daisy points at the block and utters "ug-uh." Teacher says, "Block. Daisy do you want the block?") ★ When appropriate, encourage the child to try to comfort others who are sad, hurting or angry. 	<p>LED Foundations: Social and Emotional Development; page 202</p> <p>LED Vol 2: Making Friends-Social Skills for Life; page 275</p> <p>LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</p> <p>Baby Basketball, page 52: To learn games with simple rules</p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Mine and Yours, page 290: To begin to develop an understanding of possession</p> <p>Share the Paper, page 293: To develop the concept of sharing</p> <p>Sharing Bin, page 294: To develop the concept of sharing</p> <p>Sharing Game, page 295: To develop the concept of sharing</p> <p>Working Together, page 296: To develop a healthy self-concept</p> <p>Cooking with Numbers, page 337: To develop social skills</p> <p>Hoop Shapes Game, page 348: To practice waiting and taking turns</p> <p>Trash, Trash Everywhere, page 366: To develop social skills</p>

STANDARD 2

The child will develop strategies to regulate emotions and behavior.

Young Infant: 0-8 months The Baby May: Begin to develop the skills necessary to participate in a variety of settings.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Learn to sleep through normal environmental noise such as the dishwasher running, conversations, etc.</p> <p>Give cues to how they are responding to the environment. (For example: stop crying or kick legs in excitement when a familiar object is given to them, turn head and break eye contact when someone is in the space, frown, and/or arch back when there is too much noise, light or activity.)</p> <p>Learn to calm or soothe self when upset or tired, such as sucking fingers or a pacifier.</p> <p>Relax when rocked gently and then fall asleep when placed in crib.</p>	<p>★ Maintain normal activity while infants sleep.</p> <p>★ Learn the infant's emotional cues and respond appropriately to his/her needs. (May talk in soft, soothing voice to reassure the child or switch from an excited to a calmer voice or reposition if the child seems over stimulated.)</p> <p>★ Be responsive to crying infant by adjusting tone and volume while offering supportive phrases, such as: "I know you're upset. It's OK. You're going to be all right."</p> <p>★ Respond to infant's individual rest time needs.</p>	<p>LED Foundations: <i>Social and Emotional Development</i>; page 202</p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life</i>; page 235</p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs</i>; page 238</p> <p>Daydream Believer, page 66: To feel secure during periods of rest</p> <p>Snuggle Buggle, I Love You, page 69: To promote bonding and attachment</p> <p>Who Am I? Page 70: To foster a sense of attachment</p> <p>Gentle Touch, page 244: To encourage sensory awareness</p> <p>Nurturing Rituals, page 246: To help the child feel secure</p> <p>Rock the Baby, page 246: To simulate the vestibular system</p>

Mobile Infant: 6-18 months The Baby May: Begin to recognize and respond to the emotional cues of self and others.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Show comfort in having the	★ Maintain a consistent routine for	LED Foundations: <i>Social and</i>

<p>same routine. (For example: naptime, after lunch, changing a diaper, reading story, having a designated spot to sleep.)</p> <p>Try to self-comfort or cry and move toward an adult for comfort, expecting the adult will respond to needs.</p> <p>Begin to take care of needs by doing things like feeding him/her self or expressing a desire to take off own shoes.</p>	<p>the child.</p> <ul style="list-style-type: none"> ★ Maintain consistent and responsive care giving for the child. (For example: minimum transitions between teachers are ideal for the child.) ★ Respond immediately, consistently and appropriately to the child's needs for comfort. ★ Maintain a safe space for exploration. Use soft lighting, gentle music, soft voices, etc. ★ Store security/comfort items where the child can access them. ★ Allow time for child to explore and practice self- help skills. ★ Provide small, bite-size, non-choking foods for child to practice self-feeding. ★ Expect messes as child learns to self-feed with fingers and by using a spoon. 	<p><i>Emotional Development; page 202</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life</i>; page 235</p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs</i>; page 238</p> <p>Hide the Teddy, page 73: To build language and social interaction skills</p> <p>Family Pictures, page 77: To build the child's sense of belonging</p> <p>Routine Conversation, page 97: To continue developing listening and language comprehension skills</p> <p>Help Me Pack, page 100: To enjoy social interactions with each other</p> <p>You Are Special, page 248: To build self-esteem and a sense of accomplishment</p> <p>My Time, page 250: To build self-esteem and a sense of security</p> <p>Social Rituals, page 251: To understand how to initiate positive interactions with others</p> <p>Stress Busters, page 251: To minimize stress</p> <p>Can You Copy Me? Page 252: To build an understanding of reciprocity</p> <p>Transitional Photos, page 256: To build a sense of belonging</p> <p>Who's Here Magnets, page 256: To learn names of other children in the center</p>
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Toddler: 16-36 months

The Toddler May: Continue to learn and accept limits while developing an "I can do it" attitude.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Show anxiety over separation from teacher, but may calm down once teacher has left.</p> <p>Play calmly near other children, but may also cry, bite or hit if another child tries to use something the child is playing with.</p> <p>Take a toy from another child, and not return it when asked to by an adult.</p> <p>Begin to understand the concept of taking turns in a game.</p> <p>Begin to understand the concept of property such as “yours,” “his” and “mine.”</p> <p>Carry out simple directions when stated in positive and brief statements.</p> <p>Have a temper tantrum and cry, yell, hit, kick feet and refuse to stop when she is tired, hungry or angry.</p>	<ul style="list-style-type: none"> ★ Be confident, calm, understanding and reassuring when leaving the anxious child. (For example, “Mommy is going to work; she will be back after snack time. I will take care of you until then.”) ★ Say to the child, “Monte wants to play with the cars, too.” Then redirect the other child’s attention, “Monte, let’s use this car that Buford is not playing with.” ★ Give children choices. (“You can give that car back or I can help you give it back.”) Be consistent. ★ Talk about and model sharing with the child, using words and recognizing the child for sharing with you or another child. (For example, “I will share my doll with you.” or “You gave me your crayon. Thank you for sharing with me.”) ★ Play simple games with the child where you practice taking turns. (Say: “You put a block on the shelf. I’ll put a block on the shelf.” Or “I roll the ball to you. You roll it back to me.”) ★ During routines and play use words to describe property, such as, “This is Maggie’s diaper bag.” When putting out a snack, say, “This is yours and this is Erin’s.” ★ Expect the child to follow 	<p>LED Foundations: Social and Emotional Development; page 202</p> <p>LED Vol 2: Making Friends-Social Skills for Life; page 275</p> <p>LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</p> <p>Someone Special, page 67: To develop listening skills</p> <p>If you’re Happy and You Know It, page 90: To learn to express emotions through language</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Chair Lineup, page 281: To develop social skills</p> <p>Feelings, page 282: To develop socialization skills; To develop an awareness of different emotions</p> <p>Finger paint Happy Faces, page 283: To develop an awareness of different emotions</p> <p>Friendship Chain, page 284: To develop a sense of belonging</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Lots of TLC, page 288: To develop nurturing skills</p> <p>Oh, My Goodness! Oh, My Gracious! Page 290: To develop socialization skills</p> <p>Push the Trucks, page 291: To practice cooperation and sharing</p> <p>Sharing Game, page 295: To</p>

	<p>your directions. (“Sit on your bottom,” “Feet on the floor,” “Use your inside/quiet voice,” and “Bring your plate to me in the kitchen.”)</p> <p>★ Anticipate the actions of the child to prevent them from hurting themselves or others. Allow the child a safe environment to express his/her emotions. When the child settles down, talk in a calm manner about appropriate behavior.</p>	develop the concept of sharing
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STANDARD 3

The child perceives self as a unique individual.

Young Infant: 0-8 months The Baby May: Demonstrate an emerging awareness of self and others.		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Express needs by crying differently based on the need. (For example: cries vary in pitch, length and volume to indicate hunger, pain, etc.)</p> <p>Use body movements to express feelings such as kicking in excitement.</p> <p>Explore own body. For example, watch own hands in fascination and repeat body movements.</p>	<p>★ Respond appropriately according to the infant’s need. (For example: “I can hear you are hungry: I will warm your bottle.”)</p> <p>★ Follow the infant’s lead and respond to his/her body movements. When the child is kicking, say, “Oh, aren’t you happy to see me!”</p> <p>★ Lay the infant on a quilt on the floor and provide time</p>	<p>LED Foundations: Social and Emotional Development; page 202</p> <p>LED Vol 1: I Need a Hug! Social Skills for Life; page 235</p> <p>LED Vol 1: Encouraging Social Skills in Infants with Special Needs; page 238</p> <p>The Blowing Game, page 66: To develop the baby’s awareness of his body parts</p> <p>Communicating with the Baby, page 89: To simulate awareness of sounds; To build a sense of security that physical needs will be met by a caring adult</p>

Smile at mirror image even though he/she may not recognize it as an image of his/herself.	<p>for exploration.</p> <p>★ Talk with the infant about what he/she is seeing in the mirror.</p>	<p>Follow-the Leader Sounds, page 90: To build security by enjoying social interactions</p> <p>From Babbling to Words, page 91: To learn to study faces</p> <p>Talking Together, page 93: To feel safe and secure as a result of having emotional needs met</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Baby Faces Book, page 243: To develop recognition of body parts</p> <p>Nurturing Rituals, page 246: To help the child feel secure</p>
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Mobile Infant: 6-18 months

The Baby May: Show awareness of self in voice, mirror image, and body.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Express preferences.</p> <p>Express emotions (verbal and nonverbal) that fit the situation.</p> <p>Like to be in constant sight and hearing of adult.</p> <p>Will often return to teacher as a secure base when playing.</p>	<p>★ Be aware of the child's preferences and provide opportunities for children to make simple, acceptable choices between two items.</p> <p>★ Provide a safe environment to express the child's preferences.</p> <p>★ Use words to describe the emotion the child expresses.</p> <p>★ Supervise child by sight and sound at all times. For example, sit on the floor with the child while they play around you; engage in play when initiated by the child.</p>	<p>LED Foundations: Social and Emotional Development; page 202</p> <p>LED Vol 1: I Need a Hug! Social Skills for Life; page 235</p> <p>LED Vol 1: Encouraging Social Skills in Infants with Special Needs; page 238</p> <p>Family Pictures, page 77: To build the child's sense of belonging</p> <p>The Body Chant, page 95: To begin to identify body parts</p> <p>Where Is It? Page 99: To begin to recognize body parts</p> <p>Where's Teddy? Page 99: To enjoy socializing with others</p> <p>Help Me Pack, page 100: To enjoy social interactions with each other</p>

		<p>Pointing, page 103: To develop body part recognition</p> <p>Where's Your Nose? Page 105: To develop an understanding of vocabulary related to body parts; To help the child feel valued</p> <p>Mirror Face, page 249: To explore new ways of using familiar objects</p> <p>My Time, page 250: To build self-esteem and a sense of security</p>
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Toddler: 16-36 months

The Toddler May: Show behaviors that reflect child's self concept and begin to distinguish self from others.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Point to different parts of his/her body and name them.</p> <p>Attempt to complete daily basic living tasks such as dressing, self-feeding, brushing teeth.</p> <p>Understand the reflection in the mirror is actually their image.</p> <p>Recognize they are a separate person from others.</p>	<ul style="list-style-type: none"> ★ Sing songs that name body parts in the song. (For example: Head, Shoulders, Knees and Toes.) ★ Ask the child questions. (For example: "Where is your nose?" "You pointed to your nose.") ★ Encourage self-help skills such as feeding and dressing him/herself. Provide lacing, snapping books, dolls and clothes for dramatic play, etc. ★ Provide safe, shatterproof mirrors at child's eye level for children to look at themselves. Talk to them about what they see in the mirror. ★ Take opportunities to help the child distinguish from self and others. (For example, 	<p>LED Foundations: Social and Emotional Development; page 202</p> <p>LED Vol 2: Making Friends-Social Skills for Life; page 275</p> <p>LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Bug Eyes, page 281: To develop observation skills</p> <p>Feelings, page 282: To develop an awareness of different emotions</p> <p>You do and I Do, page 222: To build self-esteem</p> <p>Recorded Love Stories, page 292: To develop emotional awareness</p> <p>Working Together, page 296: To develop a healthy self-concept</p>

	point to your nose and say, “Here’s my nose. Where’s yours?)	
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SELF AND SOCIAL AWARENESS (Social Studies)

STANDARD 1

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

<p align="center">Young Infant: 0-8 months</p> <p>The Baby May: Begin to recognize differences in people, routines and places/environments.</p>		
THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Recognize others by voice and/or sight.</p> <p>Sense and respond to others' emotions, such as happy, sad, etc.</p> <p>Show preference for one adult over another adult, such as, 'my daddy' and 'his daddy'.</p>	<ul style="list-style-type: none"> ★ Talk to the child during routines and activities. (For example, "Look, there's your mother," "It's time to change your diaper. I'll wash my hands and then get a clean diaper.") ★ Use photographs and pictures to encourage responses from child. Familiar family or pet pictures can be hung at eye level. For example, a picture could be placed under Plexiglas or contact paper and placed on the floor for him/her to lie on and look at. ★ Be aware of actions and 	<p><u>LED Foundations:</u> Cognitive Development; page 147</p> <p><u>LED Infants, Volume 1:</u> Brain Builders-Developing Cognitive Skills, page 59 Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Hello, page 68: To develop a secure attachment with adults Always Talking, page 87: To introduce the sound of a familiar voice Always Talking, page 87: To introduce the sound of a familiar voice Ah, Boo! Page 242: To begin</p>

	<p>voice inflection or tone used. Try to be calm, steady, and comforting.</p> <ul style="list-style-type: none"> ★ Incorporate words and songs to generate specific responses. (For example, sing or hum a lullaby or song.) ★ Provide stable and consistent care. (For example, have limited transitions and/or have the same caregiver during the day.) ★ Recognize the value of the bonding and attachment that are developing and appreciate the importance of this community connection when a child shows preference for a teacher or one family member over another. ★ Say: “Here is Mary’s mother” or “That is Jake’s daddy” when the child’s parent arrives. 	<p>responding to familiar voices</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Baby Faces Book, page 243: To distinguish facial expressions</p> <p>High or Low! Page 245: To develop security with familiar voices</p> <p>When Will the Kisses Come? Page 247: To recognize familiar voices</p>
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Mobile Infant: 6-18 months

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

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
<p>Show an interest in community service workers and be fascinated with large trucks, planes, trains, lawn mowers or animals.</p> <p>Become familiar with routines, rituals and traditions relating to family and community culture.</p>	<ul style="list-style-type: none"> ★ Provide books and pictures of cars, trains, and community service vehicles (fire truck, ambulance, police car, etc.). ★ Point out the things seen in the community. (“See the dog?” “There’s a fire fighter.” “Look at the garbage truck.”) ★ Make planned visit to a petting zoo and/or attend community events (county fair, pow-wow, stomp dance, church, farmers’ market, flea market, health and safety fair, etc.). 	<p><u>LED Foundations:</u></p> <p>Cognitive Development; page 147</p> <p><u>LED Infants, Volume 1:</u></p> <p>Brain Builders-Developing Cognitive Skills, page 59</p> <p>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Pictures, Pictures, page 79: To help a child develop memory</p>

	<ul style="list-style-type: none"> ★ Invite family/community members to share their family or cultural traditions either by demonstration or by storytelling. ★ Provide and discuss familiar items from the family such as a ribbon shirt (Native American) or a mailbag from Quinton's mother who is a mail carrier, etc. 	<p>skills by recognizing pictures</p> <p>Quite Puzzling, page 79: To enhance neural wiring through experiences that begin with simple concepts and lead to more complex ideas</p> <p>Talk on the Phone, page 105: To experience pretend play</p> <p>Discovering Books, page 124: To broaden language skills</p> <p>Personal Book, page 128: To reinforce recognition of family members</p> <p>Second Language Sing-Along, page 182: To expose the infant to other languages</p> <p>Social Rituals, page 251: To practice social greetings</p> <p>Class Photo Book, page 253: To learn names of familiar people</p>
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Toddler: 16-36 months

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

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:	LED PROGRAM FOR INFANTS, TODDLERS AND TWOS: RESOURCES, ACTIVITIES AND OBJECTIVES
Identify his/her role as a member of a family/group.	<ul style="list-style-type: none"> ★ Ask the child to describe experiences shared within the family. For example, look at pictures of family members and engage in conversations about who is in the picture. ★ Provide opportunities for children to begin to participate in role-playing. (For example: provide props such as dolls, dress-up items, infant clothes, kitchen equipment, etc. If in group child care, assure the learning environment reflects 	<p><u>LED Foundations:</u> Cognitive Development; page 147</p> <p><u>LED Toddlers and Twos, Volume 2:</u> Toddlers and Two-Year-Olds Build Cognitive Skills through Play; page 17</p> <p>The Importance of Play for Toddlers and Twos with Special Needs; page 19</p> <p>Here I Come! Learning Spaces for Young Toddlers; page 22</p> <p>Learning Spaces: Adaptations for Young Toddlers with</p>

<p>Begin to recognize community workers and show increased awareness of their jobs.</p> <p>Begin to play cooperatively or wait his/her turn in a variety of settings, including sharing and practicing using manners such as saying “please” and “thank you,” etc.</p> <p>Begin to understand that money is needed to purchase things.</p> <p>Develop an understanding of the location of familiar</p>	<p>the children served and the greater world.)</p> <ul style="list-style-type: none"> ★ Create opportunities for the child to recognize members of the group and/or friends. (For example, ask “Who is not here today?” or post pictures of children in the class and ask questions about the pictures.) ★ Encourage family members to visit and read or share stories about family history and culture. Family members could include grandparents, aunts and uncles, etc. ★ Assign different age-appropriate helper jobs like sorting the socks, wiping the table, pushing in chair, taking dirty dishes to the sink, picking up toys, feeding the pet, etc. ★ Provide opportunities for “turn-taking” games and activities. (For example, “You roll the ball, then Jack rolls the ball back;” “You slide down first, then Samantha;” “You find a matching picture, and then I’ll find a matching picture.”) ★ Provide pretend money for the child to purchase things in a dramatic play grocery store, bank, post office, etc. Allow child to put “price tags” on items. ★ Read books about using currency or bartering to purchase things, both now and in days past (Caps for Sale, Stone Soup, etc.). ★ Talk about and encourage the child to save money to purchase a special item. ★ Talk about giving his/her time, extra clothing, food, 	<p>Special Needs; page 32</p> <p>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</p> <p>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</p> <p>Brain Builders-Developing Cognitive Skills; page 48</p> <p>Adaptations for Toddlers with Special Needs; page 50</p> <p>Hello! Who’s There? Page 88: To encourage the beginnings of dramatic play</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>Caps for Sale; page 113: To encourage dramatic play</p> <p>Animal Slippers, page 213: To encourage dramatic play</p> <p>Bath Time for Dolly, page 227: To engage in dramatic play</p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Push the Trucks, page 291: To develop socialization skills</p> <p>Barnyard Buddies, page 321: To learn about animals found on a farm</p> <p>Milk Comes from Cows, page 326: To identify foods made from milk; To taste foods made from milk</p> <p>Mother-Baby Match, page 327: To practice matching mother animals to their babies</p> <p>Ocean Days, page 364: To learn about the ocean</p> <p>Recycling Is Great! Page 366: To begin to develop sorting skills</p> <p>Recycling Is Great! Page 366: To learn about recycling</p> <p>Earth Day Play, page 370: To learn about the importance of caring for the Earth</p> <p>The Greenhouse, page 371: To learn about plants and gardening</p>
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<p>places within his/her community and region. Begin to recognize landmarks on familiar transportation routes.</p> <p>Begin to include representations of roads, bodies of water and buildings in his/her play.</p> <p>Begin to use words and identify pictures to indicate directionality, position and size.</p> <p>Correctly use words such as big, little, above, below, beside, etc.</p>	<p>toys, or money to charitable causes. (For example: help children sort out their clothes or toys and donate them to a child care or charity, etc.)</p> <ul style="list-style-type: none"> ★ Use statements that reflect the concept of time. (For example, “Your Mama is coming after we eat our snack,” “It’s your birthday today” or “When the sun goes down and it is dark outside, it will be time for dinner.”) ★ Talk about daily activities and say “First we will read a book and then we will go outside,” or “After lunch, we will brush our teeth.” ★ Use pictures to show the order of typical routines of the day. ★ Provide pictures of familiar landmarks in dramatic play (such as stores and restaurants). ★ Discuss familiar places and things in the community, region or state. (For example, “This weekend we are going to Stilwell for the Strawberry Festival. We hope there is a good crop of strawberries this year.”) ★ Encourage the child to look for landmarks. (For example, “When we drive to daddy’s work we will see the Golden Driller.”) ★ Provide a variety of blocks during block, sand, and dirt play. The child can use these to build a bridge to drive their toy cars over the “water” or make a road in the sand. ★ Create opportunities for child to verbalize location of objects that are hidden. 	<p>Trash to Treasure, page 375: To explore using recyclable materials to create</p> <p>Zoo Escape, page 384: To learn about animals that might live in a zoo</p> <p>Animal Safari, page 387: To participate in dramatic play</p> <p>My Tail, page 392: To engage in dramatic play</p>
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	<p>(For example: a Hide and Seek game.)</p> <ul style="list-style-type: none">★ Label shelves with pictures and words so that child can put items where they belong.★ Use descriptive words during activities. (For example, “When it snows, we will go sledding down the big hill.”)	
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