

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**

Learn Every Day – The Program For Infants Toddlers and Twos / Kaplan Early Learning Company

Pennsylvania Learning Standards for Early Childhood	Alignment to Curriculum
<p>Learn Every Day Curriculum: Several examples of the Learn Every Day activities and objectives are included for each of the Pennsylvania Learning Standards for Early Childhood, Infant/Toddler. This list is not meant to be an all inclusive list.</p>	
<p align="center">Approaches To Learning Through Play</p>	
<p>ITT Foundations: Curiosity and Eagerness, pages 223-225</p>	
<p>Standard AL.1: Constructing and Gathering Knowledge</p>	
<p>Curiosity and Initiative AL1.1.A Use the senses as a primary means to explore and learn from the environment.</p> <ul style="list-style-type: none"> Use hands, mouth, eyes in a coordinated manner to explore body, objects and surroundings Transfer items from hand to hand to investigate the feel or appearance <p>AL.1.YT.A Show interest in various environmental stimuli.</p> <ul style="list-style-type: none"> Ask questions to obtain an adult response Point to and move towards an object or activity Engage with objects to learn about them Reach for or ask to play with a new toy or object after introduced by adult <p>AL.1.OT.A Explore characteristics of and ask questions about objects people, activities and environments.</p> <ul style="list-style-type: none"> Explore object to see how they work (e.g. pushing buttons to start and stop turning object over) Approach others at play and ask what they are doing or attempt to join in Make independent play choices Ask questions to seek information 	<p>Infants V1:</p> <ul style="list-style-type: none"> What is Under the Material?: To build curiosity and encourage exploration, page 75 Feel the Sound: To develop a sense of awareness of sound, page 90 Funny Booties: To grasp or reach for objects of interest, page 149 Satin Streamers: To build awareness of the sense of touch, page 152 Explore some More: To encourage curiosity, page 153 Magic Surprise: To encourage exploration of a novel item, page 155 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> I See Learning Space: To understand the world through the sense of vision, page 24 I Touch Learning Space: To begin to understand the world through the sense of touch, page 25 What's in the Drawer: To cultivate natural curiosity and explore using the senses, page 73 Cotton Balls in a Bag: To begin to develop number awareness, page 228 The Dandelion Hunt: To develop observation skills, page 259
<p>Risk Taking AL. 1.I.B Explore in the comfort of a familiar surrounding or adult. Engage in play routines near a familiar adult Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby</p> <ul style="list-style-type: none"> Try to take walking steps to reach a familiar adult <p>AL.1.YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.</p> <ul style="list-style-type: none"> Engage with an unfamiliar adult while a familiar adult is nearby Participate in new experiences initiated by familiar 	<p>Infants V1:</p> <ul style="list-style-type: none"> Follow-the-Leader Sounds: To practice language skills and use sounds to interact with someone else, page 91 Mouth Sounds: To introduce reciprocity in conversation, page 91 The Animal Singing Game: To build vocabulary and develop a way to communicate, page 94 Echo Me, Echo You: To understand the concept of reciprocity in learning to communicate, page 95

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<p>adult AL.1.OT.B Explore the environment independently seeking occasional approval from adults.</p> <ul style="list-style-type: none"> • Turn and look to adult for reassurance when attempting new things or meeting new people • Observe adult completing a task, then independently attempt the task 	<ul style="list-style-type: none"> • High and Low Swing: To recognize speech patterns, page 208 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Twos: To develop vocabulary and counting skills, page 72 • All About the Picture: To develop verbal communication skills and vocabulary, page 81 • Animal Talk: To develop vocabulary and oral language skills, page 81 • Mary Had a Little Lamb: to develop Language skills and develop vocabulary, page 97
<p>Stages of Play AL.1.1.C Engage in parallel play. Move toward an object Imitate adult actions in play Children will independently play near adults Play near others without interacting with them</p> <p>AL.1.YT.C Engage in associative play.</p> <ul style="list-style-type: none"> • Imitate action of peers and adults in their play • Build with blocks alongside another block-builder, occasionally taking the other’s blocks for own structure • Color on paper with crayons while seated next to another child who is coloring or painting • Place phone to ear and pretend to listen after watching a peer complete similar action • Join others at play, first watching and later joining in <p>AL.1.OT.C Engage with others in simple cooperative play.</p> <ul style="list-style-type: none"> • Interact with other children during play • Join others play, first watching and later joining in • Act out familiar scenarios 	<p>Infants V1:</p> <ul style="list-style-type: none"> • I Can Do It Myself: To develop critical-thinking and self-help skills, page 203 • My Friends and Me: To build spontaneous interaction skills, page 254 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • By Myself Learning Space, page 27 • Friend Learning Space, page 31 • Follow the Action: To build attention, page 67 • Finger and Toe Copy Game: To develop an awareness of patterns, page 54
Standard AL.2: Organizing and understanding information	
<p>Engagement and Attention AL.2.1.A Interact with others, objects or activities for short periods of time.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult ,peer, or object nearby • Engage in exploration of objects within the environment <p>AL.2.YT.A Engage with others, focus attention and participate in activities for longer periods of time.</p> <ul style="list-style-type: none"> • Engage in the same activity over and over • Engage with adult in extended reciprocal interactions • Examine an object with interest 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Follow the Action: To build attention, page 67 • Where Did It Go? To stimulate vision by drawing attention to an object, page 70 • Who Is Under the Scarf: To experiment with different colors and show preferences, page 75 • My Favorite Sound: To begin to connect sounds with their sources, page 92 • Laugh Your Stress Away: To begin to develop a sense of humor, page

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<ul style="list-style-type: none"> Read a book with an adult from start to finish <p>AL.2.OT.A</p> <p>Focus attention and participate in task oriented activities.</p> <ul style="list-style-type: none"> Complete short, simple task with adult support Engage with peers in play for an extended period of time Participate with others focusing on a specific task Try a task or activity several times 	<p>254</p> <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> I Can Do It Myself: To develop critical-thinking and self-help skills, page 203 Mirror Dance: To develop an awareness of sight and sound, page 233 Touch the Toy: To develop critical thinking skills and to explore tactile sensations, page 248 Grasshoppers: To learn about the natural world, page 262 Bug Eyes: To develop observation skills, page 283
<p>Task Analysis</p> <p>AL.2.I.B</p> <p>Anticipate next step of a familiar routine or activity.</p> <ul style="list-style-type: none"> Repeat routine actions (e.g. lift legs for clean diaper placement, hold out hand for washing following diaper change, go to seat in expectation of meal) <p>AL.2.YT.B</p> <p>Know the sequence of familiar routines.</p> <ul style="list-style-type: none"> Complete the sequence of a familiar routine Demonstrate frustration when routine is changed <p>AL.2.OT.B</p> <p>Identify and complete the sequence of familiar routines and tasks.</p> <ul style="list-style-type: none"> Complete a multi-step task with adult support Verbalize the daily schedule (e.g. breakfast comes after morning meeting) Talk about ways to complete a task or activity and act on it Describe the sequential steps of basic routines and activities 	<p>Infants V1:</p> <ul style="list-style-type: none"> Chip-Can Scarves: To practice the concept of object permanence, page 72 Hide the Teddy: To reinforce object permanence, page 73 On and Off, Open and Close: To begin to understand cause and effect, page 78 What's in the Box: To enhance understanding of object permanence, page 80 Rattle Me: To experience cause and effect, page 156 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Behind the Flap: To develop problem solving, page 53 Brain Clapping: To promote an awareness of doing things more than one way, page 54 Food Shapes: To develop visual discrimination, page 56 Pull Strings: To develop problem-solving skills and awareness of cause and effect, page 61 Flaps Galore!: To develop an awareness of object permanence, page 202 Pop-up Toy: To develop cause and effect and understanding of object permanence, page 206
<p>Persistence</p> <p>AL.2.I.C</p> <p>Engage with an object in more than one way.</p> <ul style="list-style-type: none"> Repeat attempts to engage an adult to meet needs 	<p>Infants V1:</p> <ul style="list-style-type: none"> Follow the Action: To build attention, page 67 Where Did It Go? To stimulate

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<ul style="list-style-type: none"> Play with a variety of objects to determine similar and different outcomes Explore objects in the environment <p>AL.2.YT.C</p> <p>Attempt to accomplish challenging tasks.</p> <ul style="list-style-type: none"> Demonstrate frustration when attempting to complete a difficult task (e.g. may give up, walk away from task) Persist in working with materials that are challenging Solve simple problems independently Attempt to complete task in more than one way (e.g. using materials in more than one way, trial and error) Stick to a task for a short period of time before asking for help Show excitement in completion of a challenging task <p>AL.2.OT.C</p> <p>Attempt to accomplish challenging tasks by employing familiar strategies.</p> <ul style="list-style-type: none"> Attempt to complete a task in more than one way (e.g. using materials in more than one way, trial and error, and breaking tasks into steps) Focus on an activity or object while other things are occurring in the environment Stick to a task for a short period of time before asking for help Show pride in completion of a challenging task 	<p>vision by drawing attention to an object, page 70</p> <ul style="list-style-type: none"> Who Is Under the Scarf: To experiment with different colors and show preferences, page 75 My Favorite Sound: To begin to connect sounds with their sources, page 92 Laugh Your Stress Away: To begin to develop a sense of humor, page 254 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> I Can Do It Myself: To develop critical-thinking and self-help skills, page 203 Mirror Dance: To develop an awareness of sight and sound, page 233 Touch the Toy: To develop critical thinking skills and to explore tactile sensations, page 248 Grasshoppers: To learn about the natural world, page 262 Bug Eyes: To develop observation skills, page 283
<p>Patterning</p> <p>AL.2.YT.D</p> <p>Recognize simple patterns in the environment.</p> <ul style="list-style-type: none"> Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt) Dance to rhythmic music <p>AL.2.OT.D</p> <p>Recognize and create simple patterns.</p> <ul style="list-style-type: none"> Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt, predictable text) Clap out rhythmic patterns Create simple patterns using manipulatives 	<p>Infants V1:</p> <ul style="list-style-type: none"> Follow the Bee: To be exposed to the concept of eye-hand coordination, page 67 Where Did It Go?: To stimulate vision by drawing attention to an object, page 70 Who Is Under the Scarf?: To experiment with different colors and show preferences Pictures, Pictures: To help a child develop memory skills by recognizing pictures, page 79 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Finger and Toe Copy Game: To develop an awareness of patterns, page 54 Patterns with Blocks: To develop an awareness of patterns, page 59 Shoes for Fun: To develop visual discrimination skills, page 65
<p>Memory</p> <p>AL.2.1.E</p> <p>Recognize and respond to familiar adults and routines.</p> <ul style="list-style-type: none"> Smile when familiar adult enters room Act on familiar routines (e.g. go to changing table for 	<p>Infants V1:</p> <ul style="list-style-type: none"> Look into My Eyes: To promote memory development, page 69 Abracadabra: To build memory connections in the brain through

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<p>diaper change)</p> <ul style="list-style-type: none"> Show excitement for familiar adult <p>AL.2.YT.E</p> <p>Recall information from previous experiences.</p> <ul style="list-style-type: none"> Relate information and/or experiences from the past Engage in memory games <p>AL.2.OT.E</p> <p>Retain and recall information from previous experiences.</p> <ul style="list-style-type: none"> Relate information and/or experiences from the past Engage in memory games Recall details from stories, events, and experiences 	<p>exploration of a novel object, page 71</p> <ul style="list-style-type: none"> Can You Remember: To enable an infant to begin to develop memory skills, page 71 Remembering: To develop memory skills, page 74 Echo Me, Echo You: To understand the concept of reciprocity in learning to communicate, page 95 Silly Antics: To activate chemicals in the brain that heighten memory, page 255 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Finger and Toe Copy Game: To develop an awareness of patterns, page 55 Peek-a-boo Card: To develop special memory, page 60 What's Under the Sand: To develop a sense of object permanence, page 74 Where's the Bunny: To develop object permanence, page 75 Lift Off a Print; To introduce patterns to children, page 143 Songs and Pictures: To develop memory through musical activities, page 179
<p>Standard AL.3: Applying Knowledge</p> <p>Creativity and Invention</p> <p>AL.3.I.A/B</p> <p>Respond to music, art and stories.</p> <ul style="list-style-type: none"> Reference 9.1.V.I.B <p>AL.3.YT.A/B</p> <p>Express self through simple actions, gestures and words.</p> <ul style="list-style-type: none"> Reference 9.1.V.YT. A; 9.1.V.YT.B; 9.1.M.YT.E <p>AL.3.OT.A/B</p> <p>Construct music, art and stories as a means of self-expression.</p> <ul style="list-style-type: none"> Reference 9.1.V.OT. A; 9.1.V.OT.B; 9.1.M.OT.E 	<p>Infants V1:</p> <ul style="list-style-type: none"> Swinging: To develop a sense of rhythm, page 177 Wanna Dance: To move rhythmically, page 177 Put Your Finger in the Air: To develop listening and encourage having fun with music, page 181 Sensory Tub: To explore and experience messy play materials, page 213 Messy Painting: To develop fine motor skills and multisensory learning experiences, page 232 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Music Learning Space: To enjoy making music and participating in musical activities, page 28 Brightest Chalk Scribbles: To explore using different media and encourage creative expression,

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	page 133 <ul style="list-style-type: none"> • Collage: To develop the child’s sense of creativity, page 135 • Finger-painting on Paper: To explore using various media to develop creative skills, page 139 • Paint with Your Feet: To develop creative expression, page 147 • Kitchen Band: To develop creative expression, page 171
Representation AL.3.I.C Use a variety of materials to create. <ul style="list-style-type: none"> • Explore a variety of materials • Imitate use of materials when modeled by adult AL.3.YT.C Use a variety of materials to represent familiar objects. <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) AL.3.OT.C Experiment with materials to represent objects. <ul style="list-style-type: none"> • Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) • Use real-life objects to represent make-believe or fantasy objects (e.g. spoon for magic wand, broom for a flying horse) 	Infants V1: <ul style="list-style-type: none"> • Housekeeping Area: To dramatize roles and happenings that relate to the family and home, page 40 • Construction Area: To see and touch a variety of building materials selected to use, page 44 • Babbling: to encourage babbling, page 87 • Mouth Sounds: To identify facial expressions and mouth sounds and to introduce reciprocity in conversation, page 91 • Talk of the Phone: To experience pretend play, page 105 Toddlers/Twos V2: <ul style="list-style-type: none"> • Hat Learning Space: To try on hats and play the roles of people who might wear them, page 29 • Hello! Who’s There?: To encourage the beginnings of dramatic play, page 88 • Box Car Painting: To encourage dramatic play, page 199 • Animal Slippers: To encourage dramatic play, page 213 • Follow that Animal: To observe and mimic movements, page 323
Standard AL.4: Learning Through Experience	
Making Connections AL.4.I.A Demonstrate comfort in routines, objects and materials that reflect home experiences. <ul style="list-style-type: none"> • Show comfort when shown or provided a favorite object from home • Show excitement when steps of a routine mirror home experience • Respond to familiar family phrases AL.4.YT.A Relay experience from one setting to another. <ul style="list-style-type: none"> • Share new skills or tasks, learned or practiced, 	Infants V1: <ul style="list-style-type: none"> • Falling in Love: To build a sense of trust and security, page 244 • Ah, Boo!: To begin responding to familiar voices, page 242 • Mirror Face: To experiment with novel objects and to explore new ways of using familiar objects • Take-Home Photo Album: To recognize familiar faces and to build a sense of belonging, page 255 Toddlers/Twos V2:

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<p>outside the school setting</p> <ul style="list-style-type: none"> • Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside and in cooking activity) • Use familiar phrases or behaviors from one setting in another setting • Engage in play that reflects home culture <p>AL.4.OT.A</p> <p>Notice similarities and differences between settings.</p> <ul style="list-style-type: none"> • Relate personal experiences during play • Identify things that can be done in one environment but not another (e.g. “I can serve my own food here, but mommy does it at home”) • Tell another that he or she is doing something wrong when it varies from a familiar routine • Ask questions about differences, similarities among peers • State similarities between activities 	<ul style="list-style-type: none"> • Lots of TLC: To develop nurturing skills and do develop oral language skills, page 288 • Here Are My Hands: To develop an awareness of hand-washing routines, page 57 • Learning with Play: To identify use of common objects, page 59 • Reverse Pull: to develop an awareness of the concepts of same and different, page 64 • The sounds of Rain: To develop an understanding of comparing and contrasting, page 68
<p>Resiliency-Competence</p> <p>AL.4.I.B</p> <p>Use comfort of familiar experiences to explore new activities and experiences.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.I.C <p>AL.4.YT.B</p> <p>Repeat familiar activity to gain comfort and confidence.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.YT.C <p>AL.4.OT.B</p> <p>Approach new experiences with confidence.</p> <ul style="list-style-type: none"> • REFERENCE 16.1.OT.C 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Daydream Believer: To feel secure during periods of rest, page 66 • Hello: To develop a secure attachment with adults, page 68 • Snuggle Buggle, I Love You: To promote bonding and attachment, page 69 • Communicating with the Baby: To build a sense of security that physical needs will be met by a caring adult, page 89 • Talking Together: To feel safe and secure as a result of having emotional needs met, page 93 • Falling in Love: To build a sense of trust and security, page 244 • Nurturing Rituals: To help the child feel secure: page 246 • Watch the Light Show: To nurture a sense of security and bonding, page 247 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • All Around the Town: to develop social-emotional awareness, page 280 • Feelings: To develop an awareness of different emotions, page 282 • How Do You Feel Today: To develop an awareness of different emotions, page 286 • Lots of TLC: To develop nurturing skills, page 288 • Rock-a-Bye Baby: To develop a

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<p>Problem Solving AL.4.IC Play with a variety of objects to determine similar and different outcomes.</p> <ul style="list-style-type: none"> • Interact with an object in more than one way • Repeat actions that have an interesting response • Explore objects to see how they work • Compare outcomes of actions upon objects (e.g. shake a rattle and then shake a ball to determine if they have similar responses) <p>AL.4.YTC Solve simple problems independently.</p> <ul style="list-style-type: none"> • Demonstrate inflexibility when attempting to solve a problem (e.g. stick to one strategy, repeat error multiple times, unwilling to try alternative solution) • Repeat actions in attempt to achieve desired outcome • Observe other’s actions with materials to learn strategies for problem-solving • Explore objects to see how they work • Compare outcomes of actions upon objects (e.g. pour water through different objects and notice similarities and differences) • Try new ways to complete a familiar task • Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error) • Use a previously successful strategy <p>AL.4.OTC Attempt problem solving activities to achieve a positive outcome.</p> <ul style="list-style-type: none"> • Observe other’s actions with materials to learn strategies for problem-solving • Try new ways to complete a familiar task • Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps, ask for assistance) • Use a previously successful strategy • Discuss the different ways used to accomplish a task or to solve a problem 	<p>sense of trust, page 292</p> <p>Infants V1:</p> <ul style="list-style-type: none"> • Noisy Dumping: To develop understanding of cause and effect, page 73 • Hold the Toy: To problem solve what to do with a toy, page 77 • Quite Puzzling: To enhance neural wiring through experiences that begin with simple concepts and lead to more complex ideas, page 79 • Classroom Maze: to begin to develop cognitive thinking to solve puzzles, page 161 • Shoebox Train: To practice problem solving skills, page 164 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Behind the Flap: To develop problem-solving skills, page 53 • Puzzle Fun: To develop problem-solving skills, page 63 • Things That Roll: To develop critical thinking skills, page 67 • Tubes at an Angle: To develop critical thinking skills and an awareness of cause and effect, page 71 • First Color Mixing: To experiment with colors, page 141 • Sound Hide and Seek: To develop problem-solving skills, page 179 • Collections of Holes: To discover relationships of size and space, page 200
<p align="center">Language and Literacy Development</p>	<p>ITT Foundations: I Communicate Area, pages 31-32; Let’s Talk: Language Development and Early Literacy, pages 180-189; Communication, pages 190-201.</p>
<p>Standard 1.1 Foundational Skills</p>	
<p>Book Handling 1.1.1.A Explore books in a variety of ways.</p> <ul style="list-style-type: none"> • Gaze, babble, pat, and point at books • Attend to pictures in a book during lap-reading with an adult 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Book Look!: To familiarize an infant with books, page 116 • Fill in the Blanks: To increase the infant’s familiarity with books, page 119

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<p>1.1 YT.A Demonstrate beginning book handling skills.</p> <ul style="list-style-type: none"> • Point to or frequently turn to favorite parts of a book • Turn pages • Pretend to read by tracking <p>1.1 OT.A Demonstrate book handling skills.</p> <ul style="list-style-type: none"> • Independently seek books to read during free play • Orient book correctly • Turn pages in order • Use pointer or finger to track print 	<ul style="list-style-type: none"> • My First Book: To increase the understanding of what a book is and how it is used, page 119 • Adding Spark to the Book Learning Space: to provide opportunities to interact with books, page 122 • Rhymes for Reading: To expose infant to rhymes, page 129 • A Touching Game: To lay the foundation for understanding left and right, page 209 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Bee Pictures: To Develop print awareness, page 52 • Fun with Words: To develop language skills and build pre-literacy skills, page 86 • This Old Man: To develop phonological awareness, page 180 • Sensory Books: To develop book awareness skills, page 237 • Stop and Go Signs: To develop print awareness, page 273
<p>Print Concepts 1.1.1.B Demonstrate interest in books that have color, pattern, and contrast.</p> <ul style="list-style-type: none"> • Gaze, babble, pat, and point at books • Attend to pictures in a book during lap-reading with an adult <p>1.1 YT.B Demonstrate interest in pictures and text.</p> <ul style="list-style-type: none"> • Shows preference for favorite books or pages • Point to or frequently turn to favorite parts in a book. • Notice print in the environment <p>1.1 OT.B Recognize that print has meaning.</p> <ul style="list-style-type: none"> • Chose books from a collection and name each one even if not using proper titles • Differentiate between numbers and letters • Recognize some letters in their name 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Book Look!: To familiarize an infant with books, page 116 • Fill in the Blanks: To increase the infant's familiarity with books, page 119 • My First Book: To increase the understanding of what a book is and how it is used, page 119 • Adding Spark to the Book Learning Space: to provide opportunities to interact with books, page 122 • Rhymes for Reading: To expose infant to rhymes, page 129 • A Touching Game: To lay the foundation for understanding left and right, page 209 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Bee Pictures: To Develop print awareness, page 52 • Fun with Words: To develop language skills and build pre-literacy skills, page 86 • This Old Man: To develop phonological awareness, page 180 • Sensory Books: To develop book awareness skills, page 237 • Stop and Go Signs: To develop

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<p>Phonological Awareness 1.1 I.C Respond to sounds in the environment.</p> <ul style="list-style-type: none"> • Startle to unfamiliar sounds (e.g. vacuum cleaner) • Respond positively to familiar sounds and words (e.g. voice of familiar adult) • Repeat sounds initiated by adult • Look towards sounds <p>1.1 Y.T.C Identify and imitate familiar sounds in the environment.</p> <ul style="list-style-type: none"> • Label sounds when they are heard (e.g. say “dog” when they hear a dog barking) • Repeat a sound sequence (e.g. “E, I, E, I, O”) <p>1.1 O.T.C Categorize familiar sounds.</p> <ul style="list-style-type: none"> • Identify animal sounds • Listen to sounds and guess what they are • Use and imitate sounds when playing • Recognize sounds that are similar to those found in name • Engage in activities that include rhyme and alliteration 	<p>print awareness, page 273</p> <p>Infants V1:</p> <ul style="list-style-type: none"> • Communicating with the Baby: To simulate awareness of sound, page 89 • Coo and Squeal: To develop self-expression through a gurgle, coo, or squeal, page 89 • Listening Fun: To encourage listening, page 97 • Routine Conversation: To continue developing listening and language comprehension skills, page 97 • Tell Me a Story: To practice listening skills, page 98 • Talk Through a Tube: To provide the child the opportunity to experience different types of sound, page 104 • Chimes: to differentiate between sounds, page 206 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Color Fun: To develop auditory discrimination, page 55 • Someone Special: To develop phonological awareness skills, listening skills, and oral language, page 67 • The Cow says, “Moo”: To develop listening and oral language skills, page 84 • Dancing Rings: To develop receptive vocabulary skills, page 168 • Rhythm Fun: To develop listening skills, page 176
<p>Phonics and Word recognition 1.1.OT.D Recognize familiar environmental print.</p> <ul style="list-style-type: none"> • Recognize and associate familiar logos (e.g. restaurants, stores, teams) • Recognize objects labeled with his/her name 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Picture Wall: To recognize names based on pictures, page 102 • My ABC Book: To foster recognition of sounds, page 126 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Fun with Picture Cards: To develop print awareness, page 117
Standard 1.2 Reading Informational Text	
<p>Key Ideas 1.2 I.B Attend to a picture in a text when reading with an adult.</p> <ul style="list-style-type: none"> • Gaze at pages of a text • Point to familiar objects pictured within a text • Attempt to communicate about familiar objects in text (e.g. sees a ball and says “ba”, uses sign for apple) 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Book Look!: To familiarize an infant with books, page 116 • Fill in the Blanks: To increase the infant’s familiarity with books, page 119 • My First Book: To increase the

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<p>when seeing an apple) 1.2.YT.B Respond to simple questions about a text.</p> <ul style="list-style-type: none"> Point to picture in a text when asked by an adult Attempt to communicate about the text when asked by an adult <p>1.2 OT.B Answer simple questions about a text.</p> <ul style="list-style-type: none"> Use some details from the text to answer questions Answer “who” or “what” the text is about 	<p>understanding of what a book is and how it is used, page 119</p> <ul style="list-style-type: none"> Adding Spark to the Book Learning Space: to provide opportunities to interact with books, page 122 Rhymes for Reading: To expose infant to rhymes, page 129 A Touching Game: To lay the foundation for understanding left and right, page 209 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Bee Pictures: To Develop print awareness, page 52 Fun with Words: To develop language skills and build pre-literacy skills, page 86 This Old Man: To develop phonological awareness, page 180 Sensory Books: To develop book awareness skills, page 237 Stop and Go Signs: To develop print awareness, page 273
<p>Key Ideas and Details 1.2.YT.C Relate familiar objects in a text to personal experience.</p> <ul style="list-style-type: none"> Point to picture in a book when asked by adult Answer a question about a book (e.g. “What is the bat eating?”) Move to real object after viewing in a text <p>1.3 OT.C Relate text to personal experiences when asked.</p> <ul style="list-style-type: none"> Respond to action in a story (e.g. jump when characters jump) Share personal experience and prior knowledge that is relevant to the text Answer questions about text that relate to personal experiences Choose text based on personal interest and experiences 	<p>Infants V1:</p> <ul style="list-style-type: none"> Textured Books: To provide multisensory experiences with texture, page 121 Adding Spark to the Book Learning Space: To provide opportunities to interact with books, page 122 Pointing and Identifying: To build vocabulary, page 128 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Story Participation: To develop listening skills and to encourage interest in literacy, page 125 Tell Me About Your Work: to develop vocabulary and to explore materials, page 126
<p>Craft and Structure-Text Structure 1.2. YT.E Identify a favorite book by its cover.</p> <ul style="list-style-type: none"> Use front cover to locate favorite text Ask adult to read a favorite text often <p>1.2 OT.E Identify a text by the front cover.</p> <ul style="list-style-type: none"> Locate a familiar text when provided with title Locate an unfamiliar text when provided a description of the front cover 	<p>Infants V1:</p> <ul style="list-style-type: none"> Book Look! To familiarize an infant with books, page 116 Fill in the Blanks: To increase the infant’s familiarity with books, page 119 Personal Book: To reinforce recognition of family members and to connect pictures to specific people, page 128 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Fun with Picture Cards: To develop

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	<p>print awareness, page 117</p> <ul style="list-style-type: none"> • Happenings in Our Class: To encourage interest in books, page 118 • Reading Games: To encourage interest in books, page 122
<p>Integration of Knowledge 1.3 OT.G Notice details in illustration or picture.</p> <ul style="list-style-type: none"> • Describe details about pictures in text 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Follow the Action: To build attention, page 67 • Where Did It Go? To stimulate vision by drawing attention to an object, page 70 • Picture Wall: To recognize names based on pictures, page 102 • Family Faces: To connect a picture with a specific person, page 125 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Behind the Flap: to develop visual discrimination, page 53 • Slot Box: To Develop visual discrimination skills, page 66 • Visual Discrimination Poster: To notice similarities and differences and do develop emergent literacy skills, page 127
<p>Vocabulary Acquisition and Use 1.2 I.J Use single words to identify family members and familiar objects.</p> <ul style="list-style-type: none"> • Look at or move toward named person or object • Repeat sounds initiated by adult • Use newly acquired vocabulary to name objects <p>1.2. YT.J Use new vocabulary in everyday speech.</p> <ul style="list-style-type: none"> • Ask adults questions to learn names for new objects • Use newly acquired vocabulary to name objects • Understand about 200 words and use about 50 in everyday speech <p>1.2. OT.J Use expanded vocabulary in everyday speech.</p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases • Use new vocabulary in the context of dramatic play, daily routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects • Use prepositions and pronouns • Understand as many as 900 words and use about 300 in everyday speech 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Baby Talk: To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds, page 88 • Coo and Squeal: To develop self-expression through a gurgle, coo, or squeal, page 89 • We are The World: To expose infants to sounds not characteristic of their native language, page 93 • The Body Chant: To begin to identify body parts, page 95 • Fill the Day with Words: To encourage jabbering and combining syllables, page 96 • Chant and Rhyme: To familiarize an infant with the sounds of language, page 116 • Soft and Loud: To build early listening skills, page 118 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • All About the Picture: To develop verbal communication skills and to develop vocabulary, page 81 • Fun with Words: To develop

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	<p>language skills and to build pre-literacy skills, page 86</p> <ul style="list-style-type: none"> • ABC Matching Game: To encourage print awareness and to develop emergent literacy skills, page 110 • Fun with Pictures Card: To develop vocabulary and print awareness, page 117 • Visual Discrimination Poster: To notice similarities and differences and to develop emergent literacy skills, page 127 • Reading Buddies: To encourage interest in books and develop emergent literacy skills, page 122
<p>Range of Reading 1.2 I.L Engage in reading activities.</p> <ul style="list-style-type: none"> • Gaze, babble, pat and point at books or photos • Attend to pictures in a book during lap-reading with an adult • Purposefully seek out opportunities to engage with books <p>1.2. Y.T.L Actively engage in reading activities for short periods of time.</p> <ul style="list-style-type: none"> • Listen to and interact with adult • Point to or frequently turn to favorite parts of a book • Ask and answer questions about the text being read aloud • Purposefully seek out opportunities to engage with books <p>1.2. OT.L Actively engage in small group reading activities.</p> <ul style="list-style-type: none"> • Share prior knowledge about text being read aloud • Ask and answer questions about text being read aloud • Respond to comments from other children • Use ideas gained in group reading, other daily routines, learning centers and activities 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Book Look! To familiarize an infant with books, page 116 • My First Book: to increase the understanding of what a book is and how it is used, page 119 • Rhymes for Reading: To expose baby to how words can be combined to make rhyme, page 121 • Pointing and Identifying: To build vocabulary, page 128 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • ABC Matching Game: To encourage print awareness and to develop emergent literacy skills, page 110 • Cozy Library: To encourage interest in books and to develop emergent literacy skills, page 114 • Flap Book: To develop interest in books, page 116 • Happenings in Our Class: To encourage interest in books and to develop print awareness, page 118
Standard 1.3: Reading Literature	
<p>Key Ideas and Details-Theme 1.3.OT.A Recall an event from a story.</p> <ul style="list-style-type: none"> • Name one event in a story • Talk about what the story is about 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Sing! Sing! Sing! To build early listening skills, page 118 • Personal Book: To reinforce recognition of family members and to connect pictures to specific people, page 128 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Little Bo Peep: To develop emergent literacy skills, page 119 • Little Boy Blue: To develop pre-

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<p>Key Ideas and Details-Text Analysis 1.3 I.B Attend to a picture in a story when reading with an adult.</p> <ul style="list-style-type: none"> • Gaze at pages of a story • Point to familiar objects pictured within a story • Attempt to communicate about familiar objects in story (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple) <p>1.4 Y.T.B Respond to simple questions about a story.</p> <ul style="list-style-type: none"> • Point to picture in a story when asked by an adult • Attempt to communicate about the story when asked by an adult <p>1.2 O.T.B Answer simple questions about a story.</p> <ul style="list-style-type: none"> • Use some details from the story to answer questions • Answer “who” or “what” the story is about 	<p>literacy skills, page 120</p> <ul style="list-style-type: none"> • Photo Experience Album: To develop understanding of the concept of sequence, page 121 <p>Infants V1:</p> <ul style="list-style-type: none"> • Read it Again! To experience touching new objects, page 120 • Textured Books: To provide multisensory experiences with texture, page 121 • Adding Spark to the Book Learning Space: To provide opportunities to interact with books, page 122 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • First Reading Game: To develop language skills and to develop vocabulary, page115 • Flap Book: to develop interest in books and to develop object permanence, page 116 • Reading Games: To encourage interest in books and to develop emergent literacy skills • Story Participation: To develop listening skills and to encourage interest in literacy, page 125
<p>Key Ideas and Details-Literacy Elements 1.3.O.T.C Recognize pictures of familiar characters in a book.</p> <ul style="list-style-type: none"> • Name characters in the story 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Book Look! To familiarize an infant with books, page 116 • My First Book: to increase the understanding of what a book is and how it is used, page119 • Read it Again! To experience touching new objects, page 120 • Textured Books: To provide multisensory experiences with texture, page 121 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • First Reading Game: To develop language skills and to develop vocabulary, page115 • Flap Book: to develop interest in books and to develop object permanence, page 116 • Happenings in Our Class: To encourage interest in books and to develop print awareness, page 118
<p>Integration of Knowledge 1.3.O.T.G Notice details in illustration or picture.</p> <ul style="list-style-type: none"> • Describe details about pictures in stories 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Book Look! To familiarize an infant with books, page 116 • My First Book: to increase the

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	<p>understanding of what a book is and how it is used, page 119</p> <ul style="list-style-type: none"> • Read it Again! To experience touching new objects, page 120 • Textured Books: To provide multisensory experiences with texture, page 121 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • First Reading Game: To develop language skills and to develop vocabulary, page 115 • Flap Book: to develop interest in books and to develop object permanence, page 116 • Happenings in Our Class: To encourage interest in books and to develop print awareness, page 118
<p>Vocabulary Acquisition and Use 1.3 I.J Use single words to identify family members and familiar objects.</p> <ul style="list-style-type: none"> • Look at or move toward named person or object • Repeat sounds initiated by adult • Use newly acquired vocabulary to name objects <p>1.3. YT.J Use new vocabulary in everyday speech.</p> <ul style="list-style-type: none"> • Ask adults questions to learn names for new objects • Use newly acquired vocabulary to name objects • Understand about 200 words and use about 50 in everyday speech <p>1.3. OT.J Use expanded vocabulary in everyday speech.</p> <ul style="list-style-type: none"> • Talk about pictures using new vocabulary words or phrases • Use new vocabulary in the context of dramatic play, daily routines and classroom conversations • Begin to use new vocabulary when asking questions or describing situations or objects • Use prepositions and pronouns • Understand as many as 900 words and use about 300 in everyday speech 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Baby Talk: To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds, page 88 • Coo and Squeal: To develop self-expression through a gurgle, coo, or squeal, page 89 • We are The World: To expose infants to sounds not characteristic of their native language, page 93 • The Body Chant: To begin to identify body parts, page 95 • Fill the Day with Words: To encourage jabbering and combining syllables, page 96 • Chant and Rhyme: To familiarize an infant with the sounds of language, page 116 • Soft and Loud: To build early listening skills, page 118 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • All About the Picture: To develop verbal communication skills and to develop vocabulary, page 81 • Fun with Words: To develop language skills and to build pre-literacy skills, page 86 • ABC Matching Game: To encourage print awareness and to develop emergent literacy skills, page 110 • Fun with Pictures Card: To develop vocabulary and print awareness, page 117

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	<ul style="list-style-type: none"> • Visual Discrimination Poster: To notice similarities and differences and to develop emergent literacy skills, page 127 • Reading Buddies: To encourage interest in books and develop emergent literacy skills, page 122
<p>Range of Reading 1.3 I.L</p> <p>Engage in reading activities.</p> <ul style="list-style-type: none"> • Gaze, babble, pat and point at books or photos • Attend to pictures in a book during lap-reading with an adult • Purposefully seek out opportunities to engage with books <p>1.3. Y.T.L</p> <p>Actively engage in reading activities for short periods of time.</p> <ul style="list-style-type: none"> • Listen to and interact with adult • Point to or frequently turn to favorite parts of a book • Ask and answer questions about the story being read aloud • Purposefully seek out opportunities to engage with books <p>1.2. OT.L</p> <p>Actively engage in small group reading activities.</p> <ul style="list-style-type: none"> • Share prior knowledge about text being read aloud • Ask and answer questions about text being read aloud • Respond to comments from other children • Use ideas gained in group reading, other daily routines, learning centers and activities 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Read it Again! To experience touching new objects, page 120 • Textured Books: To provide multisensory experiences with texture, page 121 • Adding Spark to the Book Learning Space: To provide opportunities to interact with books, page 122 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • First Reading Game: To develop language skills and to develop vocabulary, page 115 • Flap Book: to develop interest in books and to develop object permanence, page 116 • Reading Games: To encourage interest in books and to develop emergent literacy skills • Story Participation: To develop listening skills and to encourage interest in literacy, page 125
<p>Standard 1.4 Writing</p> <p>Narrative 1.4.OT.M</p> <p>Tell a story about a picture.</p> <ul style="list-style-type: none"> • Tell a real or make-believe story • Describe the shapes in a drawn pictures (e.g. “This is a dog and that is her dog house”) • Respond when asked “who” or “what” is in the picture • When prompted, provide details to further support the description of the picture • Communicate the beginning and end of an event 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Baby Talk: To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds, page 88 • Coo and Squeal: To develop self-expression through a gurgle, coo, or squeal, page 89 • We are The World: To expose infants to sounds not characteristic of their native language, page 93 • The Body Chant: To begin to identify body parts, page 95 • Fill the Day with Words: To encourage jabbering and combining syllables, page 96 • Chant and Rhyme: To familiarize an infant with the sounds of language, page 116

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	<ul style="list-style-type: none"> • Soft and Loud: To build early listening skills, page 118 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • All About the Picture: To develop verbal communication skills and to develop vocabulary, page 81 • Fun with Words: To develop language skills and to build pre-literacy skills, page 86 • ABC Matching Game: To encourage print awareness and to develop emergent literacy skills, page 110 • Fun with Pictures Card: To develop vocabulary and print awareness, page 117 • Visual Discrimination Poster: To notice similarities and differences and to develop emergent literacy skills, page 127 • Reading Buddies: To encourage interest in books and develop emergent literacy skills, page 122
<p>Narrative Conventions of Language 1.4.1.R</p> <p>Make marks with writing and drawing tools.</p> <ul style="list-style-type: none"> • Use a variety of writing tools and surfaces during play • Engage in tactile experiences • Imitate adult mark making (e.g. taps out dots on paper after adult models) <p>1.4.YT.R</p> <p>Scribble with writing and drawing tools.</p> <ul style="list-style-type: none"> • Make marks that appear in random order • Repeat scribbles • Choose from a variety of writing tools and surfaces during play • Engage in tactile experiences creating shapes and other forms • Create shapes and scribbles from tactile materials <p>1.4.OT.R</p> <p>Intentionally make marks with writing and drawing tools.</p> <ul style="list-style-type: none"> • Choose from a variety of writing tools and surfaces during play • Engage in tactile experiences creating letters and other forms • Scribble writes deliberately • Scribble lines, circles, zig-zags or in rows • Write segments of letter forms (e.g. lines, curves) • Begin to use letter like forms • Trace and create letters and other shapes using tactile materials (e.g. sand, sandpaper, glue, foam) 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Napkin Tent: To encourage reflexive grasping, page 150 • Satin Streamers: to practice grasping an object when it is placed in the hand, page 152 • Magic Surprise: to practice grasping, page 155 • Stacking Cups: To practice fine motor skills, page 165 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Artistry: to develop fine motor skills, page 133 • Bundle Scribble Box: to develop motor skills and to explore using different media, page 134 • Making Marks: To develop fine motor skills and to experiment with various media to develop creative skills, page 146 • Painting Goes Wild: to experiment with a variety of art utensils, page 148 • Sandpaper and Stubs: To experiment with a variety of textures, page 155 • Stick Drawing: To explore making marks and develop fine motor skills, page 159

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<p>Conducting Research 1.4.OT.V Ask questions about topics of personal interest to gain information.</p> <ul style="list-style-type: none"> • Ask about a new toy or object in the classroom (e.g. “How does that work?”) • Ask questions about familiar and unfamiliar people 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Always Talking: To build receptive language skills, page 87 • Babbling: To encourage babbling, page 87 • Beginning Bonding: To build language awareness and encourage communication, page 88 • From Babbling to Words: To learn to study faces, page 91 • Mouth Sounds: To help develop “wiring” the neurons from the ears to connect with the auditory part of the brain and to introduce reciprocity in conversation, page 91 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Let’s Talk: To develop language skills and develop vocabulary, page 92 • Where’s the Chick? To develop language skills and listening skills, page 103
Standard 1.5 Speaking and Listening	
<p>Comprehension and Collaboration 1.5.1.A Use sounds and gestures as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Use verbal and nonverbal language to have needs met • Use verbal and nonverbal language to show interest in objects and people • Engage in conversational turn taking <p>1.5.YT.A Use sounds, gestures, and words as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Use verbal and nonverbal language to have needs met • Use verbal and nonverbal language to show interest in objects and people • Engage in conversational turn taking <p>1.5.OT.A Engage in reciprocal conversations and interactions with peers and adults.</p> <ul style="list-style-type: none"> • Engage in conversational turn taking • Pose questions • Allow wait time before responding 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Always Talking: To build receptive language skills, page 87 • Babbling: To encourage babbling, page 87 • Beginning Bonding: To build language awareness and encourage communication, page 88 • From Babbling to Words: To learn to study faces, page 91 • Mouth Sounds: To help develop “wiring” the neurons from the ears to connect with the auditory part of the brain and to introduce reciprocity in conversation, page 91 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Let’s Talk: To develop language skills and develop vocabulary, page 92 • Where’s the Chick? To develop language skills and listening skills, page 103
<p>Comprehension and Collaboration Evaluation 1.5.1.C Respond in ways that indicate understanding of what is being communicated.</p> <ul style="list-style-type: none"> • Respond to tone of others voice 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Always Talking: To build receptive language skills, page 87 • Babbling: To encourage babbling, page 87

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<ul style="list-style-type: none"> • Connect voice to specific person • Follow simple direction • Turn head toward speaker <p>1.5.YT.C</p> <p>Respond to questions, comments or directions.</p> <ul style="list-style-type: none"> • Focus attention on speaker and attempt to imitate speech • Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) • Follow a one-step simple direction <p>1.5.OT.C</p> <p>Respond to questions, comments or directions.</p> <ul style="list-style-type: none"> • Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) • Demonstrate understanding of position words • Follow 2-step directions with reminders • Respond to a question with an answer or details related to the topic being discussed 	<ul style="list-style-type: none"> • Communicating with the Baby: To simulate awareness of sounds, page 89 • Follow-the-Leader Sounds: To practice language skills and use sounds to interact with someone else, page 91 • Echo Me, Echo You: To understand the concept of reciprocity in learning to communicate, page 95 • Listening Fun: To encourage listening and to help develop speech and language comprehension skills, page 97 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • All About the Picture: to develop verbal communication skills, page 81 • Copycat Language: To develop vocabulary and oral language skills, page 84 • Everything Can Talk: To develop neural connection in the brain and develop language skills, page 85 • The Singsong Game: To increase vocabulary and develop language skills, page 99
<p>Presentation of Knowledge</p> <p>1.5.I.D/E</p> <p>Babble and begin to use single words and/or signs.</p> <ul style="list-style-type: none"> • Change tone to express feelings • Babble using strings of consonant sounds and sounds and rhythms of native language • Actively imitate the sounds of speech and/or signs <p>1.5.YT.D/E</p> <p>Use 1-2 words and/or signs to communicate.</p> <ul style="list-style-type: none"> • Use simple words and/or signs to indicate wants or needs • Use simple gestures • Use inflection when speaking • Express thoughts, feelings and ideas • Talk about stories, experiences and interests <p>1.5.OT.D/E</p> <p>Use simple sentences; communicating clearly enough to be understood by familiar adults.</p> <ul style="list-style-type: none"> • Express thoughts, feelings and ideas • Talk about stories, experiences and interests • Use appropriate volume to be heard by group, paying attention to inside and outside voices • Use pronouns more frequently • Use inflection when speaking 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Follow-the-Leader Sounds: To practice language skills and use sounds to interact with someone else, page 91 • Mouth Sounds: To introduce reciprocity in conversation, page 91 • The Animal Singing Game: To build vocabulary and develop a way to communicate, page 94 • Echo Me, Echo You: To understand the concept of reciprocity in learning to communicate, page 95 • High and Low Swing: To recognize speech patterns, page 208 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Twos: To develop vocabulary and counting skills, page 72 • All About the Picture: To develop verbal communication skills and vocabulary, page 81 • Animal Talk: To develop vocabulary and oral language skills, page 81 • Mary Had a Little Lamb: to develop

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<p>Conventions of Standard English 1.5.OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development.</p> <ul style="list-style-type: none"> • Speak in simple sentences • Use pronouns for self • May omit some words or use some words incorrectly (e.g. “Mommy goed to work”, “I want banana”) • End words in “s” to indicate plural (e.g. trucks, mouses) • Begin to use prepositions 	<p>Language skills and develop vocabulary, page 97</p> <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • All about the Picture: To develop verbal communications skills and vocabulary, page 81 • Animal Talk! To develop vocabulary and oral language skills, page 81 • Hello! Who’s There? To develop language skills and encourage the beginnings of dramatic play, page 88 • The Singsong Game: to increase vocabulary and to develop language skills, page 99
<p align="center">Mathematical Thinking and Expression</p>	<p>ITT Foundations: Cognitive Development, pages 147-160; Sensory Exploration, page 154; Cause and Effect, page 155; Using Tools, page 156; and Object Permanence, page 156; Cognitive Development, pages 232-245</p>
<p>Standard 2.1: Numbers and Operation</p> <p>Counting and Cardinality: Cardinality 2.1. I.A.1 Explore objects</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Repeat sound patterns (e.g. repeatedly beat on drums, clap hands) <p>2.1 YT.A.1 Imitate rote counting using some names of numbers.</p> <ul style="list-style-type: none"> • Attempt to count, not always in the correct order <p>2.1 OT.A.1 Know some number names and the count sequence.</p> <ul style="list-style-type: none"> • Rote count to 5 • Recognize some numerals (e.g. notice numerals in the environment and names some of them, point to a numeral when asked) • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Compartments: To introduce one-to-one correspondence and size relationships, page 72 • Noisy Dumping: To help develop understanding of cause and effect, page 73 • In and Out: To introduce the concepts of in and out, page 154 • Stacking Cups: to practice fine motor skills and enjoy independent play, page 165 • Swinging: To develop a sense of rhythm, page 177 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Brain Clapping: To promote an awareness of doing things more than one way, page 54 • Finger and Toe Copy Game: To develop an awareness of patterns, page 55 • Graduated Nesting: to develop awareness of properties of size and space, page 56 • Peekaboo Card: To develop awareness of the concepts of part and whole, page 60 • Numbers Everywhere: Large and small group activities to develop

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	<p>counting and basic math skills, page 329</p> <ul style="list-style-type: none"> • Five Little Kites: To begin learning to count from 1-5, page 331 • Cooking with Numbers: To develop number recognition, page 337 • Counting Containers: To develop one-to-one correspondence, page 338
<p>Counting and Cardinality: Counting 2.1 OT.A.2</p> <p>Count to tell the number of objects.</p> <ul style="list-style-type: none"> • Subtilize (visually quantify) to determine how many: attach a numeric value to a set of objects without counting up to 3 • Practice one to one correspondence (e.g. setting out snack, counting children, matching objects) • Verbalize how many objects they have • Use counting and numbers as part of play and as a means for determining quantity 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Compartments: To introduce one-to-one correspondence and size relationships, page 72 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Twos: To develop counting skills, page 72 • Numbers Everywhere: Large and small group activities to develop counting and basic math skills, page 329 • Clapping Game: To begin understanding one-to-one correspondence, page 330 • Popcorn Jump: To learn to follow a countdown from five to one, page 333 • Buried Treasure: To develop number recognition, page 336
<p>Counting and Cardinality: Comparing 2.1 I.A.3</p> <p>Explore relationships between objects.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects <p>2.1 .YT.A.3</p> <p>Explore simple comparisons of quantity.</p> <ul style="list-style-type: none"> • Ask for “more” • Notice differences in size (e.g. big, small) • Indicate when something is gone • Participate <p>2.1 .OT.A.3</p> <p>Use comparative language to show understanding of more or less.</p> <ul style="list-style-type: none"> • Recognize who has more than another • Use terms like “more,” “less,” “bigger than,” “smaller than,” “the same” • Identify groups of more or less 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Compartments: To introduce one-to-one correspondence and size relationships, page 72 • A Place for the Animals: to encourage experiences with relationship of size and space, page 76 • In and Out: To introduce the concepts of in and out, page 154 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Finger and Toe Copy Game: To develop an awareness of patterns, page 55 • Graduated Nesting: to develop awareness of properties of size and space, page 56 • Peekaboo Card: To develop awareness of the concepts of part and whole, page 60 • Numbers Everywhere: Large and small group activities to develop counting and basic math skills, page

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<p>Mathematical Processes 2.1.1.MP Engage in numerical play.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) <p>2.1.YT.MP Engage and persist in numerical play.</p> <ul style="list-style-type: none"> • Stack and unstack objects • Dump and fill objects into and out of containers • Place objects inside of other objects • Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) <p>2.1.OT.MP Use mathematical processes when quantifying, comparing and representing numbers.</p> <ul style="list-style-type: none"> • Engage in numerical play • Persist in numerical play • (Reference AL.2.OT.C) • When prompted, communicate thinking while engaged in numerical play • Talk and listen to peers during numerical play • Use simple forms of numerical representations (e.g. pictures, objects, fingers) 	<p>329</p> <ul style="list-style-type: none"> • Sock Sort: To develop pattern recognition; page 344 <p>Infants V1:</p> <ul style="list-style-type: none"> • Compartments: To introduce one-to-one correspondence and size relationships, page 72 • Noisy Dumping: To help develop understanding of cause and effect, page 73 • In and Out: To introduce the concepts of in and out, page 154 • Stacking Cups: to practice fine motor skills and enjoy independent play, page 165 • Swinging: To develop a sense of rhythm, page 177 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Peekaboo Card: To develop awareness of the concepts of part and whole, page 60 • Twos: To develop counting skills, page 72 • Numbers Everywhere: Large and small group activities to develop counting and basic math skills, page 329 • Clapping Game: To begin understanding one-to-one correspondence, page 330 • Popcorn Jump: To learn to follow a countdown from five to one, page 333 • Buried Treasure: To develop number recognition, page 336
<p>Standard 2.2: Algebraic Concepts Operations and Algebraic Thinking 2.2 YT.A.1 Sort manipulatives into sets.</p> <ul style="list-style-type: none"> • Group like objects into sets • Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) <p>2.2 .OT.A.1 Add to and take apart sets.</p> <ul style="list-style-type: none"> • Group like objects into sets • Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) • Use vocabulary that includes subtraction or addition concepts (e.g. “I need one more,” “They’re all gone”) 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Numbers Everywhere: Large and small group activities to develop counting and basic math skills, page 329 • Findings Shapes: to begin to find familiar shapes in common objects; page 352 • Popcorn Jump: To learn to follow a countdown from five to one, page 333 • Sock Sort: To develop pattern recognition; page 344
<p>Standard 2.3: Geometry</p>	<p>ITT Foundations: Size, Shape and Space, pages 156-157</p>

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<p>Geometric Identification 2.3.I.A.1 Explore objects of different sizes and shapes.</p> <ul style="list-style-type: none"> • Explore similarities and differences in the shape of objects • Explore puzzles with assistance • Stack and build with various shaped and sized blocks • Manipulate various shapes • Explore the ways that shapes and objects fit together <p>2.3.YT.A.1 Match identical shapes.</p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance • Place shapes in shape sorter <p>2.3.OT.A.1 Recognize and identify basic shapes in the environment.</p> <ul style="list-style-type: none"> • Describe objects in the environment and name shapes • Complete simple puzzles • Manipulate objects of various shape and size 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Food Shapes: to gain physical knowledge of the shapes using the senses, page 56 • Puzzle Fun: to develop problem-solving skills with shapes, page 63 • Simple Shape Box: To practice eye-hand coordination, page 66 • Shapes Big and Small: Large and small groups activities with shapes, page 245 • Findings Shapes: to begin to find familiar shapes in common objects; page 352 • Erase a Shape: To begin to recognize a circle, triangle, square and rectangle, page 347
<p>Geometry: Application 2.3.OT.A.2 Create and compose simple shapes.</p> <ul style="list-style-type: none"> • Use simple shapes in drawing • Use 3-D materials to represent simple shapes • Use fingers or body to represent shapes when asked 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Food Shapes: to gain physical knowledge of the shapes using the senses, page 56 • Puzzle Fun: to develop problem-solving skills with shapes, page 63 • Simple Shape Box: To practice eye-hand coordination, page 66 • Shapes Big and Small: Large and small groups activities with shapes, page 245 • Findings Shapes: to begin to find familiar shapes in common objects; page 352 • Erase a Shape: To begin to recognize a circle, triangle, square and rectangle, page 347
<p>Geometry: Math Process 2.3.I.MP Engage in geometric play.</p> <ul style="list-style-type: none"> • Explore similarities and differences in the shape of objects • Explore puzzles with assistance • Stack and build with various shaped and sized blocks • Manipulate various shapes • Explore the ways that shapes and objects fit together. <p>2.3.YT.MP Engage and persist in geometric play.</p> <ul style="list-style-type: none"> • Put together simple puzzles with assistance • Place shapes in shape sorter <p>2.3.OT.MP</p>	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Food Shapes: to gain physical knowledge of the shapes using the senses, page 56 • Puzzle Fun: to develop problem-solving skills with shapes, page 63 • Simple Shape Box: To practice eye-hand coordination, page 66 • Shapes Big and Small: Large and small groups activities with shapes, page 245 • Findings Shapes: to begin to find familiar shapes in common objects; page 352

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<p>Use mathematical processes when creating and composing shapes.</p> <ul style="list-style-type: none"> Describe objects in the environment and name shapes Complete simple puzzles Manipulate objects of various shape and size Persist in geometric play (Reference AL.2.OT.C) Engage in geometric play Problem solve during geometric play (Reference AL.4.OT.C) When prompted, communicate thinking while engaged in numerical play Talk and listen to peers during numerical play 	<ul style="list-style-type: none"> Erase a Shape: To begin to recognize a circle, triangle, square and rectangle, page 347
Standard 2.4: Measurement, Data and Probability	
<p>Measurement and Data: Measurement 2.4.YT.A.1</p> <p>Engage in measurement experiences.</p> <ul style="list-style-type: none"> Begin to use size words Explore objects to determine size Explore measuring tools Fills and empties containers in the water table <p>2.4.OT.A.1</p> <p>Use basic measurement vocabulary.</p> <ul style="list-style-type: none"> Use size words (e.g. many, big and little) Compare sizes of objects Explore objects to determine size Explore measuring tools Measure objects with adult assistance Begin to use nonstandard (e.g. hand, shoe, yarn, block) or standard tools to measure objects 	<p>Infants V1:</p> <ul style="list-style-type: none"> Compartments: To introduce one-to-one correspondence and size relationships, page 72 A Place for the Animals: to encourage experience with relationships to size and space, page 76 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Baby Basketball: To explore the concept of size, page 52 Graduated Nesting: to develop awareness of properties of size and space, page 56 Tubes Inside Tubes: To discover relationships of size and space, page 72
<p>Measurement and Data: Data 2.4 YT.A.2</p> <p>Participate in sorting objects.</p> <ul style="list-style-type: none"> Put similar objects into piles Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support <p>2.4 OT.A.2</p> <p>Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> Sort objects by one attribute (e.g. color, size, shape) Classify up to five objects using one attribute into categories Count the number of objects in each category and with adult assistance display the number of objects in each category 	<p>Infants V1:</p> <ul style="list-style-type: none"> Compartments: To introduce one-to-one correspondence and size relationships, page 72 A Place for the Animals: to encourage experience with relationships to size and space, page 76 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Baby Basketball: To explore the concept of size, page 52 Graduated Nesting: to develop awareness of properties of size and space, page 56 Tubes Inside Tubes: To discover relationships of size and space, page 72
<p>Measurement and Data 2.1.YT.MP</p> <p>Engage and persist when measuring and sorting objects.</p>	<p>Infants V1:</p> <ul style="list-style-type: none"> Compartments: To introduce one-to-one correspondence and size

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<ul style="list-style-type: none"> • Begin to use size words • Explore objects to determine size • Explore measuring tools • Fills and empties containers in the water table • Put similar objects into piles • Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support <p>2.1.OT.MP Use mathematical processes when measuring; organizing data.</p> <ul style="list-style-type: none"> • Engage in measurement activities • Engage in activities that include organizing data • Persist in measurement activities (Reference AL.2.OT.C) • Persist in activities that include organizing data (Reference AL.2.OT.C) • Problem solve during measurement activities (Reference AL.4.OT.C) • Problem solve in activities that include organizing data (Reference AL.4.OT.C) • When prompted, communicate thinking while engaged in measurement activities and organizing • Talk and listen to peers 	<p>relationships, page 72</p> <ul style="list-style-type: none"> • A Place for the Animals: to encourage experience with relationships to size and space, page 76 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Baby Basketball: To explore the concept of size, page 52 • Graduated Nesting: to develop awareness of properties of size and space, page 56 • Tubes Inside Tubes: To discover relationships of size and space, page 72
<p align="center">Scientific Thinking and Expression: Exploring, Inquiry and Discovery</p>	<p>ITT Foundations: Cognitive Development, pages 147-160; Sensory Exploration, page 154; Cause and Effect, page 155; Using Tools, page 156; and Object Permanence, page 156; Cognitive Development, pages 232-245</p>
<p>Standard 3.1.A Biological Sciences Living and Non-living Organisms</p>	
<p>Common Characteristics of Life 3.1 I.A.1 Show interest in the natural world.</p> <ul style="list-style-type: none"> • Reach for and move to objects and people • Explore using all senses • Observe basic caretaking of non-toxic plants and safe animals <p>3.1 YT.A.1 Explore the characteristics of living things.</p> <ul style="list-style-type: none"> • Show interest in and respond to plants, animals and people in the environment • Explore using all senses • Engage in basic caretaking of non-toxic plants and safe animals <p>3.1 OT.A.1 Identify basic characteristics of some living and non-living things.</p> <ul style="list-style-type: none"> • Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Rain on Me: To experience rain and encourage sensory exploration, page 226 • Wildflower Window Panels: To observe nature, page 227 • Exploring Game: To develop exploration and observation skills, page 229 • Explore a Tree: To enhance multisensory exploration and to build observation skills, page 231 • Outside Exploring: To enjoy nature and build cognitive skills through multisensory exploration, page 234 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • The Dandelion Hunt: To develop observation skills, page 259 • Outside Treasures: To develop an

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<ul style="list-style-type: none"> Identify the external characteristics of living things (e.g. size, shape, color, and texture of leaves or insects) Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys) Engage in activities to sort by living and non-living 	<p>appreciation of the outdoors, page 269</p> <ul style="list-style-type: none"> Sounds of Nature: To notice sounds heard in the environment and develop auditory discrimination skills, page 271 Taking Care of My Green Earth: Large and Small Group activities about taking care of nature, page 361
<p>Energy Flow 3.1.YT.A.2</p> <p>Explore the basic needs of plants and animals.</p> <ul style="list-style-type: none"> Engage in basic caretaking of non-toxic plants and safe animals <p>3.1. OT.A.2</p> <p>Recognize that plants and animals have basic needs.</p> <ul style="list-style-type: none"> Engage in basic caretaking of non-toxic plants and safe animals State that living things need food and water to survive. 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Charting Plant Growth: to observe plant growth and chart the growth of seeds, page 367 Compost Pile Experiment: To learn what a compost pile is, page 369 The Greenhouse: To Learn about plants and gardening, page 371 Taking Care of my Little Tree: To learn about trees, page 374
<p>Life Cycles 3.1.OT.A.3</p> <p>Notice plants and animals growing and changing.</p> <ul style="list-style-type: none"> Ask questions about plants and animals growing and changing Observe and document the growth of a living thing through scribbles, drawings, and/or photos Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting) Care for plants and animals in the classroom 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Mother-Baby Match: to practice matching mother animals to their babies and develop vocabulary, page 327 Charting Plant Growth: to observe plant growth and chart the growth of seeds, page 367 Birds Can Fly: To learn about birds, page 389
<p>Form and Function 3.1.I.A.5</p> <p>Explore parts of living things in their environment.</p> <ul style="list-style-type: none"> Explore own body parts Explore parts of other living things <p>3.1.YT.A.5</p> <p>Recognize parts of living things in their environment.</p> <ul style="list-style-type: none"> Point to basic body parts when asked Participate in simple body part games (e.g. “Head, shoulders, Knees and Toes”) Point to and match basic parts of plants and animals (e.g. flower, leaf, tail) <p>3.1.OT.A.5</p> <p>Identify basic parts of living things.</p> <ul style="list-style-type: none"> Point to basic body parts when asked □ Participate in simple body part games (e.g. “Head, shoulders, Knees and Toes”) Name basic parts of plants and animals (e.g. flower, leaf, tail) Name basic body parts 	<p>Infants V1:</p> <ul style="list-style-type: none"> Left and Right: To learn awareness of the left and right sides of the body, page 68 Where is It? To begin to recognize body parts, page 98 Pointing: To develop body-part recognition, page 103 Where’s Your Nose? To develop an understanding of vocabulary related to body parts, page 105 Baby Faces Book: To develop recognition of body parts, page 242 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Mirror Dance: To develop awareness, page 233 Colorful Cows: To learn about cows, page 317 Charting Plant Growth: To observe plant growth, page 367

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<ul style="list-style-type: none"> • Include basic parts (e.g. head, flower) in drawing of people, animals or plants <p>Science and Inquiry 3.1.I.A.9 Participate in simple investigations of living and non-living things.</p> <ul style="list-style-type: none"> • Use senses to explore • Engage with adult provided materials • Observe living and non-living things in their environment <p>3.1.YT.A.9 Participate in simple investigations to observe living and non-living things.</p> <ul style="list-style-type: none"> • Use senses and simple equipment to explore • Engage with adult provided materials • Observe living and non-living things in their environment • Collect objects during a nature walk • Point out objects of interest in the environment <p>3.1.OT.A.9 Participate in simple investigations of living and non-living things to answer a question.</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, and events. • Use the five senses and simple equipment to gather data • Collect objects during a nature walk • Describe observations 	<ul style="list-style-type: none"> • The Greenhouse: To learn about plants and gardening, page 371 <p>Infants V1:</p> <ul style="list-style-type: none"> • Rain on Me: To experience rain and encourage sensory exploration, page 226 • Wildflower Window Panels: To observe nature, page 227 • Exploring Game: To develop exploration and observation skills, page 229 • Explore a Tree: To enhance multisensory exploration and to build observation skills, page 231 • Outside Exploring: To enjoy nature and build cognitive skills through multisensory exploration, page 234 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • The Dandelion Hunt: To develop observation skills, page 259 • Outside Treasures: To develop an appreciation of the outdoors, page 269 • Sounds of Nature: To notice sounds heard in the environment and develop auditory discrimination skills, page 271 • Taking Care of My Green Earth: Large and Small Group activities about taking care of nature, page 361
Standard 3.1.B Biological Sciences: Genetics	
<p>Heredity 3.1.I.B.1 Recognize self and family members.</p> <ul style="list-style-type: none"> • Look at self in mirror • Direct gaze to named person when asked (e.g. Look for family member when caregiver says, "Here's Mommy!") <p>3.1.YT.B.1 Recognize familiar animals and their babies.</p> <ul style="list-style-type: none"> • Point to adult and baby animals in pictures when asked • Name a familiar animal when seen • Match familiar animals to their baby's <p>3.1.OT.B.1 Notice similarities and differences between living things from the same species.</p> <ul style="list-style-type: none"> • Identify characteristics of own family (e.g. hair color, eye color and height) • Match parent animal with offspring 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Ah, boo! To begin to respond to familiar voices, page 242 • High or Low? To develop security with familiar voices, page 245 • When will the Kisses Come? To recognize familiar voices, page 247 • Who's Here? To build bonding with parents and caregivers, page 251 • Class Photo Book: To learn names of familiar people, page 253 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Mirror Dance: To develop awareness, page 233 • Mother-Baby Match: to practice matching mother animals to their babies and develop vocabulary, page 327 • Charting Plant Growth: to observe

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<ul style="list-style-type: none"> Identify characteristics of animals from the same species (e.g. color, size) <p>Science as Inquiry 3.1. I.B.6 Participate in simple investigations of physical characteristics of living things.</p> <ul style="list-style-type: none"> Use senses to explore Engage with adult provided materials Observe living things in their environment <p>3.1.YT.B.6 Participate in simple investigations to observe physical characteristics of living things.</p> <ul style="list-style-type: none"> Use senses and simple equipment to explore Engage with adult provided materials Observe living things in their environment Participate in nature walks to observe living things Point out living things in the environment <p>3.1.OT.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question.</p> <ul style="list-style-type: none"> Ask questions about the physical characteristics of living things from the same species Use the five senses and simple equipment to gather data Collect observations of living things during a nature walk Describe observations 	<p>plant growth and chart the growth of seeds, page 367</p> <p>Infants V1:</p> <ul style="list-style-type: none"> Exploring Game: To develop exploration and observation skills, page 229 Explore a Tree: To enhance multisensory exploration and to build observation skills, page 231 High or Low? To develop security with familiar voices, page 245 When will the Kisses Come? To recognize familiar voices, page 247 Who's Here? To build bonding with parents and caregivers, page 251 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Outside Treasures: To develop an appreciation of the outdoors, page 269 Sounds of Nature: To notice sounds heard in the environment and develop auditory discrimination skills, page 271 Taking Care of My Green Earth: Large and Small Group activities about taking care of nature, page 361
Standard 3.1.C Biological Sciences: Evolution	
<p>Unifying Themes (Constancy and Change) 3.1.OT.C.3 Notice changes that occur in animals.</p> <ul style="list-style-type: none"> Talk about changes that occur in animals during the seasons 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Farm Animals: Large and Small Group activities to learn about farm animals, page 315 Wild Animals: Large and Small Group activities to learn about wild animals, page 377
<p>Science as Inquiry 3.1.OT.C.4 Participate in simple investigations of changes that occur in animals.</p> <ul style="list-style-type: none"> Ask questions about changes that occur in animals Use the five senses and simple equipment to gather data Observe during a nature walk Describe observations 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Farm Animals: Large and Small Group activities to learn about farm animals, page 315 Wild Animals: Large and Small Group activities to learn about wild animals, page 377
Standard 3.2.A Physical Sciences: Chemistry	
<p>Properties of Matter 3.2.I.A.1 Explore objects with varying characteristics.</p> <ul style="list-style-type: none"> Use senses to explore objects 	<p>Infants V1:</p> <ul style="list-style-type: none"> Air Stream: to experience the feel of moving air, page 204 Dancing Lights: To recognize and

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<ul style="list-style-type: none"> • Explore objects of varying sizes • Explore objects of varying shapes • Explore objects of varying textures • Explore objects of varying colors <p>3.2.YT.A.1 Engage with objects to learn about their characteristics.</p> <ul style="list-style-type: none"> • Use senses to explore objects • Explore objects of varying sizes • Explore objects of varying shapes • Explore objects of varying textures • Explore objects of varying colors • Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) <p>3.2.OT.A.1 Describe objects by their characteristics.</p> <ul style="list-style-type: none"> • Use senses to explore objects • Explore and describe objects of varying sizes • Explore and describe objects of varying shapes • Explore and describe objects of varying textures • Explore and describe objects of varying colors • Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) • Collect and sort objects according to characteristics 	<p>track visual patterns, page 207</p> <ul style="list-style-type: none"> • The Touching Game: To build tactile awareness skills, page 209 • Water Play: To interact with an element in the environment, page 210 • Bell Collection: To experiment making a variety of sounds, page 211 • Drum Up Some Fun: To develop listening skills, page 212 • Teething Toy Collection: To develop oral motor skills, page 215 • Warm and Cold: to develop tactile skills, page 219 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Bath Time for Dolly: To explore sensory experiences • Floating Islands: to explore sensory materials, page 229 • It Feels Sticky: To explore items using the senses, page 230 • Smelly Socks: To develop awareness of the sense of smell, page 241 • Sponge Shapes: To develop an awareness of colors and shapes, page 242 • Texture Walk: To develop an awareness of a variety of textures, page 247
<p>Matter and Energy 3.2.1.A.3 Observe activities involving changes in matter.</p> <ul style="list-style-type: none"> • Observe adult combining materials to make a new substance (e.g. cooking, making volcano, mixing paint colors) • Observe differences in water (e.g. ice cube or snow melting and freezing) • Observe changes in solid materials (e.g. crayon melting) <p>3.2.YT.A.3 Engage in activities involving changes in matter.</p> <ul style="list-style-type: none"> • Combine materials to make a new substance (e.g. mix paint color, mix water and soil) • Participate in teacher-led cooking activities • Observe differences in water (e.g. an ice cube or snow melting and freezing) • Observe changes in solid materials (e.g. crayon melting) <p>3.2.OT.A.3</p>	<p>Infants V1:</p> <ul style="list-style-type: none"> • Sensory Tub: To Explore and experience messy materials, page 213 • Water Shake Bottles: To develop an understanding of cause and effect, page 219 • Warm and Cold: To develop tactile skills, page 219 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Feelie Goop: To experiment with various media to develop creative skills and to experience a tactile activity, page 138 • First Color Mixing: to experiment with colors, page 141 • Sensory Exploration Bottles: To explore visual stimuli, page 239 • Bubbly Fun: To develop understanding of out and in, page

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<p>Notice changes in matter.</p> <ul style="list-style-type: none"> Combine materials to make a new substance (e.g. mix paint color, mix water and soil) and describe the result Point out when a change in matter occurs Discuss changes in water (e.g. an ice cube or snow melting and freezing) Discuss changes in solid materials (e.g. a crayon melting) Describe changes in food substances during cooking 	<p>255</p> <ul style="list-style-type: none"> Crunching Leaves: To develop auditory skills, page 258
<p>Science as Inquiry 3.2.1.A.6</p> <p>Participate in simple investigations of matter.</p> <ul style="list-style-type: none"> Use senses to explore objects Explore objects of varying sizes Explore objects of varying shapes Explore objects of varying textures Explore objects of varying colors Engage with adult provided materials <p>3.2.YT.A.6</p> <p>Participate in simple investigations to observe changes in matter.</p> <ul style="list-style-type: none"> Use senses and simple equipment to explore objects Explore objects of varying sizes Explore objects of varying shapes Explore objects of varying textures Explore objects of varying colors Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) <p>3.2.OT.A.6</p> <p>Participate in simple investigations of matter to answer a question.</p> <ul style="list-style-type: none"> Ask questions about matter Use the five senses and simple equipment to gather data Collect and sort objects according to characteristics Describe observations 	<p>Infants V1:</p> <ul style="list-style-type: none"> Air Stream: to experience the fell of moving air, page 204 Dancing Lights: To recognize and track visual patterns, page 207 The Touching Game: To build tactile awareness skills, page 209 Water Play: To interact with an element in the environment, page 210 Bell Collection: To experiment making a variety of sounds, page 211 Drum Up Some Fun: To develop listening skills, page 212 Teething Toy Collection: To develop oral motor skills, page 215 Warm and Cold: to develop tactile skills, page 219 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Bath Time for Dolly: To explore sensory experiences Floating Islands: to explore sensory materials, page 229 It Feels Sticky: To explore items using the senses, page 230 Smelly Socks: To develop
<p>Standard 3.2.B Physical Sciences: Physics</p>	
<p>Force & Motion of Practices & Rigid Bodies 3.2.1.B.1</p> <p>Explore the motion of objects.</p> <ul style="list-style-type: none"> Recognize that objects can be moved Act upon objects to make them move in various ways Participate in teacher-led activities involving moving objects <p>3.2.YT.B.1</p> <p>Recognize and explore how objects move.</p> <ul style="list-style-type: none"> Recognize that objects can be moved Act upon objects to make them move in various ways Participate in teacher-led activities involving moving 	<p>Infants V1:</p> <ul style="list-style-type: none"> Noisy Dumping: To develop understanding of cause and effect, page 73 Fun Things to Kick: To practice kicking and move leg muscles, page 149 Kick Back: to build muscle strength, page 150 Moving the Sound: To develop tracking skills, both visual and auditory, page 174 Air Stream: to experience the fell of

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<p>objects 3.2.OT.B.1 Communicate about the motion of objects.</p> <ul style="list-style-type: none"> • Recognize that objects can be moved • Act upon objects to make them move in various ways • Participate in teacher-led activities involving moving objects • Comment about the motion of a variety of objects during play • Use words related to motion (e.g. fast, slow) • Participate in discussions about the motion of objects 	<p>moving air, page 204</p> <ul style="list-style-type: none"> • I Can Make It Move: To develop understanding of cause and effect, page 217 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Things that Role: To develop critical thinking skills, page 69 • Tubes at an Angle: To develop awareness of cause and effect, page 71 • When the Wind Blows: To develop an understanding of cause and effect, page 74 • Paper Rain: To explore cause and effect, page 205 • Pop-Up Toy: to explore cause and effect, page 206
<p>Nature of Waves (Sound and Light Energy) 3.2.I.B.5 Respond to sounds in the environment.</p> <ul style="list-style-type: none"> • Reference 1.1.I.C <p>3.2.YT.B.5 Identify and imitate familiar sounds in the environment.</p> <ul style="list-style-type: none"> • Reference 1.1.YT.C <p>3.2.OT.B.5 Categorize familiar sounds.</p> <ul style="list-style-type: none"> • Reference 1.1.OT.C 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Chimes: To differentiate between sounds, page 206 • Crunch It! To use auditory discrimination to distinguish between different sounds, page 206 • Drum Up Some Fun: To develop listening skills, page 212 • Squeak Toys: To experience different sounds, page 214 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Listen to the Sound: To explore using the sense of sound, page 231 • Mini-Maracas: To explore using the sense of sound, page 232 • Musical Lines: To explore sound through music, page 234 • The Sound Game: to develop listening skills and begin to differentiate between loud and soft, page 241 • Sounds are Fun: To develop an awareness of different kinds of sounds, page 242
<p>Science as Inquiry 3.2.I.B.7 Participate in simple investigations of motion and sound.</p> <ul style="list-style-type: none"> • Use senses to explore the motion and sound of objects • Explore the motion of objects with varying sizes • Explore the motion of objects with varying shapes • Explore the motion of objects with varying weights • Engage with adult provided materials 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Chimes: To differentiate between sounds, page 206 • Crunch It! To use auditory discrimination to distinguish between different sounds, page 206 • Drum Up Some Fun: To develop listening skills, page 212 • Squeak Toys: To experience

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<p>3.2.YT.B.7 Participate in simple investigations to observe motion and sound.</p> <ul style="list-style-type: none"> • Use senses to explore the motion and sound of objects • Explore the motion of objects with varying sizes • Explore the motion of objects with varying shapes • Explore the motion of objects with varying weights • Engage with adult provided materials • Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo) <p>3.2.OT.B.7 Participate in simple investigations of motion and sound to answer a question.</p> <ul style="list-style-type: none"> • Ask questions about motion and sound • Use the five senses and simple equipment to gather data • Describe observations • Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo, sound comparisons) 	<p>different sounds, page 214 Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Listen to the Sound: To explore using the sense of sound, page 231 • Mini-Maracas: To explore using the sense of sound, page 232 • Musical Lines: To explore sound through music, page 234 • The Sound Game: to develop listening skills and begin to differentiate between loud and soft, page 241 • Sounds are Fun: To develop an awareness of different kinds of sounds, page 242
<p>Standard 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles</p>	
<p>Earth Features and the Processes that Change it 3.3.I.A.1 Explore earth materials.</p> <ul style="list-style-type: none"> • Use senses to explore earth materials • Explore a variety of earth materials (e.g. large rocks, soil, wood) <p>3.3.YT.A.1 Engage with earth materials.</p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials • Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals) • Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil) <p>3.3.OT.A.1 Describe earth materials.</p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials • Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals) • Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil, gardening) • Use simple scientific vocabulary to label earth materials (e.g. rock, stone, soil, dirt) • Answer questions about observations of earth matter 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Air Stream: to experience the feel of moving air, page 204 • Water Play: To interact with an element in the environment, page 210 • Warm and Cold: to develop tactile skills, page 219 • Explore a Tree: to enhance multisensory exploration, page 231 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Floating Islands: to explore sensory materials, page 229 • It Feels Sticky: To explore items using the senses, page 230 • Crunching Leaves: To develop auditory skills, page 258 • The Dandelion Hunt: To develop observation skills, page 259 • Nature Hide and Seek: To develop vocabulary and develop visual discrimination skills, page 266 • Outdoor Fun: To begin to develop an appreciation for nature and to explore using the senses, page 267 • Outdoor Mudpies: To explore through a tactile experience, page 268

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<p>Water 3.3.I.A.4 Explore water.</p> <ul style="list-style-type: none"> Use senses and simple tools to explore water <p>3.3.YT.A.4 Engage with water.</p> <ul style="list-style-type: none"> Use senses and simple tools to explore water Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water) <p>3.3.OT.A.4 Discuss basic uses of water.</p> <ul style="list-style-type: none"> Use senses and simple tools to explore water Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water) Use simple scientific vocabulary to label water (e.g. wet, sink, float, warm, cold) Answer questions about observations of water 	<p>Infants V1:</p> <ul style="list-style-type: none"> Water Play: To interact with an element in the environment, page 210 Warm and Cold: To develop tactile skills, page 219 Water Shake Bottles: To develop an understanding of cause and effect, page 219 Rain On Me: To encourage sensory exploration, page 226 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Bath Time for Dolly: To explore sensory experiences, page 227 Floating Islands: to explore sensory materials, page 229 Object Washing: To explore sensory materials, page 235 Sensory Exploration Bottles: To explore visual stimuli, page 239
<p>Weather and Climate 3.3.I.A.5 Observe weather conditions.</p> <ul style="list-style-type: none"> Respond to weather (e.g. point to or move to window when raining or snowing) Use senses to observe weather conditions <p>3.3.YT.A.5 Observe and begin to label weather conditions.</p> <ul style="list-style-type: none"> Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles) Use senses to observe weather conditions Use simple words or signs to label weather (e.g. sun, snow, rain, cloud) <p>3.3.OT.A.5 Describe changes in weather conditions, and discuss how weather affects daily life.</p> <ul style="list-style-type: none"> Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles) Use senses to observe weather conditions Use words or signs to label weather (e.g. sun, snow, rain, cloud) Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass) Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it's cold outside) 	<p>Infants V1:</p> <ul style="list-style-type: none"> Rain On Me: To encourage sensory exploration, page 226 Wind Sock: To build visual and auditory skills, page 228 Bringing the Outside In: To build observation skills, page 229 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Crunching Leaves: to develop auditory skills, page 258 The Dandelion Hunt: To develop observation skills, page 259 Inside-Out Day: To encourage dramatic play outdoors, page 262 Looking for a Rainbow: To develop observation skills, page 265 Outdoor Fun: To begin to develop an appreciation for nature, page 267 Rainy Day Spray: To develop observation skills, page 270 Shadow Play: To develop observation skills, page 271
<p>Science as Inquiry 3.3.I.A.7 Participate in simple investigations of earth materials,</p>	<p>Infants V1:</p> <ul style="list-style-type: none"> Air Stream: to experience the feel of moving air, page 204

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<p>processes, and cycles.</p> <ul style="list-style-type: none"> Use senses to explore earth materials, processes, and cycles <p>3.3.YT.A.7 Participate in simple investigations of earth materials, processes, and cycles.</p> <ul style="list-style-type: none"> Use senses to explore earth materials, processes, and cycles Engage with adult provided materials Participate in teacher-led exploration of earth materials, processes, and cycles <p>3.3.OT.A.7 Participate in simple investigations of earth materials, processes, and cycles to answer a question.</p> <ul style="list-style-type: none"> Ask questions about earth materials, processes, and cycles Use the five senses and simple equipment to gather data Describe observations Participate in teacher-led exploration of earth materials, processes, and cycles 	<ul style="list-style-type: none"> Water Play: To interact with an element in the environment, page 210 Warm and Cold: to develop tactile skills, page 219 Explore a Tree: to enhance multisensory exploration, page 231 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Floating Islands: to explore sensory materials, page229 It Feels Sticky: To explore items using the senses, page 230 Crunching Leaves: To develop auditory skills, page258 The Dandelion Hunt: To develop observation skills, page 259 Nature Hide and Seek: To develop vocabulary and develop visual discrimination skills, page 266 Outdoor Fun: To begin to develop an appreciation for nature and to explore using the senses, page 267 Outdoor Mudpies: To explore through a tactile experience, page 268
Standard 4.1 Ecology	
<p>The Environment</p> <p>4.1.I.A Show interest the environment.</p> <ul style="list-style-type: none"> Reach for and move to objects and people Explore using all senses Observe basic caretaking of non-toxic plants and safe animals <p>4.1.YT.A Explore the characteristics of living and non-living things.</p> <ul style="list-style-type: none"> Show interest in and respond to plants, animals and people, and man-made objects in the environment Explore using all senses Engage in basic caretaking of non-toxic plants and safe animals <p>4.1.OT.A Identify basic characteristics of some living and non-living things.</p> <ul style="list-style-type: none"> Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects Identify the external characteristics of living (e.g. size, shape, color, and texture of leaves or insects) Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys) Engage in activities to sort by living and non-living 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Taking Care of My Green Earth: Large and Small Group Activities, page 361 Recycling Is Great: To begin to develop sorting skills, and to learn about recycling, page 365 Trash, Trash Everywhere: To learn about recycling, page 366 Charting Plant Growth, pate 367 Earth Day Play: To learn about the importance of caring for the Earth, page 370 Recycle and Save the Earth: To learn about recycling and to reinforce caring for the world, page 373 Taking Care of My Little Tree: To learn about trees, page 374

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<p>Biodiversity 4.1.YT.D Explore the basic needs of plants and animals.</p> <ul style="list-style-type: none"> Reference 3.1.YT.A.2 <p>4.1.OT.D Recognize that plants and animals have basic needs.</p> <ul style="list-style-type: none"> Reference 3.1.OT.A.2 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Taking Care of My Green Earth: Large and Small Group Activities, page 361 Charting Plant Growth, page 367 Taking Care of My Little Tree: To learn about trees, page 374 Farm Animals: Large and Small Group activities to learn about farm animals, page 315 Wild Animals: Large and Small Group activities to learn about wild animals, page 377
<p>Succession 4.1.I.E Observe weather conditions. 4.1.YT.E Observe and begin to label weather conditions.</p> <ul style="list-style-type: none"> Reference 3.3.YT.A.5 <p>4.1.OT.E Describe changes in weather conditions, and discuss how weather affects daily life.</p> <ul style="list-style-type: none"> Reference 3.3.OT.A.5 	<p>Infants V1:</p> <ul style="list-style-type: none"> Rain On Me: To encourage sensory exploration, page 226 Wind Sock: To build visual and auditory skills, page 228 Bringing the Outside In: To build observation skills, page 229 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Crunching Leaves: to develop auditory skills, page 258 The Dandelion Hunt: To develop observation skills, page 259 Inside-Out Day: To encourage dramatic play outdoors, page 262 Looking for a Rainbow: To develop observation skills, page 265 Outdoor Fun: To begin to develop an appreciation for nature, page 267 Rainy Day Spray: To develop observation skills, page 270 Shadow Play: To develop observation skills, page 271
Standard 4.2 Watersheds and Wetlands	
<p>Watersheds 4.2.OT.A Participate in discussions about water in the environment.</p> <ul style="list-style-type: none"> Name basic bodies of water (e.g. rivers, lakes, streams, creeks, puddles) Recognize differences in types of water (e.g. moving versus still) 	<p>Infants V1:</p> <ul style="list-style-type: none"> Water Area, page 50 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Science and Nature Center: To learn about the natural environment in which they live and to appreciate the natural materials that are around them, page 39 Earth Day Play: To learn about the importance of caring for the earth, page 370
<p>Aquatic Ecosystems 4.2.OT.C</p>	<p>Toddlers/Twos V2:</p>

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<p>Discuss different places animals can live</p> <ul style="list-style-type: none"> Match animals to an aquatic (water) or terrestrial (land) habitat Participate in discussions about animals that live in various places Engage in various media (e.g. posters, books, digital media) showcasing different places animals can live 	<ul style="list-style-type: none"> Farm Animals: Large and Small Group activities to learn about farm animals, page 315 Ocean Days: To learn about the ocean, page 364 Wild Animals: Large and Small Group activities to learn about wild animals, page 377
Standard 4.4 Agriculture and Society	
<p>Food and Fiber Systems 4.4.YT.A Explore the basic needs of plants and animals.</p> <ul style="list-style-type: none"> Reference 3.1.YT.A.2 <p>4.4.OT.A Recognize that plants and animals have basic needs.</p> <ul style="list-style-type: none"> Reference 3.1.OT.A.2 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Taking Care of My Green Earth: Large and Small Group Activities, page 361 Charting Plant Growth, page 367 Taking Care of My Little Tree: To learn about trees, page 374
<p>Applying Sciences to Agriculture 4.4. OT.C Notice plants and animals growing and changing.</p> <ul style="list-style-type: none"> Reference 3.1. OT.A.3 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Crunching Leaves: to develop auditory skills, page 258 The Dandelion Hunt: To develop observation skills, page 259
<p>Technology Influences on Agriculture 4.4.I.D Observe basic gardening tools being used.</p> <ul style="list-style-type: none"> Observe adult engaged in gardening With adult assistance, engage with child-size garden tools Listen to simple discussions about gardening (e.g. on a nature walk) <p>4.4.YT.D Imitate the use of basic gardening tools.</p> <ul style="list-style-type: none"> Observe and imitate adult engaged in gardening With adult assistance, engage with child-size garden tools Listen to simple discussions about gardening (e.g. on a nature walk) <p>4.4.OT.D Label basic garden tools.</p> <ul style="list-style-type: none"> Communicate about gardening Use basic, child-size gardening tools Listen to discussions about gardening (e.g. on a nature walk) 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Gardening Center, page 43 Taking Care of My Green Earth: Large and Small Group Activities, page 361 Charting Plant Growth, page 367 Taking Care of My Little Tree: To learn about trees, page 374
Standard 4.5 Humans and the Environment	
<p>Sustainability 4.5.OT.A Communicate about the basic needs of people.</p> <ul style="list-style-type: none"> Label human needs (e.g. food, water, home, clothing) 	<p>LED Foundations: Healthy Habits, page 168 Infants V1:</p> <ul style="list-style-type: none"> Daydream Believer: To feel secure during periods of rest, page 66 Hello: To develop a secure

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	<p>attachment with adults, page 68</p> <ul style="list-style-type: none"> • Snuggle Buggle, I Love You: To promote bonding and attachment, page 69 • Communicating with the Baby: To build a sense of security that physical needs will be met by a caring adult, page 89 • Talking Together: To feel safe and secure as a result of having emotional needs met, page 93 • Falling in Love: To build a sense of trust and security, page 244 • Nurturing Rituals: To help the child feel secure: page 246 • Watch the Light Show: To nurture a sense of security and bonding, page 247
<p>Integrated Pest Management 4.5.OT.B Communicate about insects and animals that can be harmful.</p> <ul style="list-style-type: none"> • Recognize and avoid unsafe insects and animals within the immediate natural environment • Discuss insects and animals that could be harmful; share personal experiences when relevant 	<p>LED Foundations: Science and Nature Center, page 39</p>
<p>Waste Management 4.5.YT.D Use appropriate trash receptacles.</p> <ul style="list-style-type: none"> • Imitate the disposing of waste <p>4.5.OT.D Communicate about and use appropriate trash receptacles.</p> <ul style="list-style-type: none"> • Participate in discussions about ways people pollute the environment • Participate in discussions about appropriate disposal of waste • Attempt to sort waste into those things that can be recycled and those things that cannot • Practice recycling as part of routine 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Taking Care of My Green Earth: Large and Small Group Activities, page 361 • Recycling Is Great: To begin to develop sorting skills, and to learn about recycling, page 365 • Trash, Trash Everywhere: To learn about recycling, page 366 • Charting Plant Growth, page 367 • Earth Day Play: To learn about the importance of caring for the Earth, page 370 • Recycle and Save the Earth: To learn about recycling and to reinforce caring for the world, page 373 • Taking Care of My Little Tree: To learn about trees, page 374
<p>Standard 15.4 Computer and Information Technology</p>	
<p>Influence of Emerging Technologies 15.4.I.A Imitate use of various technologies in play.</p> <ul style="list-style-type: none"> • Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) 	<p>LED Foundations, page 253</p> <ul style="list-style-type: none"> • “Do not offer TV to children younger than two years of age. Offer physical activity rather than TV for children two years of age and older.

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<ul style="list-style-type: none"> Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play <p>15.4.YT.A Imitate use of various technologies in play.</p> <ul style="list-style-type: none"> Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play <p>15.4.OT.A Communicate about technology in their environment.</p> <ul style="list-style-type: none"> Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in their play Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet) Discuss personal experiences with technology 	<p>Many people feel that TV and other “screens” should not be offered to older toddlers in childcare. However, if you do decide to offer screen time to children older than two years of age, limit time watching TV, videos, DVEs, and so on to no more than 60 minutes per day.”</p> <ul style="list-style-type: none"> “Computers are not necessary to help most infants and toddlers learn. Instead, infants and toddlers benefit more from being physically active” “Assistive technology and computer experiences help some children with special needs to learn, develop, or communicate. Work with families and specialists to provide appropriate physical activity as well as technology for these children.”
<p>Emerging Technologies in Careers 15.4.I.M Explore pictures and objects that represent workplace technologies.</p> <ul style="list-style-type: none"> Explore medical equipment and materials Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff) Explore transportation vehicles Explore simple construction tools and vehicles <p>15.4.YT.M Engage with objects that represent workplace technologies.</p> <ul style="list-style-type: none"> Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) Explore medical equipment and materials Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff) Explore simple construction tools and vehicles <p>15.4.OT.M Communicate about workplace technologies and their uses.</p> <ul style="list-style-type: none"> Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) Identify the types of tools and materials used in construction Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes) 	<p>Infants V1:</p> <ul style="list-style-type: none"> Construction Area, page 44 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Hat Center, page 29 Construction Center, page 37 Transportation Center, page 40 Grocery Store Center, page 41 Doctor Center, page 42

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<ul style="list-style-type: none"> • Ask and answer questions about workplace technologies and their uses • Match workplace technology to worker 	
<p>Social Studies Thinking: Connecting to Communities</p>	
Standard 5.1 Principles and Documents of Government	
<p>Rule of Law 5.1. I. A Respond to adult guidance about behavior.</p> <ul style="list-style-type: none"> • Reference 16.3.I.B <p>5.1. Y.T. A Demonstrate basic understanding of rules.</p> <ul style="list-style-type: none"> • Reference 16.3.YT.B <p>5.1 .OT.A Follow basic rules.</p> <ul style="list-style-type: none"> • Reference 16.3.OT.B 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Daydream Believer: To feel secure during periods of rest, page 66 • Peek-a-boo: To foster a sense of independence when the child hides, page 74 • Stacking Cups: To enjoy independent play, page 165 • Soothing Music: to learn self-regulation and how to relax when stimulated with music, page 176 • Mirror Face: To experiment with novel objects, page 249 • Social Rituals: To understand how to initiate positive interactions with others, page 251 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • By Myself Learning Space: To begin to respond appropriately to emotions, page 27 • Friend Learning Space: Begin to consider the needs of friend as they play in the area, page 31 • Good Morning! Hello! To develop listening skills, page 319 • Hoop Shapes Game: To practice waiting and taking turns, page 348
5.2 Rights and Responsibilities of Citizenship	
<p>Civic Rights and Responsibilities 5.2.YT.A Demonstrate sense of belonging to a group such as a class or family.</p> <ul style="list-style-type: none"> • Point to pictures of family members • Follow the established daily routine • Demonstrate familiarity with people and settings (e.g. upon arrival walk to their classroom, place belongings in personal space) <p>5.2.OT.A Communicate a sense of belonging to a group such as a class or family.</p> <ul style="list-style-type: none"> • Talk about family members • Participate in decision making • Identify self in relationship to others in a group (e.g. brother, sister, son, daughter, friend) 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Where’s Teddy?: To enjoy socializing with others, page 99 • Gotcha: to build anticipation for enjoyable social interactions, page 249 • Social Rituals: To understand how to initiate positive interactions with others, page 251 • Can You Copy Me: To imitate the actions of others and to build an understanding of reciprocity, page 252 • Class Photo Book: to develop a sense of affiliation with the group, page 253

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<ul style="list-style-type: none"> • Talk about things the family does together • Talk about things the class does together 	<ul style="list-style-type: none"> • Take-Home Photo Album: To build a sense of belonging, page 255 • My Friends and Me: to build spontaneous interaction skills, page 254 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Friendship Learning Space: To recognize the possibility of having friends, page 31 • Artistry: To begin understanding of reciprocity, page 132 • Community Drum: To encourage emerging social skills, page 166 • Musical Tuffets: To encourage cooperation, page 174 • All Around the Town: To develop social-emotional awareness, page 280 • Hand Puppets: To build social skills, page 285 • Chair Lineup: To develop social skills, page 281 • Lunch with Teddy: to develop socialization skills, page 289 • Cooking with Numbers: Develop social skills, page 337
<p>Conflict 5.2.I.B Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> • Reference 16.2.I.D <p>5.2.YT.B Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> • Reference 16.2.YT. D <p>5.2.OT.B Communicate about a conflict and seek help to solve.</p> <ul style="list-style-type: none"> • Reference 16.2.OT. D 	<p>Infants V1:</p> <ul style="list-style-type: none"> • The Blowing Game: To develop the baby’s awareness of his body parts, page 66 • The Body Chant: To begin to identify body parts, page 95 • Where’s Your Nose?: To develop an understanding of vocabulary related to body parts, page 105 • Baby Faces Book: To develop recognition of body parts, page 243 • You Are Special: To build self-esteem and a sense of accomplishment, page 248 • My Time: To build self-esteem and sense of security, page 250 • Silly Antics: To express emotions, page 255 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Puppy Sounds: To develop and awareness of emotions, page 62 • Look What I Can Do: To develop confidence, page 173 • I Like My Clothes that I Am In: Self awareness, page 186

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	<ul style="list-style-type: none"> Feelings: To develop an awareness of different emotions, page 282 Finger-paint Happy Faces: To develop an awareness of different emotions, page 283
<p>Government Services 5.3.I.C Explore costumes and props that represent community workers.</p> <ul style="list-style-type: none"> Play with real or model equipment (e.g. stethoscope, blood pressure cuff, fire hose, play workbench) Engage in dress up play <p>5.3.YT.C Engage with costumes and props that represent community workers.</p> <ul style="list-style-type: none"> Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck) Engage in dress up play <p>5.3.OT.C Recognize community workers through their uniforms and equipment.</p> <ul style="list-style-type: none"> Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck) Engage in dress up play Identify the types of equipment and materials community workers use Ask and answer questions about community workers and their roles Match workplace equipment and uniform to worker Label community workers in their neighborhood 	<p>Infants V1:</p> <ul style="list-style-type: none"> Construction Area, page 44 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Hat Center, page 29 Construction Center, page 37 Transportation Center, page 40 Grocery Store Center, page 41 Doctor Center, page 42
Standard 6.1 Scarcity and Choice	
<p>Incentives and Choice 6.1.I.D Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> Reference 16.3.I.A <p>6.1.YT.D Make simple choices.</p> <ul style="list-style-type: none"> Reference 16.3.YT.A <p>6.1.OT.D Communicate about a choice based on individual interest.</p> <ul style="list-style-type: none"> Make a choice and explain the reason for the choice 	<p>Infants V1:</p> <ul style="list-style-type: none"> Hello: To develop secure attachments with adults, page 68 Who Am I? To foster a sense of attachment, page 70
Standard 6.3 Functions of Government	
<p>Government's Role in International Trade 6.3.OT.D Communicate about products produced locally.</p> <ul style="list-style-type: none"> Talk about products that can be found around their home 	<p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Grocery Store Center, page 41 Farm Animals, page 315 Taking Care of My Green Earth, page 361

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<ul style="list-style-type: none"> Ask and answer questions about items that come from farms, factories, and/or businesses within the community 	
Standard 6.5 Income, Profit and Wealth	
Types of Businesses 6.5.OT.C Communicate about local businesses. <ul style="list-style-type: none"> Ask and answer questions about local businesses Act out play scenarios that relate to local businesses (e.g. getting haircut, pet school, farmer’s market) 	Toddlers/Twos V2: <ul style="list-style-type: none"> Hat Center, page 29 Construction Center, page 37 Transportation Center, page 40 Grocery Store Center, page 41 Doctor Center, page 42
Standard 7.1 Basic Geographic Literacy	
Geographic Tools 7.1.OT.A Use maps in play. <ul style="list-style-type: none"> Follow a pathway or roadway on a large car mat Follow a teacher-made map (e.g. locate something in the environment, follow a course) Ask and answer questions about maps 	Toddlers/Twos V2: <ul style="list-style-type: none"> Transportation Center, page 40 All Around the Town: To develop oral language skills, page 280
Standard 7.2 Physical Characteristics of Places and Regions	
Physical Characteristics 7.2. OT. A Describe the characteristics of home to gain understanding of physical features. <ul style="list-style-type: none"> Identify the characteristics of one’s home (e.g. door color, exterior type, type of home) Describe the locations and uses of important areas within the home Identify the room in which certain items might be found 	LED Foundations: <ul style="list-style-type: none"> Family Engagement, page 54-84 Infants V1: <ul style="list-style-type: none"> Family Area, page 54 Toddlers/Twos V2: <ul style="list-style-type: none"> Important Play: To develop critical thinking skills, page 287
Standard 8.1 Historical Analysis and Skills Development	
Continuity and Change Over Time 8.1.1.A Anticipate next step of a familiar routine or activity. <ul style="list-style-type: none"> Reference AL.2.1.B 8.1.YT.A Know the sequence of familiar routines. <ul style="list-style-type: none"> Reference AL.2.YT.B 8.1.OT.A Identify and complete the sequence of familiar routines and tasks. <ul style="list-style-type: none"> Reference AL.2.OT.B 	LED Foundations: <ul style="list-style-type: none"> Describe the Daily Routines with Family, page 63 Infants V1: <ul style="list-style-type: none"> Daily Routines, page7 Toddlers/Twos V2: <ul style="list-style-type: none"> Here Are My Hands: To develop awareness of hand washing routines, page 57
Creative Thinking and Expression: Communicating through the Arts	
Standard 9.1.M Production and Performance: Music and Movement	
Elements and Principles 9.1. M.YT.A Demonstrate an understanding of basic elements of music and movement.	Infants V1: <ul style="list-style-type: none"> Communicating with the Baby: To simulate awareness of sound, page 89

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<ul style="list-style-type: none"> • Explore rhythm instruments • Participate in teacher guided music and movement activities • Demonstrate understanding of fast, slow, loud and soft <p>9.1.M.OT.A</p> <p>Know and use basic elements of music and movement.</p> <ul style="list-style-type: none"> • Explore rhythm instruments • Use rhythm instruments as intended • Participate in teacher guided music and movement activities • Demonstrate understanding of fast, slow, loud and soft 	<ul style="list-style-type: none"> • Coo and Squeal: To develop self-expression through a gurgle, coo, or squeal, page 89 • Listening Fun: To encourage listening, page 97 • Routine Conversation: To continue developing listening and language comprehension skills, page 97 • Tell Me a Story: To practice listening skills, page 98 • Talk Through a Tube: To provide the child the opportunity to experience different types of sound, page 104 • Chimes: to differentiate between sounds, page 206 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Color Fun: To develop auditory discrimination, page 55 • Someone Special: To develop phonological awareness skills, listening skills, and oral language, page 67 • The Cow says, “Moo”: To develop listening and oral language skills, page 84 • Dancing Rings: To develop receptive vocabulary skills, page 168 • Rhythm Fun: To develop listening skills, page 176
<p>Demonstration</p> <p>9.1.M.I.B</p> <p>Respond to music.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements <p>9.1.M.YT.B</p> <p>Engage with music.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to sing a familiar melodic pattern • Attempt to imitate music patterns using available materials <p>9.1.M.OT.B</p>	<p>LED Foundations: Creative Expression, page 243</p> <p>Infants V1:</p> <ul style="list-style-type: none"> • I Hear Music Area, page 48 • I Love the Music: To release neurotransmitters in the brain that activate memory, page 173 • Learning with Classics: To develop music appreciation, page 174 • Play a Soft Musical Instrument: To listen by tracking or locating the source of sound, page 175 • Sounds I Like: To connect sounds with their sources, page 177 • Tap A Rhythm: To recognize hand and feet through learning rhythms, page 178 • The wonders of Music: To develop sound discrimination and auditory processing skills, page 179 • Live in Concert: To enhance music

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<p>Respond to and communicate about music.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Request favorite types of music • Sing songs in recognizable ways • React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to imitate music patterns and dance movements • Participate in group music activities for short periods of time • Indicate likes and dislikes in regard to music 	<p>appreciation and to build auditory memory skills, page 180</p> <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Music Learning Space, page 28 • The Classics: To develop an awareness of different types of music and to develop creative expression, page 165 • Let’s Make Music: to develop creative expression, page 172 • Look What I Can Do: To encourage creative expression, page 173 • Rhythm Sticks: to develop a sense of rhythm and encourage creative expression, page 177
<p>Representation 9.1.M.I.E</p> <p>Respond to music and dance.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements <p>9.1.M.YT.E</p> <p>Engage with music and dance.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to sing a familiar melodic pattern • Attempt to imitate music patterns using available materials <p>9.1.M.OT.E</p> <p>Respond to and communicate about music and dance.</p> <ul style="list-style-type: none"> • Respond to a variety of music types, including culturally diverse music • Request favorite types of music • Sing songs in recognizable ways • React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) • Use props in response to music (e.g. scarves, instruments, ribbons) • Attempt to imitate music patterns and dance movements • Participate in group music activities for short periods of time 	<p>Infants V1:</p> <ul style="list-style-type: none"> • I Hear Music Area, page 48 • Humming and Body Contact: To respond to a comforting voice, page 173 • Swinging: To develop o sense of rhythm, page 177 • Wanna Dance? To experience music as a great social activity and to move rhythmically, page 179 • Put Your finger in the Air: To develop listening skills and encourage having fun with music, page 181 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Music Learning Space, page 28 • Baby Band: to encourage creative expression by making noises with simple objects, page 164 • Bounce, Bounce, Bounce: To encourage creative expression and to develop a sense of rhythm, page 165 • Freeze Dance: To develop creative expression and listening skills, page 169 • Let’s Make Music: to develop creative expression, page 172 • Moving to Music: To develop an awareness of rhythm and auditory discrimination, page 174 • Songs and Pictures: To incorporate the senses into music and movement and to develop memory through musical activities, page 179

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<ul style="list-style-type: none"> Indicate likes and dislikes in regard to music <p>Technologies 9.1.M.I.J</p> <p>Use technologies for producing music.</p> <ul style="list-style-type: none"> Explore musical instruments, including those which are culturally diverse Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) <p>9.1.M.YT.J</p> <p>Use a variety of technologies for producing music or performing movements.</p> <ul style="list-style-type: none"> Explore musical instruments, including those which are culturally diverse Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) Attempt to imitate music patterns using musical instruments <p>9.1.M.OT.J</p> <p>Use a variety of technologies for producing music or performing movements.</p> <ul style="list-style-type: none"> Explore musical instruments, including those which are culturally diverse Use instruments to accompany music Use instruments as intended Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) Attempt to imitate music patterns using musical instruments 	<p>Infants V1:</p> <ul style="list-style-type: none"> I Hear Music Area, page 48 Activities for Music and Movement, page 172- 196 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Music Learning Space, page 28 Community Drum: To develop an awareness of cause and effect and to encourage emerging social skills, page 166 Dancing Rings: to develop gross motor skills and receptive vocabulary skills, page 168 Freeze Dance: To develop creative expression and listening skills, page 169 Kitchen Band: to develop a sense of rhythm and creative expression, page 171 Responsive Musical Bracelet: to encourage creative expression and a sense of rhythm, page 175 Share the Music: To develop socialization and gross motor skills, page 294
Standard 9.1.D Production and Performance: Dramatic and Performance Play	
<p>Demonstrations 9.1.D.I.B</p> <p>Act out familiar scenarios.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) <p>9.1.D.YT.B</p> <p>Act out familiar scenarios using objects with intended purpose.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) Use object for intended purpose during play <p>9.1.D.OT.B</p> <p>Explore real or make believe scenarios through dramatic play.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) Use object for intended purpose during play Use one object to represent another object during play 	<p>Infants V1:</p> <ul style="list-style-type: none"> Housekeeping Area: To dramatize roles and happenings that relate to the family and home, page 40 Construction Area: To see and touch a variety of building materials selected to use, page 44 Babbling: to encourage babbling, page 87 Mouth Sounds: To identify facial expressions and mouth sounds and to introduce reciprocity in conversation, page 91 Talk of the Phone: To experience pretend play, page 105 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Hat Learning Space: To try on hats and play the roles of people who might wear them, page 29 Hello! Who's There?: To encourage the beginnings of dramatic play,

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<ul style="list-style-type: none"> • Create own dramatic play scenarios • Act out experiences that are new or unknown (e.g. dentist) • Pretend to be a person or animal 	<p>page 88</p> <ul style="list-style-type: none"> • Box Car Painting: To encourage dramatic play, page 199 • Animal Slippers: To encourage dramatic play, page 213 • Follow that Animal: To observe and mimic movements, page 323
<p>Representation 9.1.D.OT.E Use imagination and creativity to express self through dramatic play.</p> <ul style="list-style-type: none"> • Imitate and repeat voice inflections and facial expressions to entertain others • Use non-conforming objects to create representations of real life objects or activities • Represent fantasy and real-life experiences through pretend play • Imitate roles of people, animals, or objects observed in life experiences • Use props and costumes during dramatic play • Ask others to watch a performance 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Housekeeping Area, page 40 • Construction Area, page 52 • In and Out Area, page 52 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Home Living Center, page 46 • Transportation Center, page 40 • Grocery Store, page 41
Standard 9.1.V Production and Performance: Visual Arts	
<p>Elements and Principles 9.1. V.YT.A. Demonstrate an understanding of basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher guided visual art activities • Demonstrate an understanding of color • Create a picture using different colors • Combine colors • Explore a variety of art materials <p>9.1.V.OT.A Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> • Participate in teacher guided visual art activities • Communicate about art, demonstrating an understanding of color and shape • Create a picture using different colors • Combine colors • Explore a variety of art materials • Use art materials as intended 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Art Area, page 46 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Art Center, page 38 • Feelie Goop: To experiment with various media and to develop creative skills and to experience a tactile activity, page 138 • Finger-painting on Paper: To explore using various media and to develop creative skills, page 139 • First Color Mixing: To experiment with colors, develop vocabulary and encourage creative expression, page 141 • Fruity Dough: To develop fine motor skills and to explore materials using the sense of smell, page 142 • Paint with Your Feet: to develop creative expression and coordination and balance, page 147
<p>Demonstration 9.1.V.I.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> • Participate in teacher-guided art activities • Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough) <p>9.1.V.YT.B</p>	<p>Infants V1:</p> <ul style="list-style-type: none"> • Art Area, page 46 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Art Center, page 38 • Artistry: To develop creative skills, page 133 • Brightest Chalk Scribbles: To explore using different media, page

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<p>Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> Participate in teacher-guided art activities Use a variety of non-toxic materials (e.g. paint, crayons, markers, chalk, wood, stampers, play dough) Demonstrate increased control of art technologies <p>9.1.V.OT.B</p> <p>Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> Participate in teacher-guided art activities Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough, plastic safety scissors, stampers, rubbing plates) Demonstrate increased control of art technologies Initiate independent works of art 	<p>133</p> <ul style="list-style-type: none"> Clay Tray: To develop fine motor skills and explore clay, page 135 Collage: to develop a sense of creativity and fine motor skills, page 135 Cup Trails: to explore using various media to develop creative skills, page 136 Painting Goes Wild! To encourage creative expression and to experiment with a variety of art utensils, page 148 Rolling Pin Paint Designs: To develop creative expression and fine motor skills, page 153
<p>Representation</p> <p>9.1.M.OT.E</p> <p>Use imagination and creativity to express self through the process of art.</p> <ul style="list-style-type: none"> Initiate art activities Participate in teacher-guided visual art activities Select art materials during free choice Draw simple pictures to represent something Attempt to draw self portrait Create basic shapes Label own creations 	<p>Infants V1:</p> <ul style="list-style-type: none"> Art Area, page 46 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Art Center, page 38 Exploring Arts Activities, page 133-162 Draw and Paint Magic: To explore using various media to develop creative skills and to develop fine motor skills, page 137 Making Marks: to develop fine motor skills and to experiment with various media to develop creative skills, page 146
<p>Technologies</p> <p>9.1.V.I.J</p> <p>Use technologies in the process of creating art.</p> <ul style="list-style-type: none"> Explore a variety of tools and non-toxic art materials, including those which are culturally diverse Participate in teacher-guided visual art activities Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) <p>9.1.V.YT.J</p> <p>Use a variety of technologies in the process of creating art.</p> <ul style="list-style-type: none"> Explore a variety of tools and non-toxic art materials, including those which are culturally diverse Participate in teacher-guided visual art activities Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) <p>9.1.V.OT.J</p> <p>Use a variety of technologies in the process of creating art.</p> <ul style="list-style-type: none"> Explore a variety of tools and non-toxic art materials, 	<p>Infants V1:</p> <ul style="list-style-type: none"> Art Area, page 46 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Art Center, page 38 Exploring Arts Activities, page 133-162 Artistry: To develop creative skills, page 133 Brightest Chalk Scribbles: To explore using different media, page 133 Clay Tray: To develop fine motor skills and explore clay, page 135 Collage: to develop a sense of creativity and fine motor skills, page 135 Cup Trails: to explore using various media to develop creative skills, page 136 Silly Dough: To explore various

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<p>including those which are culturally diverse</p> <ul style="list-style-type: none"> • Participate in teacher-guided visual art activities • Manipulate materials in a variety of ways (e.g. pounding, squeezing, rolling, tearing, poking) • Use art materials and tools as intended 	<p>media and fine motor skills, page 157</p> <ul style="list-style-type: none"> • Stamp Printing: To recognize and identify patterns and develop fine motor skills, page 158 • Stick Drawing: To explore making marks and develop fine motor skills, page 159
Standard 9.3 Critical Response to Works of Art	
<p>Identification 9.3.I.F</p> <p>Explore a variety of art forms.</p> <ul style="list-style-type: none"> • Recognize and point to familiar objects or persons in photos or books • Engage with photographs and paintings • Engage in tactile art experiences • Engage with music • Participate in teacher-guided music and movement activities <p>9.3.YT.F</p> <p>Engage with a variety of art forms.</p> <ul style="list-style-type: none"> • Engage with photographs and paintings • Engage in tactile art experiences • Engage with music • Participate in teacher-guided music and movement activities <p>9.3. OT.F</p> <p>Communicate about a variety of art forms.</p> <ul style="list-style-type: none"> • Describe photographs and paintings • Engage in tactile art experiences • Communicate about the specific tools needed to perform a specific type of art (e.g. “I need crayons”) • Engage with music • Participate in teacher-guided music and movement activities • Communicate likes and dislikes • Answer questions about different art forms 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Art Area, page 46 • Communicating with the Baby: To simulate awareness of sound, page 89 • Coo and Squeal: To develop self-expression through a gurgle, coo, or squeal, page 89 • Listening Fun: To encourage listening, page 97 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Art Center, page 38 • Music Learning Space, page 28 • Brightest Chalk Scribbles: To explore using different media, page 133 • Clay Tray: To develop fine motor skills and explore clay, page 135 • Collage: to develop a sense of creativity and fine motor skills, page 135 • Cup Trails: to explore using various media to develop creative skills, page 136 • Silly Dough: To explore various media and fine motor skills, page 157
<p>Critical Response 9.3.I.G</p> <p>Respond to various art forms.</p> <ul style="list-style-type: none"> • Gaze at or point to a picture, painting or photo • Respond to a variety of music types, including culturally diverse music • Turn head to source of music • React to music with body movements • Respond to various art forms. <p>9.3.YT.G</p> <p>Show interest in others’ artistic expressions.</p> <ul style="list-style-type: none"> • Intentionally look at displayed pictures • Watch others dance • Imitate the artistic actions of others (e.g. copy dance 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Art Area, page 46 • Play a Soft Musical Instrument: To listen by tracking or locating the source of sound, page 175 • Sounds I Like: To connect sounds with their sources, page 177 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Music Learning Space, page 28 • Art Center, page 38 • Looking at the Wide World: to develop vocabulary and listening skills, page 95 • Tell Me About Your Work: To

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<p>moves, choose a similar art tool after observing peer use)</p> <p>9.3.OT.G Comment on characteristics of others’ artistic expressions.</p> <ul style="list-style-type: none"> • Describe pictures • Notice the way others are dancing to music • Comment on the tools peers are using 	<p>develop vocabulary and explore materials, page 126</p> <ul style="list-style-type: none"> • Exploring Arts Activities, page 133-162 • Bug Eyes: to develop observation skills and to develop oral language and vocabulary skills, page 281 • Fingerpaint Happy Faces: to experiment with various media, develop awareness of different emotions, and build fine motor skills, page 283 • Follow the Leader: to develop listening skills and observation skills, page 284
<p align="center">Health and Wellness and Physical Development: Learning About My Body</p>	<p>ITT Foundations: Gross Motor Development, page 125; Health and Physical Development, pages 161-167; Healthy Habits, pages 168-179; Physical Activity, pages 251-253</p>
Standard 10.1 Concepts of Health	
<p>Interaction of Body Systems 10.1.I.B Locate basic body parts when named by an adult.</p> <ul style="list-style-type: none"> • Point to or move fingers, hands, toes, feet and head when asked <p>10.1.YT.B Locate basic body parts when asked.</p> <ul style="list-style-type: none"> • Point to or move fingers, hands, toes, feet and head when asked • Use fingers and hands during finger plays and songs with motions <p>10.1.OT.B Identify and locate basic body parts.</p> <ul style="list-style-type: none"> • Name basic body parts • Follow basic directions in a movement song (e.g. shake your feet or wiggle your arms) • Point to or move fingers, hands, toes, feet and head when asked • Use fingers and hands during finger plays and songs with motions 	<p>Infants V1:</p> <ul style="list-style-type: none"> • The body Chant: To begin to identify body parts, page 95 • Where is It? To begin to recognize body parts, page 99 • Where’s Your Nose? To develop an understanding of vocabulary related to body parts, page 105
<p>Nutrition 10.1. OT. C Participate in experiences related to healthy food choices.</p> <ul style="list-style-type: none"> • Explore health food options • Choose between healthy food options • Participate in discussions about food options 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Communicating with the Baby: To build a sense of security that physical needs will be met by a caring adult, page 89 • The Body Chant: To begin to identify body parts, page 95 • Where Is It: To begin to recognize body parts, page 99 <p>Toddlers/Twos V2:</p>

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	<ul style="list-style-type: none"> • Here Are My Hands: To develop an awareness of hand-washing, page 57 • Pee-Pee in the Toilet Bowl: Toilet training, page 188 • Cereal Pour: To Develop eye-hand coordination and problem-solving skills, page 199 • Pouring from Pitchers or Cups: To develop eye-hand coordination and explore cause and effect, page 207 • I Can Do It Myself: To develop self-help skills, page 203 • Lunch with Teddy: To develop socialization skills and language skills, page 289
<p>Standard 10.2 Healthful Living Health Practices, Products and Services 10.2.1.A Participate in fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change) • Actively participate with adult in daily hygiene routines • Imitate basic hygiene practices (e.g. wash hands, wipe nose) <p>10.2.YT.A Engage in fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, diaper change) • Imitate and practice basic hygiene practices (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) • Recognize basic health care workers <p>10.2.OT.A Discuss fundamental practices for good health.</p> <ul style="list-style-type: none"> • Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) • Use verbal and non-verbal cues to express needs (e.g. hunger, tired, toileting) • Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) • Practice basic hygiene practices with adult reminders (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) • Discuss basic hygiene practices 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Communicating with the Baby: To build a sense of security that physical needs will be met by a caring adult, page 89 • The Body Chant: To begin to identify body parts, page 95 • Where Is It: To begin to recognize body parts, page 99 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Here Are My Hands: To develop an awareness of hand-washing, page 57 • Pee-Pee in the Toilet Bowl: Toilet training, page 188 • Cereal Pour: To Develop eye-hand coordination and problem-solving skills, page 199 • Pouring from Pitchers or Cups: To develop eye-hand coordination and explore cause and effect, page 207 • I Can Do It Myself: To develop self-help skills, page 203 • Lunch with Teddy: To develop socialization skills and language skills, page 289

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<ul style="list-style-type: none"> • Ask and answer questions about health practices (e.g. “Why do I need a nap?”, explain that we need to eat well, get rest and exercise to stay healthy) • Identify people that help keep us healthy 	
Standard 10.3 Safety and Injury Prevention	
<p>Safe and Unsafe Practices 10.3.I.A</p> <p>Respond to basic safety words. Stop behavior when told “no” or “stop” Look at adult before repeating a behavior</p> <p>10.3.YT.A</p> <p>Cooperate with basic safety practices.</p> <ul style="list-style-type: none"> • Understand one word rules such as “no” or “stop” • Indicate that a behavior should not be done by saying “no, no” • Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) <p>10.3.OT.A</p> <p>Use and communicate about basic safety practices.</p> <ul style="list-style-type: none"> • Respond appropriately when adult identifies an unsafe practice • Understand clearly stated rules • Ask questions about basic safety rules • Indicate that a behavior should not be done • Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) • Seek support when trying something new or meeting new people • Participate in discussions about basic safety rules 	<p>LED Foundations: Healthy Habits, pages 168-179</p>
Standard 10.4 Physical Activity: Gross Motor Coordination	
<p>Control and Coordination 10.4.I.A</p> <p>Develop control of the body.</p> <ul style="list-style-type: none"> • Control head and back • Coordinate movement of arms and legs • Use body to move (e.g. rolling, pulling self to standing position, crawling, creeping) <p>10.4.YT.A</p> <p>Control and coordinate the movement of the body.</p> <ul style="list-style-type: none"> • Walk with increasing coordination • Coordinate movements of arms, legs and neck (e.g. throw a ball, kick a ball) • Climb or crawl in and out of things • Attempt to jump <p>10.4.OT.A</p> <p>Combine and coordinate body movement.</p> <ul style="list-style-type: none"> • Coordinate arm and leg movements when engaged in an activity (e.g. throw a ball, kick a ball, use riding toys) 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Bouncing Ball: To begin to develop gross motor skills, page 146 • Early Cycling: To develop use of muscles, page 147 • Finding the Toy: To practice gross motor skills that involve turning and reaching, page 148 • Fun Things to Kick: To practice kicking and move leg muscles, page 149 • Bouncing Baby: To practice bearing weight and build leg muscles, page 153 • Let’s Make that Move: To entice the child to move from one place to another, page 154 • Saucer Spin: To experience now and different movements and to

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<ul style="list-style-type: none"> • Run with increasing speed and developing coordination • Jump off low step landing on two feet • Throw object at target (e.g. bean bag in basket) • Climb and crawl in and out of things (e.g. navigate short ladder on play equipment) 	<p>build sensory awareness skills, page 156</p> <ul style="list-style-type: none"> • Sit and Stand: To move from the sitting position into the standing position when support at the hands, trunk or hips, page 157 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Here Comes the Ball: To develop gross motor skills and eye hand coordination, page 58 • Paint with Your Feet, To develop coordination and balance, page 147 • Crawl a Little, Walk a Little: To develop gross motor and develop coordination, page 167 • Beanbag Fun: To develop throwing and catching skills and balance, page 214 • Butterfly Catchers: to develop eye-hand coordination and balance, page 215 • Footprints: To develop balance and coordination, page 217
<p>Balance and Strength 10.4.I.B Exhibit strength and balance in stationary body movements.</p> <ul style="list-style-type: none"> • Pull self to sitting position • Hold self in sitting position • Sit and reach for objects without falling • Pull self to standing position • Stand with support <p>10.4.YT.B Exhibit balance and strength when moving from place to place.</p> <ul style="list-style-type: none"> • Squats to pick up toys • Stands on tip toes to reach for something • Carry objects from one place to another • Gets in and out of chair • Walk with one foot in front of the other • Use steps (non-alternating feet) with support • Attempt to jump <p>10.4.OT.B Demonstrate balance and strength when performing gross motor activities.</p> <ul style="list-style-type: none"> • Side steps across beam • Jump off low step using two feet • Jumps over small objects • Use steps (non-alternating feet) with support • Kick a ball • Carry objects from one place to another 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Bouncing Ball: To begin to develop gross motor skills, page 146 • Early Cycling: To develop use of muscles, page 147 • Finding the Toy: To practice gross motor skills that involve turning and reaching, page 148 • Fun Things to Kick: To practice kicking and move leg muscles, page 149 • Bouncing Baby: To practice bearing weight and build leg muscles, page 153 • Let's Make that Move: To entice the child to move from one place to another, page 154 • Saucer Spin: To experience now and different movements and to build sensory awareness skills, page 156 • Sit and Stand: To move from the sitting position into the standing position when support at the hands, trunk or hips, page 157 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Here Comes the Ball: To develop gross motor skills and eye hand

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	coordination, page 58 <ul style="list-style-type: none"> • Paint with Your Feet, To develop coordination and balance, page 147 • Crawl a Little, Walk a Little: To develop gross motor and develop coordination, page 167 • Beanbag Fun: To develop throwing and catching skills and balance, page 214 • Butterfly Catchers: to develop eye-hand coordination and balance, page 215 • Footprints: To develop balance and coordination, page 217
Standard 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development	
Strength Coordination and Muscle 10.5.1.A Use fingers and hands to accomplish actions. <ul style="list-style-type: none"> • Hold objects in hand • Use pincer grasp to pick up objects (e.g. cereal, banana slices or small objects) • Transfer objects from hand to hand • Imitate motions of basic finger plays 10.5.YT.A Coordinate use of fingers, hands and wrists to accomplish actions. <ul style="list-style-type: none"> • Manipulate a variety of objects • Pick up more than one object in the same hand • Transfer objects from one hand to another • Twist wrists to turn hands • Imitate motions of basic finger plays • Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair) 10.5.OT.A Coordinate use of fingers, hands and wrists to accomplish actions. <ul style="list-style-type: none"> • Manipulate a variety of objects • Pick up more than one object in the same hand • Transfer objects from one hand to another • Twist wrists to turn hands • Imitate motions of basic finger plays • Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a dolls hair, string larger beads) • Practice manual self-help skills (e.g. snapping, Velcro) 	Infants V1: <ul style="list-style-type: none"> • Eye Follow-Ups: To practice eye-hand coordination, page 147 • Napkin Tent: To encourage reflexive grasping, page 150 • Prone Play: To practice grasping an object, page 1511 • In and Out: To practice grasping objects and moving them, page 154 • Magic Surprise: To practice grasping, page 155 • A Round of Applause!: To practice making hands meet at midline, page 159 Toddlers/Twos V2: <ul style="list-style-type: none"> • Brain Clapping: to develop fine motor skills, page 54 • Graduated Nesting: To develop fine motor skills, page 56 • Simple Shape Box: To practice fine motor skills and develop eye-hand coordination, page 66 • Artistry: To develop fine motor skills, page 133 • Eyedropper Play: To develop eye-hand coordination and pincer movements, page 201 • Screw the Top On: To build hand and wrist muscles, page 208
Eye/Hand Coordination 10.5.1.B Use eye and hand coordination to perform a task. <ul style="list-style-type: none"> • Pick up object and place in range of vision 	Infants V1: <ul style="list-style-type: none"> • In and Out Area, page 52 • Pointing: To develop body-part recognition and fine motor skills,

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<ul style="list-style-type: none"> • Pick up and manipulate objects • Attempt to turn pages of a board book using thumb and fingertips • Point to objects <p>10.5.YT.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> • Pick up object and place in range of vision • Pick up and manipulate objects • Attempt to turn pages of a book using thumb and fingertips • Stack toys and blocks • Place objects in containers • Use nesting toys and place on inside another • Point to objects • Manipulate pieces of age-appropriate puzzles <p>10.5.OT.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> • Pick up and manipulate objects • Stack toys and blocks • Place objects in containers • Use nesting toys and place on inside another • Point to objects • Manipulate pieces of a puzzle • Hold book with one hand while turning pages with the other 	<p>page 103</p> <ul style="list-style-type: none"> • Eye follow-ups: To practice eye-hand coordination as the child follow your movements, page 147 • Balls, Balls, Balls! To develop eye movement, page 159 • Batter Up! To develop eye-hand coordination, page 160 • Hitting Two Objects: To bring hands to midline, page 163 • Floating Bubbles: to track movement visually, page 207 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Simple Shape Box: to develop eye-hand coordination, page 67 • Making Marks: To develop fine motor skills, page 146 • Sandpaper and Stubs: To experiment with a variety of textures, page 155 • Stretchy Dough: To experiment with a variety of textures and develop fine motor skills, page 160 • Eyedropper Play: To develop pincer movements and eye-hand coordination, page 201
<p>Use of Tools 10.5.I.C Manipulate basic tools.</p> <ul style="list-style-type: none"> • Attempt to use feeding utensils • Hold basic art implements and make marks on paper <p>10.5.YT.C Use basic tools.</p> <ul style="list-style-type: none"> • Use spoon and fork for eating • Use writing or drawing tools with limited coordination • Use cups to practice pouring <p>10.5.OT.C Use basic tools demonstrating refined skill.</p> <ul style="list-style-type: none"> • Use writing or drawing tools to make recognizable shapes, lines or dots • Use spoon and fork for eating • Use cups to practice pouring • Use safety scissors to make simple snips or cuts • Use child-sized household or classroom tools (e.g. broom, plastic hammer, sponge, cloth) • Use basic tools to manipulate play dough 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Construction Area, page 44 • Batter Up! To develop eye-hand coordination, page 160 • Hitting Two Objects: To bring hands to midline, page 163 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Home Living Learning Center, page 26 • Hat Center, page 29 • Construction Center, page 37 • Transportation Center, page 40 • Grocery Store Center, page 41 • Doctor Center, page 42 • Making Marks: To develop fine motor skills, page 146 • Eyedropper Play: To develop pincer movements and eye-hand coordination, page 201 • One-Piece Puzzles: to develop problem-solving skills and eye-hand coordination, page 204
<p align="center">Social and Emotional Development</p>	<p>ITT Foundations: Attachment/Relationships, pages 204-</p>

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Standard 16.1 Self-Awareness and Self-Regulation	
<p>Regulates Emotions and Behaviors</p> <p>16.1.1.A Demonstrate an emotional response to the environment.</p> <ul style="list-style-type: none"> • Use facial expressions to indicate emotions • Express feelings (e.g. crying, smiling, laughing, cooing) • Self soothe • Show pleasure in familiar surroundings • Withdrawal when over-stimulated <p>16.1.YT.A Demonstrate an emotional response in reaction to an experience.</p> <ul style="list-style-type: none"> • Show joy, pleasure or excitement when new things are learned • Demonstrate a beginning sense of humor • Use body to demonstrate emotions • Imitate other’s emotional reactions • Manage emotions with adult support • Display intense emotions (e.g. temper tantrums, stranger anxiety) <p>16.1.OT.A Make connections between emotions and behavior.</p> <ul style="list-style-type: none"> • Demonstrate an emotional response in reaction to an experience. • Label basic emotions (e.g. happy, sad, mad, scared) • Use pretend play as a way to practice feelings • Answer questions that connect behavior to emotion • State how actions connect to emotions (e.g. “I pound play dough, I’m mad”, “I love you, hug!”) 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Daydream Believer: To feel secure during periods of rest, page 66 • Peek-a-boo: To foster a sense of independence when the child hides, page 74 • Stacking Cups: To enjoy independent play, page 165 • Soothing Music: to learn self-regulation and how to relax when stimulated with music, page 176 • Mirror Face: To experiment with novel objects, page 249 • Social Rituals: To understand how to initiate positive interactions with others, page 251 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • By Myself Learning Space: To begin to respond appropriately to emotions, page 27 • Friend Learning Space: Begin to consider the needs of friend as they play in the area, page 31 • Good Morning! Hello! To develop listening skills, page 319 Hoop Shapes Game: To practice waiting and taking turns, page 348
<p>Influences of Personal Traits</p> <p>16.1. I. B Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult, peer, or object nearby • Engage in exploration of objects within the environment • Accept and reach for objects offered by adult • Seek favorite object or book <p>16.1.YT.B Demonstrate preference for specific objects or activities.</p> <ul style="list-style-type: none"> • Make simple choices • Ask for activity to be repeated • Engage in the same activity over and over • Demonstrate resistance when asked to end an activity they are engaged in <p>16.1.OT.B Communicate preference for people, objects, and</p>	<p>Infants V1:</p> <ul style="list-style-type: none"> • Daydream Believer: To feel secure during periods of rest, page 66 • Hello: To develop a secure attachment with adults, page 68 • Snuggle Buggle, I Love You: To promote bonding and attachment, page 69 • Communicating with the Baby: To build a sense of security that physical needs will be met by a caring adult, page 89 • Talking Together: To feel safe and secure as a result of having emotional needs met, page 93 • Falling in Love: To build a sense of trust and security, page 244 • Nurturing Rituals: To help the child

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<p>activities.</p> <ul style="list-style-type: none"> • Convey ownership of objects and people (e.g. say “that’s mine”, “that’s my mommy”) • Request preferred activity • Show preference for familiar adults • Communicate resistance when asked to end an activity they are engaged in • Engage in the same activity over and over • Communicate choice 	<p>feel secure: page 246</p> <ul style="list-style-type: none"> • Watch the Light Show: To nurture a sense of security and bonding, page 247
<p>Resiliency 16.1.I.C Use comfort of familiar experiences to explore new activities and experiences.</p> <ul style="list-style-type: none"> • Show interest in new experiences (e.g. try new foods) • Reach for and accept new objects with interest • Repeat attempted action for mastery (e.g. standing, falling, and getting back up) <p>16.1.YT.C Repeat familiar activity to gain comfort and confidence.</p> <ul style="list-style-type: none"> • Show pleasure at own actions • Explore environment with interest • Indicate “more” to try something over and over • Repeat challenging tasks or activities many times to achieve mastery • Repeat familiar activity to gain comfort and confidence <p>16.1.OT.C Approach new experiences with confidence.</p> <ul style="list-style-type: none"> • Show confidence and pleasure in the completion of a task or activity • Demonstrate pride in completed accomplishments • Attempt a teacher-suggested alternate solution to accomplish a task 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Daydream Believer: To feel secure during periods of rest, page 66 • Hello: To develop a secure attachment with adults, page 68 • Snuggle Buggle, I Love You: To promote bonding and attachment, page 69 • Communicating with the Baby: To build a sense of security that physical needs will be met by a caring adult, page 89 • Talking Together: To feel safe and secure as a result of having emotional needs met, page 93 • Falling in Love: To build a sense of trust and security, page 244 • Nurturing Rituals: To help the child feel secure: page 246 • Watch the Light Show: To nurture a sense of security and bonding, page 247 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • All Around the Town: to develop social-emotional awareness, page 280 • Feelings: To develop an awareness of different emotions, page 282 • How Do You Feel Today: To develop an awareness of different emotions, page 286 • Lots of TLC: To develop nurturing skills, page 288 • Rock-a-Bye Baby: To develop a sense of trust, page 292
<p>Goal Setting 16.1.OT.D Establish goals independently.</p> <ul style="list-style-type: none"> • Make simple choices • Set and discuss goals for play and activities when asked 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Funny Booties: To grasp or reach for objects of interest, page 149 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Look What I Can Do: To develop confidence and encourage creative expression, page 173

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<p>Identity Development 16.1.I.E Respond to self in mirror.</p> <ul style="list-style-type: none"> • Move toward mirrors in the environment • Smile when held to a mirror • Coo when looking in mirror • Point to and babble at self in mirror <p>16.1.YT.E Convey ownership of objects and people.</p> <ul style="list-style-type: none"> • Say “mine” • Take object from peer and adult • Collect objects • Display possessiveness or jealousy towards others • Demonstrate resistance when asked to end an activity they are engaged in <p>16.1.OT.E Use language that indicates knowledge of self.</p> <ul style="list-style-type: none"> • Use words that mean self when speaking (e.g. “Me do it”, “I can”) • Tell stories about self • Relate personal experiences to other experiences 	<ul style="list-style-type: none"> • I Can Do It Myself: To develop self help skills, page 203 <p>Infants V1:</p> <ul style="list-style-type: none"> • The Blowing Game: To develop the baby’s awareness of his body parts, page 66 • The Body Chant: To begin to identify body parts, page 95 • Where’s Your Nose?: To develop an understanding of vocabulary related to body parts, page 105 • Baby Faces Book: To develop recognition of body parts, page 243 • You Are Special: To build self-esteem and a sense of accomplishment, page 248 • My Time: To build self-esteem and sense of security, page 250 • Silly Antics: To express emotions, page 255 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Puppy Sounds: To develop and awareness of emotions, page 62 • Look What I Can Do: To develop confidence, page 173 • I Like My Clothes that I Am In: Self awareness, page 186 • Feelings: To develop an awareness of different emotions, page 282 • Finger-paint Happy Faces: To develop an awareness of different emotions, page 283
<p>Standard 16.2 Establishing and Maintaining Relationships</p>	
<p>Relationships: Trust and Attachment 16.2.I.A Show affection and bond with familiar adults.</p> <ul style="list-style-type: none"> • Respond and attend to adult’s interactions • Accept physical comfort and respond to cuddling • Seek to be near familiar adults • Display recognition of trusted adults <p>16.2.YT.A Use trusted adult as a secure base from which to explore the environment.</p> <ul style="list-style-type: none"> • Watch adults for their response to actions • Use gestures and simple words to express need to trusted adults for comfort • Respond and attend to adult’s interactions • Seek to be near familiar adults • Display apprehension when an unfamiliar adult comes near • Seek attention from trusted adults 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Daydream Believer: To feel secure during periods of rest, page 66 • Hello: To develop a secure attachment with adults, page 68 • Snuggle Buggle, I Love You: To promote bonding and attachment, page 69 • Communicating with the Baby: To build a sense of security that physical needs will be met by a caring adult, page 89 • Talking Together: To feel safe and secure as a result of having emotional needs met, page 93 • Falling in Love: To build a sense of trust and security, page 244 • Nurturing Rituals: To help the child

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<p>16.2.OT.A Develop relationships that extend beyond trusted adults.</p> <ul style="list-style-type: none"> • Engage in reciprocal conversation with familiar peer and adults • Respond to familiar adult’s questions and directions • Demonstrate appropriate affection for familiar adults and peers • Seek out companionship from another child • Use words denoting friendship • Ask a child to play (e.g. “Do you want to make a block house with me?”) • Play cooperatively with a few peers for a short period of time • Show interest in unfamiliar adults • Demonstrate increasing ability to separate from trusted adults without distress 	<p>feel secure: page 246</p> <ul style="list-style-type: none"> • Watch the Light Show: To nurture a sense of security and bonding, page 247 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • All Around the Town: to develop social-emotional awareness, page 280 • Feelings: To develop an awareness of different emotions, page 282 • How Do You Feel Today: To develop an awareness of different emotions, page 286 • Lots of TLC: To develop nurturing skills, page 288 • Rock-a-Bye Baby: To develop a sense of trust, page 292
<p>Diversity 16.2. I.B Notice differences in others.</p> <ul style="list-style-type: none"> • React to something unfamiliar (e.g. scent, appearance, dress, voice, touch) • Attempt to touch face or hair of peer • Cry when unfamiliar adult approaches <p>16.2. YT. B Recognize similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home) • Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up) • Attempt to touch face or hair of peer • Cry when unfamiliar adult approaches <p>16.2. OT.B Communicate about similarities and differences between self and others.</p> <ul style="list-style-type: none"> • Make drawings of people including self portraits • Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home) • Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up) 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Housekeeping Area, page 40 • Construction Area, page 52 • In and Out Area, page 52 • Grocery Store, page 41 • Family Area, page 54 • We Are the World: To expose infants to sounds not characteristic of their native language, page 93 • Second Language Sing-Along: To expose the infant to other languages, page 182 • Baby Faces Book: To distinguish facial expressions and to develop recognition of body parts, page 241 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Home Living Center, page 46 • Transportation Center, page 40 • Bonjour and Buenos Dias: To develop vocabulary and oral language skills, page 82 • All Around the Town: To develop social-emotional awareness and oral language skills, page 280 • Part of the Community: To develop a sense of trust and belonging, page 291
<p>Communication 16.2.I.C Use sounds and gestures as a form of reciprocal communication.</p> <ul style="list-style-type: none"> • Reference 1.5.I.A <p>16.2.YT.C Use sounds, gestures and words as a form of reciprocal</p>	<p>LED Foundations: Communications, pages 190-201</p> <p>Infants V1:</p> <ul style="list-style-type: none"> • I Communicate Area, page 31 • Always Talking: To build receptive language, page 87

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<p>communication.</p> <ul style="list-style-type: none"> Reference 1.5.YT.A <p>16.2.OT.C</p> <p>Engage in reciprocal conversations and interactions with peers and adults.</p> <ul style="list-style-type: none"> Reference 1.5.OT.A 	<ul style="list-style-type: none"> Communicating with Baby: To build a sense of security that physical needs will be met by a caring adult, page 89 Talking Together: To further develop oral language skills, page 93 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> Good Morning to You! To develop oral language skills, page 87 Let’s Talk: To develop language skills, page 92 The Singsong Game: To develop language skills, page 99
<p>Managing Interpersonal Conflicts</p> <p>Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> Cry or use inappropriate action to express frustration <p>16.2. YT. D.</p> <p>Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> Cry or use inappropriate action to express frustration Use some language to express emotion (e.g. “no,” “mine”) <p>16.2. OT.D.</p> <p>Communicate about a conflict and seek help to solve.</p> <ul style="list-style-type: none"> Use language to express emotion and describe needs (e.g. “I want that block,” “Hey, that’s mine”) With adult support, engage in simple conflict resolution strategies (e.g. turn taking, redirection) Ask adult to intervene 	<p>LED Foundations:</p> <ul style="list-style-type: none"> Handling Behavior, page 37-42 Behaviors of Infants, Toddlers, and Two-year-olds in Group Settings, page 208-220
<p>Support: Asking for Help</p> <p>16.2. I.E</p> <p>Indicate needs through vocalizations and body movements.</p> <ul style="list-style-type: none"> Cry to express need Point and move towards desired object Use basic sign language to indicate need <p>16.2.Y.T. E</p> <p>Communicate needs.</p> <ul style="list-style-type: none"> Cry to express need Point and move towards desired object Use basic language to indicate need (e.g. “mine,” basic signs) Use gestures to indicate need <p>16.2.O.T. E</p> <p>Ask for help when needed.</p> <ul style="list-style-type: none"> Attempt tasks independently before asking for help Recognize when help is needed Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers) Ask for adult help to solve a problem or to complete a 	<p>Infants V1:</p> <ul style="list-style-type: none"> I Communicate Area, page 31 Communicating with Baby: To build a sense of security that physical needs will be met by a caring adult, page 89

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task	
Standard 16.3 Decision Making and Responsibility	
<p>Decision Making Skills 16.3.1.A Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult ,peer, or object nearby • Engage in exploration of objects within the environment • Accept and reach for objects offered by adult • Seek favorite object or book <p>16.3.YT.A Make simple choices.</p> <ul style="list-style-type: none"> • Choose between two options provided by adult • Seek favorite object or activity <p>16.3.OT.A Recognize the consequences of choices.</p> <ul style="list-style-type: none"> • Make simple choices • Discuss consequences of choices • Seek reinforcement for behavior • Test limits set by adults 	<p>LED Foundations:</p> <ul style="list-style-type: none"> • Handling Behavior, page 37-42 • Behaviors of Infants, Toddlers, and Two-year-olds in Group Settings, page 208-220 <p>Infants V1:</p> <ul style="list-style-type: none"> • I Communicate Area, page 31 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Sharing Books: To encourage interest I books, page 124
<p>Understanding Social Norms (Social Identity) 16.3.1.B Respond to adult guidance about behavior.</p> <ul style="list-style-type: none"> • Smile when acknowledged for positive behavior • Stop behavior when told “no” or “stop” • Look at adult before repeating a behavior <p>16.3.YT.B Demonstrate basic understanding of rules.</p> <ul style="list-style-type: none"> • Understand one word rules such as “no” or “stop” • Indicate that a behavior should not be done by saying “no, no” • Test limits • Follow simple rules with adult guidance <p>16.3.OT.B Follow basic rules.</p> <ul style="list-style-type: none"> • Put toys away at clean-up time • Keep toys in a specific location • Join group for circle time • Test limits • Demonstrate autonomy by saying “no” but will cooperate with teacher guidance • Respond appropriately when adult identifies an unsafe practice 	<p>Infants V1:</p> <ul style="list-style-type: none"> • I Communicate Area, page 31 • Put Your Finger In the Air: To develop listening skills, page 181 • Make a Funny Face: To encourage communication, page 245
<p>Responsible Active Engagement: Empathy 16.3.1.C React to others’ expressions of emotion.</p> <ul style="list-style-type: none"> • Show interest in another child (e.g. touch or pat on back) • Begin to cry or show distress when another child is 	<p>Infants V1:</p> <ul style="list-style-type: none"> • Social Rituals: To understand how to initiate positive interactions with others, page 251 <p>Toddlers/Twos V2:</p> <ul style="list-style-type: none"> • Friends Learning Space, page 31

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<p>crying</p> <ul style="list-style-type: none"> • Smiles and turns head to look at a person when laughing <p>16.3.YT.C</p> <p>Engage in empathy and compassion in some situations.</p> <ul style="list-style-type: none"> • Attempt to soothe another who is distressed • Hand another child an object when he/her notices him/her looking at it • Give hugs <p>16.3.OT.C</p> <p>Demonstrate empathy and compassion for others.</p> <ul style="list-style-type: none"> • Tell or indicate that another child appears to be distressed • Recognize and name others' feelings • Help a child with a task (e.g. clean up) • Attempt to soothe another who is distressed • Engage in signs of affection (e.g. hand holding, hugs) 	<ul style="list-style-type: none"> • Learning with Play: To participate in early social and emotional experiences, page 59 • Puppy Sounds: To develop awareness of emotions, page 62 • Feelings: To develop awareness of different emotions, page 282