



Tennessee Early Learning Developmental Standards Aligned with Learn Every Day: Infant, Toddlers, and Twos

Sample Learn Every Day Resources, Activities and Objectives are included for each of the Tennessee Early Learning Developmental Standards. This is not meant to be an all inclusive list from the LED Curriculum.

Approaches to Learning

Engages and Interacts

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
AL.0-12.1 Interact with caregiver in a playful manner. Look into caregivers eyes;	LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations:	AL.13-24.1 Interact with familiar people and a variety of materials in a playful manner.	LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations:	AL.25-36.1 Interact with other children in a playful manner. Begin to play near other children;	LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations:

<p>coo; smile during routines; touch caregiver's face as if examining the features; squeals when happy.</p>	<p><i>Curiosity and Eagerness, page 223</i> LED Foundations: Wonder and Delight, page 230</p> <p>LED Vol 1: Learning Spaces; page 17 LED Vol 1: Hello, World! Learning Spaces for Young Infants; page 20 LED Vol 1: Learning Spaces: Modifications for Infants with Special Needs; page 58 LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59 LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Ah, Boo! Page 242: To begin responding to familiar voices Baby Boop, page 242: To begin to develop social interaction skills</p>	<p>Throw ball; shake rattle or keys; laugh at musical or talking toy; play Peek-A-Boo or Pat-a-Cake with familiar caregiver.</p>	<p><i>Curiosity and Eagerness, page 223</i> LED Foundations: Wonder and Delight, page 230</p> <p>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22 LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</p> <p>Baby Basketball, page 52: To learn games with simple rules Learning with Play, page 59: To participate in early social and emotional experiences All around the Town, page 280: To develop social-emotional awareness Chair Lineup, page 281: To develop social skills Friendship Chain, page 284: To develop a sense of belonging</p>	<p>imitate the play of another child; play simple interactive games like rolling a ball to one another.</p>	<p><i>Curiosity and Eagerness, page 223</i> LED Foundations: Wonder and Delight, page 230</p> <p>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33 LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</p> <p>Learning with Play, page 59: To participate in early social and emotional experiences Chair Lineup, page 281: To develop social skills Hand Puppets, page 285: To build social skills Share the Music, page 294: To develop socialization skills Color Game, page 300: To experience social interactions</p>
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	<p>Baby Faces Book, page 243: To distinguish facial expressions</p> <p>Falling in Love, page 244: To build a sense of trust and security</p> <p>Gentle Touch, page 244: To encourage sensory awareness</p> <p>Gotcha! Page 249: To build anticipation for enjoyable social interactions</p> <p>Personal Clapping Game, page 250: To anticipate positive social interactions with an adult</p> <p>Social Rituals, page 251: To understand how to initiate positive interactions with others</p> <p>Can You Copy Me? Page 252: To build an understanding of reciprocity</p>		<p>Hand Puppets, page 285: To build social skills</p> <p>Mine and Yours, page 290: To begin to develop an understanding of possession</p> <p>Share the Music, page 294: To develop socialization skills</p>		<p>Hoop Shapes Game, page 348: To practice waiting and taking turns</p> <p>Trash, Trash Everywhere, page 366: To develop social skills</p> <p>The Greenhouse, page 371: To develop social skills</p> <p>My Tail, page 392: To engage in dramatic play</p>
<p>AL.0-12.2 Show awareness of familiar items in her environment. Kick feet when</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p>	<p>AL.13-24.2 Begin to self-select play activities to support own curiosity and to</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p>	<p>AL.25-36.2 Self-select play activities to support own curiosity and to</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p>

<p>placed beneath a floor gym; reach for a rattle or other toy, smile when caregiver holds toy up; crawl or scoot towards items of interest.</p>	<p>LED Foundations: <i>Curiosity and Eagerness, page 223</i> LED Foundations: <i>Wonder and Delight, page 230</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with Special Needs; page 58</i> LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i> LED Vol 1: <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Follow the Action, page 67: To build attention Where Did It Go? Page 70: To stimulate vision by drawing</p>	<p>engage in pretend and imaginative play. Growl or bark while playing with toy animal; imitate sounds of animals or machines in the environment (make car sounds while playing with car).</p>	<p>LED Foundations: <i>Curiosity and Eagerness, page 223</i> LED Foundations: <i>Wonder and Delight, page 230</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i> LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p> <p>What's in the Drawer? Page 73: To cultivate natural curiosity Animal Talk! Page 81: To develop oral language skills The Cow Says, "Moo", page 84: To develop oral language skills Hello! Who's There? Page 88: To encourage the beginnings of dramatic play What's in the Box?</p>	<p>engage in pretend and imaginative play. Use pots and pans to "cook"; pretend to be "mommy" or "daddy" in dramatic play; enjoy wearing mom or dad's shoes or carrying a purse.</p>	<p>LED Foundations: <i>Curiosity and Eagerness, page 223</i> LED Foundations: <i>Wonder and Delight, page 230</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</i></p> <p>Color Picnic, page 307: To improve oral language skills Fishing for Colors, page 309: To develop fine and gross motor skills Farm Scene, page 322: To develop vocabulary Cooking with Numbers, page 337: To develop social skills In the Kitchen, page 356: To begin to</p>
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	<p>attention to an object Can you Remember? Page 71: To enable an infant to begin to develop memory skills Chip-Can Scarves, page 72: To practice the concept of object permanence Mirror Face, page 249: to experiment with novel objects</p>		<p>Page 102: To encourage curiosity Caps for Sale; page 113: To encourage dramatic play Animal Slippers, page 213: To encourage dramatic play Look What I Can Do, page 287: To develop social skills</p>		<p>identify shapes Animal Safari, page 387: To participate in dramatic play My Tail, page 392: To engage in dramatic play</p>
<p>AL.0-12.3 Demonstrate some awareness of familiar people and activities. May squeal and wiggle when hearing familiar song; turn head or try to reposition body after hearing caregiver’s voice; experiment to see if kicking or grabbing at toy will cause a sound.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Curiosity and Eagerness, page 223</i> LED Foundations: <i>Wonder and Delight, page 230</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with</i></p>	<p>AL.13-24.3 Demonstrate an <u>emerging</u> awareness of the connection between prior and new knowledge. Place and replace rings on nesting ring toy; pull apart and pop together pop beads; feed a baby doll a bottle.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Curiosity and Eagerness, page 223</i> LED Foundations: <i>Wonder and Delight, page 230</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i> LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</i></p>	<p>AL.25-36.3 Demonstrate an increasing awareness of the connection between prior and new knowledge. Complete a puzzle without assistance after receiving help from an adult first or second time; change position of a block when tower falls initially; begin to declare independence (“I do it,” “do it</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Curiosity and Eagerness, page 223</i> LED Foundations: <i>Wonder and Delight, page 230</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and</i></p>

	<p><i>Special Needs; page 58</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Who Am I? Page 70: To foster a sense of attachment</p> <p>Ah, Boo! Page 242: To begin responding to familiar voices</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Baby Faces Book, page 243: To distinguish facial expressions</p> <p>Personal Clapping Game, page 250: To anticipate positive social interactions with an adult</p> <p>Social Rituals, page 251: To practice social greetings</p>		<p><i>page 32</i></p> <p>Behind the Flap, page 53: To develop problem-solving skills</p> <p>Pulling Strings, page 61: To develop problem-solving skills</p> <p>Simple Shape Box, page 66: To develop eye-hand coordination</p> <p>Things that Roll, page 69: To develop critical thinking skills</p> <p>Tubes Inside Tubes, page 72: To develop problem-solving skills</p> <p>Cup Stacking, page 200: To develop spatial reasoning</p> <p>Fill and Spill bottles, page 202: To develop eye-hand coordination</p> <p>One-Piece Puzzles, page 204: To develop problem-solving skills</p> <p>Screw the Top On, page 208: To develop problem-solving skills</p> <p>Wrap It Up, page 212: To develop problem-solving skills</p> <p>Look What I Can Do, page 287: To develop social skills</p>	<p>myself.”)</p>	<p><i>Twos with Special Needs; page 44</i></p> <p>Building with Color, page 305: To explore stacking and fitting one item inside another</p> <p>Color Walk, page 308: To begin learning color recognition</p> <p>Follow that Animal, page 323: To observe and mimic movements</p> <p>Counting Containers, page 338: To develop one-on-one correspondence</p> <p>Sock Sort, page 344: To develop one-to-one correspondence</p> <p>Animal Dance, page 346: To begin to recognize shapes</p> <p>In the Kitchen, page 356: To engage in dramatic play</p>
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	<p>Class Photo Book, page 253: To develop a sense of affiliation with the group</p> <p>Feelings, page 253: To build social skills</p> <p>Transitional Photos, page 256: To build a sense of belonging</p>				
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Flexibility and Inventiveness

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>AL.0-12.4 Demonstrate emerging ability to transition from one thing to another with little protest. Allow caregiver to interrupt an activity to perform a routine as long as the caregiver notifies in advance.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with</i></p>	<p>AL.13-24.4 Attempt new things with adult support. Touch and experiment with different textures; taste a new food; climb up stairs.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i> LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</i></p>	<p>AL.25-36.4 Attempt new things with excitement and anticipation. Show excitement when a new toy is presented; want to be “first” to try something new.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: <i>Adapting Learning Spaces for</i></p>

	<p><i>Special Needs; page 58</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Communicating with the Baby, page 89: To build a sense of security that physical needs will be met by a caring adult</p> <p>Mouth Sounds, page 91: To introduce reciprocity in conversations</p> <p>Talking Together, page 93: To feel safe and secure as a result of having emotional needs met</p> <p>Echo Me, Echo You, page 95: To understand the concept of reciprocity in learning to communicate</p> <p>Routine</p>		<p><i>page 32</i></p> <p>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</p> <p>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</p> <p>What's in the Drawer? Page 73: To explore using the senses</p> <p>Brightest Chalk Scribbles, page 133: To explore using different media</p> <p>Clay Tray, page 135: To explore clay or playdough</p> <p>Fruity Dough, page 142: To explore materials using the sense of smell</p> <p>Holler Tubes, page 170: To experiment with sound</p> <p>Bath Time for Dolly, page 227: To explore sensory experiences</p> <p>Floating Islands, page 229To explore</p>		<p><i>Older Toddlers and Twos with Special Needs; page 44</i></p> <p>Building with Color, page 305: To explore stacking and fitting one item inside another</p> <p>Farm Scene, page 322: To enjoy creative expression</p> <p>Fun with Drums, page 354: To enjoy music</p> <p>In the Kitchen, page 356: To engage in dramatic play</p> <p>Shape Float, page 359: To explore at the water table</p> <p>Flower Gazing, page 363: To develop an appreciation of flowers</p> <p>Collage Treasures, page 368: To learn about objects from nature and how the Earth is filled with beautiful things</p> <p>My Tail, page 392: To engage in dramatic play</p>
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	<p>Conversation, page 97: To continue developing listening and language comprehension skills</p> <p>Dangling Beach Toy, page 146: To practice reciprocity in a social context</p> <p>Humming and Body Contact, page 173: To feel comfortable and safe in her surroundings.</p> <p>Soothing Music, page 176: To learn self-regulation and how to relax when stimulated with music</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Changes, page 252: To practice the concept of cause and effect</p>		<p>sensory materials</p> <p>It Feels Sticky, page 230: To explore items using the senses</p> <p>Sensory Books, page 237: To explore textures using the sense of touch</p> <p>Sensory Exploration Bottles, page 239: To explore visual stimuli</p> <p>Tape, page 245: To explore a variety of textures</p>		
<p>AL.0-12.5 Begin to explore materials by mouthing, touching and throwing. May shake a rattle and</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p> <p>LED Foundations:</p>	<p>AL.13-24.5 Begin to ask simple questions. Use simple statements such as "Doing?" "Going?" "What?".</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p> <p>LED Foundations:</p>	<p>AL.25-36.5 Demonstrate emerging ability to ask questions for information or clarification. What</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p> <p>LED Foundations:</p>

<p>then throw it; put blocks in mouth; chew on edges of board book.</p>	<p><i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i></p> <p>LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i></p> <p>LED Vol 1: <i>Learning Spaces: Modifications for Infants with Special Needs; page 58</i></p> <p>LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Baby Lotion Hand Massage, page 204: To increase awareness of the sense of touch</p> <p>Bouncy Bounce, page 205: To build sensory awareness</p> <p>Goo Bag, page 212: To experience various</p>		<p><i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i></p> <p>LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p> <p>Changing Sounds, page 83: To develop oral language skills</p> <p>Copycat Language, page 84: To develop vocabulary</p> <p>Hello! Who's There? Page 88: To develop language skills</p> <p>What's in the Box? Page 102: To develop vocabulary</p> <p>Where's the Chick? Page 103: To develop language skills</p>	<p>doing? Where going? Why?</p>	<p><i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i></p> <p>LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</i></p> <p>Changing Sounds, page 83: To develop oral language skills</p> <p>Copycat Language, page 84: To develop vocabulary</p> <p>Hello! Who's There? Page 88: To develop language skills</p> <p>What's in the Box? Page 102: To develop vocabulary</p> <p>Where's the Chick? Page 103: To develop language skills</p>
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	<p>textures</p> <p>Sensory Tub, page 213: To explore and experience messy play materials</p> <p>Sticky Floor, page 214: To experience different types of texture</p> <p>Teething Toy Collection, page 215: To develop oral motor skills</p> <p>Texture Nest, page 216: To explore textures with the whole body</p>				
<p>AL.0-12.6 Demonstrate emerging awareness of the properties of materials. Explore textures, sounds and weight of items by banging, dropping and throwing them.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p> <p>LED Foundations: <i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i></p> <p>LED Vol 1: <i>Hello,</i></p>	<p>AL.13-24.6 Use materials in ways other than originally intended. Use toy banana as a telephone; use spoon to bang on table like a drum.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p> <p>LED Foundations: <i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 2: <i>Here I Come! Learning</i></p>	<p>AL.25-36.6 Invent uses for materials other than originally intended. Use blocks as play food; use tub or container as a baby bed; use clothes basket as a house.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i></p> <p>LED Foundations: <i>Approaches to Learning, page 222</i></p> <p>LED Foundations: <i>Imagination, Creativity, and Invention, page 229</i></p> <p>LED Vol 2: <i>See Me Explore! Learning</i></p>

	<p><i>World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: Learning Spaces: Modifications for Infants with Special Needs; page 58 LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59 LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Compartments, page 72: To develop awareness of size relationships Who Is Under the Scarf? Page 75: To experiment with different colors and show preferences A Place for the Animals, page 76: To encourage experience with relationships of size and space Napkin Rings, page 78: To discover the</p>		<p><i>Spaces for Young Toddlers; page 22</i> LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</p> <p>Behind the Flap, page 53: To promote an awareness of doing things more than one way Hello! Who's There? Page 88: To encourage the beginnings of dramatic play Caps for Sale; page 113: To encourage dramatic play Brightest Chalk Scribbles, page 133: To encourage creative expression Collage, page 135: To develop the child's sense of creativity Foil Squeezing, page 142: To experiment with various media to develop creative skills Bounce, Bounce, Bounce, page 165: To encourage creative</p>		<p><i>Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</p> <p>Junk Flowers, page 311: To develop fine motor skills Name that Shape, page 349: To learn how to spot shapes in everyday objects In the Kitchen, page 356: To engage in dramatic play Trash to Treasure, page 375: To explore using recyclable materials to create My Tail, page 392: To engage in dramatic play</p>
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	<p>properties of round things-especially that they can roll away</p> <p>Baby Talk, page 88: To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p>Stocking Balls, page 157: To practice throwing</p> <p>Fast and Slow Rhythms, page 184: To increase and enhance spatial-temporal reasoning</p> <p>Satin Feels Good, page 209: To interact with various textures</p> <p>Texture Crawl, page 218: To explore new environmental stimuli</p> <p>Rain on Me, page 226: To experience rain</p>		<p>expression</p> <p>Kitchen Band, page 171: To develop creative expression</p> <p>Shadow Play, page 178: To encourage creative expression</p> <p>Box Car Painting, page 199: To encourage dramatic play</p>		
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Problem Solving

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
AL.0-12.7 With <u>prompting</u> and	<i>LED Foundations: Approaches to Learning; page 118</i>	AL.13-24.7 Begin to identify a	<i>LED Foundations: Approaches to LED Foundations:</i>	AL. 25-36.7 Identify a problem	<i>LED Foundations: Approaches to Learning; page 118</i>

<p>support show awareness of people and things in his environment. Show interest when caregiver talks or sings to him; turn to look at caregiver when caregiver's voice is heard; turn to find familiar noise from CD player or door opening.</p>	<p>LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Confidence, Risk Taking and Problem Solving, page 225</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with Special Needs; page 58</i> LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i> LED Vol 1: <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Follow the Action, page 67: To build attention Where Did It Go? Page 70: To stimulate</p>	<p>problem. Cry or protest when caregiver stops an enjoyable activity; smile when caregiver smiles; repeat an action that makes her caregiver smile or laugh.</p>	<p><i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Confidence, Risk Taking and Problem Solving, page 225</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i> LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p> <p>All around the Town, page 280: To develop social-emotional awareness Feelings, page 282: To develop socialization skills Finger paint Happy Faces, page 283: To develop an awareness of different emotions How Do You Feel Today? Page 286: To</p>	<p>and try to solve it. Try to push steps up to sink to wash hands; change position of shape in shape sorter to make it fit; push toy away from edge of shelf when sees it is about to fall.</p>	<p>LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Confidence, Risk Taking and Problem Solving, page 225</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</i></p> <p>All around the Town, page 280: To develop social-emotional awareness Feelings, page 282: To develop socialization skills Finger paint Happy Faces, page 283: To develop an awareness of different emotions How Do You Feel Today? Page 286: To</p>
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	<p>vision by drawing attention to an object Who Am I? Page 70: To foster a sense of attachment From Babbling to Words, page 91: To learn to study faces Dangling Beach Toy, page 146: To practice reciprocity in a social context Prone Play, page 151: To practice grasping an object Satin Streamers, page 152: To practice grasping and object when it is placed in the hand Humming and Body Contact, page 173: To respond to a comforting voice Ah, Boo! Page 242: To begin responding to familiar voices Rock the Baby, page 246: To simulate the vestibular system</p>		<p>develop an awareness of different emotions Important Play, page 287: To develop critical-thinking skills Look What I Can Do, page 287: To develop critical thinking skills Working Together, page 296: To develop critical-thinking skills</p>		<p>develop an awareness of different emotions Important Play, page 287: To develop critical-thinking skills Look What I Can Do, page 287: To develop critical thinking skills Working Together, page 296: To develop critical-thinking skills</p>
AL.0-12.8 Show emerging awareness of	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations:</p>	AL.13-24.8 Show increasing awareness of his	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations:</p>	AL.25-36.8 Begin to intentionally affect his	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations:</p>

<p>his/her effect on her environment. <u>Vocalizes</u> to get the attention of caregiver; show understanding that her facial expressions are often imitated by caregiver (smiles and expects a smile from an adult); react to caregivers facial expressions(frowns when caregiver frowns).</p>	<p><i>Approaches to Learning, page 222</i> LED Foundations: Confidence, Risk Taking and Problem Solving, page 225</p> <p>LED Vol 1: Learning Spaces; page 17 LED Vol 1: Hello, World! Learning Spaces for Young Infants; page20 LED Vol 1: Learning Spaces: Modifications for Infants with Special Needs; page 58 LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59 LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>The Blowing Game, page 66: To encourage social interactions with adults Follow the Action,</p>	<p>effect on his environment. Pull at caregiver’s leg and point to favorite nap item in cubby; say “more” when cup is empty; may indicate when diaper is wet or soiled.</p>	<p><i>Approaches to Learning, page 222</i> LED Foundations: Confidence, Risk Taking and Problem Solving, page 225</p> <p>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22 LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</p> <p>Behind the Flap, page 53: To promote an awareness of doing things more than one way Dressing Talk, page 85: To develop oral language skills I Can Do It Myself, page 203: To develop critical-thinking skills Bath Time for Dolly, page 227: To develop oral language and vocabulary skills Feelings, page 282:</p>	<p>environment. Shake or bang toys to hear the sound; push buttons or switch on toy to see lights, move chair to sit by favorite person.</p>	<p><i>Approaches to Learning, page 222</i> LED Foundations: Confidence, Risk Taking and Problem Solving, page 225</p> <p>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33 LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</p> <p>Behind the Flap, page 53: To promote an awareness of doing things more than one way Dressing Talk, page 85: To develop oral language skills I Can Do It Myself, page 203: To develop critical-thinking skills Bath Time for Dolly, page 227: To develop oral language and</p>
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	<p>page 67: To help a baby learn to distinguish features on a face</p> <p>Communicating with the Baby, page 89: To simulate awareness of sounds</p> <p>Mouth Sounds, page 91: To introduce reciprocity in conversations</p> <p>Echo Me, Echo You, page 95: To understand the concept of reciprocity in learning to communicate</p> <p>Ah, Boo! Page 242: To begin responding to familiar voices</p> <p>Baby Faces Book, page 243: To distinguish facial expressions</p> <p>Mirror Face, page 249: To experiment with novel objects</p> <p>Can You Copy Me? Page 252: To imitate the actions of others</p>		<p>To develop socialization skills</p> <p>Look What I Can Do, page 287: To develop critical thinking skills</p>		<p>vocabulary skills</p> <p>Feelings, page 282: To develop socialization skills</p> <p>Look What I Can Do, page 287: To develop critical thinking skills</p>
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Persistence

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>AL.0-12.9 Begin to pay attention to familiar sounds, activities and people. Look at toy for several seconds; watch another person with interest; roll over or scoot to reach for object; kick at toy gym repeatedly.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Attention, Effort and Persistence, page 227</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with Special Needs; page 58</i> LED Vol 1: <i>Brain</i></p>	<p>AL.13-24.9 <u>Recognize and respond to familiar sounds, activities and people.</u> Show excitement when caregiver announces a favorite activity; begin dancing when a familiar song is played</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Attention, Effort and Persistence, page 227</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i> LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p>	<p>AL.25 –36.9 Demonstrate increasing interest in familiar activities. Sit down on floor for “book time”; take seat at table when teacher puts out art materials; line up at door when outside time is announced.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Attention, Effort and Persistence, page 227</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special</i></p>

	<p><i>Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Follow the Action, page 67: To build attention</p> <p>Look into My Eyes, page 69: To promote memory development</p> <p>Where Did It Go? Page 70: To stimulate vision by drawing attention to an object</p> <p>What Is Under the Material? Page 75: To learn about object permanence</p> <p>Tell Me a Story, page 98: To practice listening skills</p> <p>Loud and Soft, page 118: To build early listening skills</p> <p>Play a Soft Musical Instrument, page 175: To listen by tracking or locating the source of a sound</p>		<p>Feelings, page 282: To develop socialization skills</p> <p>Friendship Chain, page 284: To develop a sense of belonging</p> <p>Lots of TLC, page 288: To develop nurturing skills</p> <p>Oh, My Goodness! Oh, My Gracious! Page 290: To develop socialization skills</p> <p>Push the Trucks, page 291: To develop socialization skills</p> <p>Share the Paper, page 293: To develop the concept of sharing</p> <p>Share the Music, page 294: To develop socialization skills</p>		<p><i>Needs; page 44</i></p> <p>Barnyard Buddies, page 321: To learn about animals found on a farm</p> <p>Farm Scene, page 322: To enjoy creative expression</p> <p>Five Little Kites, page 331: To learn numbers through fingerplay</p> <p>Mystery Box, page 341: To feel the shapes of numbers in the box</p> <p>In the Kitchen, page 356: To engage in dramatic play</p>
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<p>AL.0-12.10 Become involved in familiar activities. Turn pages of book awkwardly, having difficulty with separating pages but succeeds after several tries; repeatedly pull up to table to stand, even after falling several times.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Attention, Effort and Persistence, page 227</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with Special Needs; page 58</i> LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i> LED Vol 1: <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Noisy Dumping, page 73: To practice both</p>	<p>AL.13-24.10 Show increasing involvement in familiar activities. Play with favorite toy for longer periods of time; choose and look at pages of book</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Attention, Effort and Persistence, page 227</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i> LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p> <p>Baby Basketball, page 52: To explore the concept of size Learning with Play, page 59: To participate in early social and emotional experiences Shoes for Fun, page 65: To develop critical thinking skills What's in the</p>	<p>AL.25-36.10 Play with favorite toy, repeating actions over and over. Fill container with blocks only to intentionally dump it and refill; put together puzzle, dump pieces and put together again.</p>	<p>LED Foundations: <i>Approaches to Learning; page 118</i> LED Foundations: <i>Approaches to Learning, page 222</i> LED Foundations: <i>Attention, Effort and Persistence, page 227</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</i></p> <p>Building with Color, page 305: To explore stacking and fitting one item inside another My favorite Color Collage, page 313: To explore materials in a single color Follow that Animal,</p>
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	<p>gross and fine motor skills</p> <p>Napkin Rings, page 78: To discover the properties of round things-especially that they can roll away</p> <p>On and Off, Open and Close, page 78: To begin to understand cause and effect</p> <p>Textured Books, page 121: To provide multisensory experiences with texture</p> <p>Pointing and Identifying, page 128: To build vocabulary</p> <p>Funny Booties, page 149: To grasp or reach for objects of interest</p> <p>Wanna Dance? Page 179: To experience music as a great social activity</p> <p>Water Play, page 210: To interact with an element in the environment</p>		<p>Drawer? Page 73: To cultivate natural curiosity</p> <p>Book Nook, page 112: To encourage emergent literacy skills</p> <p>Caps for Sale; page 113: To encourage dramatic play</p> <p>Happenings in Our Class, page 118: To encourage interests in books</p> <p>Story Participation, page 125: To encourage interest in literacy</p> <p>Brightest Chalk Scribbles, page 133: To encourage creative expression</p> <p>Making Marks, page 146: To experiment with various media to develop creative skills</p>		<p>page 323: To observe and mimic movements</p> <p>My Shape Book, page 358: To develop fine motor skills</p> <p>I Like the Ocean, page 372: To develop listening skills</p> <p>Taking Care of My Little Tree, page 374: To learn about trees</p>
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Social Emotional Development (SE)

Self-awareness (Self-Concept)

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>SE.0-12.1 Begin to express preferences and interests. Show preference for familiar adults (reaches for parent or favorite caregiver); may have strong feelings about what frightens him and may become <u>anxious</u> more easily than before.</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>Hello, page 68: To develop a secure attachment with adults</p> <p>Ah, Boo! Page 242: To begin responding to familiar voices</p> <p>Baby Boop, page 242: To begin to</p>	<p>SE.13-24.1 Show preferences, likes and dislikes. Demonstrate egocentrism (gets upset when things don't go his way) and begin to develop sense of independence (says "me" "mine" "me do" "me go").</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Look What I Can Do, page 173: To develop confidence</p> <p>Feelings, page 282: To develop an awareness of different emotions</p> <p>Look What I Can</p>	<p>SE.25-36.1 Show an emerging sense of self. Has growing sense of separateness; seek and find pride in developing skills that encourage independence (washing own hands, putting on own coat); realize reflection in the mirror is his.</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Good Morning! Hello! Page 319: To develop listening skills</p> <p>Mother-Baby Match, page 327: To practice matching mother animals to their babies</p> <p>Two Hands, One</p>

	<p>develop social interaction skills Baby Faces Book, page 243: To distinguish facial expressions High or Low! Page 245: To develop security with familiar voices When Will the Kisses Come? Page 247: To develop a sense of security with familiar people Gotcha! Page 249: To build anticipation for enjoyable social interactions My Time, page 250: To build self-esteem and a sense of security Take-Home Photo Album, page 255: To build a sense of belonging</p>		<p>Do, page 287: To develop social skills Mine and Yours, page 290: To begin to develop an understanding of possession</p>		<p>Heart, page 334: To learn about the body Fingers Make the Shapes We See, page 353: To develop fine motor skills In the Kitchen, page 356: To engage in dramatic play</p>
<p>SE.0-12.2 Express feelings. Make responses to express how he feels about what is happening and show awareness of how others are feeling (cries when another</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i> LED Foundations: <i>Social and Emotional Development, page 263</i></p>	<p>SE.13-24.2 Express wishes, worries and fears. Express definite preferences for favorite clothing or toys; use “no” frequently; respond to and show preference</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i> LED Foundations: <i>Social and Emotional Development, page 263</i></p>	<p>SE.25-36.2 Demonstrate increased skill in identifying and expressing feelings. Verbally state wants and needs (“I want that” “mine” “I’m</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i> LED Foundations: <i>Social and Emotional Development, page 263</i></p>

<p>child cries, frowns when a caregiver looks sad).</p>	<p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>Follow the Action, page 67: To help a baby learn to distinguish features on a face</p> <p>Family Pictures, page 77: To build the child's sense of belonging</p> <p>Coo and Squeal, page 89: To develop self-expression through a gurgle, coo, or squeal</p> <p>Falling in Love, page 244: To build a sense of trust and security</p> <p>Nurturing Rituals, page 246: To help the child feel secure</p>	<p>for consistent routines and familiar experiences; may express anxiety when separating from parent or caregiver.</p>	<p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Puppy Sounds, page 62: To develop an awareness of emotions</p> <p>All about the Picture, page 81: To develop verbal communication skills</p> <p>Animal Talk! Page 81: To develop oral language skills</p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p> <p>Look What I Can Do, page 173: To develop confidence</p> <p>Washing Fun, page</p>	<p>thirsty"); begin to understand behaviors that hurt self or others (exclaims "no" when another child attempts to hit or bite).</p>	<p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p> <p>Look What I Can Do, page 173: To develop confidence</p> <p>Feelings, page 282: To develop an awareness of different emotions</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Look What I Can Do, page 287: To develop social skills</p>
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	<p>Stress Busters, page 251: To encourage a feeling of security</p> <p>My Friends and Me, page 254: To build spontaneous interaction skills</p> <p>Silly Antics, page 255: To express emotions</p>		<p>274: To develop oral language skills</p> <p>Feelings, page 282: To develop an awareness of different emotions</p> <p>Finger paint Happy Faces, page 283: To develop an awareness of different emotions</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Look What I Can Do, page 287: To develop social skills</p> <p>Mine and Yours, page 290: To begin to develop an understanding of possession</p>		<p>My favorite Color Collage, page 313: To explore materials in a single color</p> <p>Follow that Animal, page 323: To observe and mimic movements</p> <p>My Shape Book, page 358: To develop fine motor skills</p> <p>I Like the Ocean, page 372: To develop listening skills</p> <p>Taking Care of My Little Tree, page 374: To learn about trees</p>
<p>SE.0-12.3 Pay attention and responds to name and images of self. Pay attention to own reflection in mirror and respond to hearing name called.</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <u><i>Social and Emotional Development, page 263</i></u></p> <p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations:</p>	<p>SE.13-24.3 Explore the environment to find out who he is and what he can do. Assert independence in wanting to do tasks on his own, yet often asks for help;</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <u><i>Social and Emotional Development, page 263</i></u></p> <p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations:</p>	<p>SE.25-36.3 Begin to gain a sense of mastery and achievement. Try new experiences; repeat a newly gained skill and seek positive</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <u><i>Social and Emotional Development, page 263</i></u></p> <p>LED Foundations: <i>Developing a Sense of Self, page 264</i></p> <p>LED Foundations:</p>

	<p><i>Learning about Feelings, page 270</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>The Blowing Game, page 66: To develop the baby's awareness of his body parts</p> <p>Coo and Squeal, page 89: To practice hearing the sound of his own voice</p> <p>You Are Special, page 248: To build self-esteem and a sense of accomplishment</p> <p>Transitional Photos, page 256: To build a sense of belonging</p>	<p>can make a choice between two options (blue shirt or white shirt, milk or juice).</p>	<p><i>Learning about Feelings, page 270</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>I Can Do It Myself, page 203: To develop self-help skills</p> <p>Look What I Can Do, page 287: To develop social skills</p> <p>Turning on Lights, page 296: To develop a sense of independence</p>	<p>response for achievements from adult (looks at caregiver after completion of task to see response).</p>	<p><i>Learning about Feelings, page 270</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>I Can Do It Myself, page 203: To develop self-help skills</p> <p>Look What I Can Do, page 287: To develop social skills</p> <p>Turning on Lights, page 296: To develop a sense of independence</p>
<p>SE.0-12.5 Begin to relate to other children. Sit near another child while playing; smile at another child and</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional</i></p>	<p>SE.13-24.5 Begin to test social boundaries. Experience feelings of power and pride; test limits and expectations</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional</i></p>	<p>SE.25-36.5 Show willingness to follow simple rules. Can follow basic group rules and recognizes when a classmate has</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional</i></p>

<p>squeal or fuss when another child approaches.</p>	<p><i>Development, page 263</i> LED Foundations: <i>Developing a Sense of Self, page 264</i> LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i> LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>Ah, Boo! Page 242: To begin responding to familiar voices Baby Boop, page 242: To begin to develop social interaction skills When Will the Kisses Come? Page 247: To recognize familiar voices Gotcha! Page 249: To build anticipation for enjoyable social interactions Social Rituals, page 251: To understand</p>	<p>to find out who is in charge (uses “no” often, gets upset when he doesn’t get his way, and has trouble “sharing”).</p>	<p><i>Development, page 263</i> LED Foundations: <i>Developing a Sense of Self, page 264</i> LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i> LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>All around the Town, page 280: To develop social-emotional awareness Feelings, page 282: To develop an awareness of different emotions Follow the Leader, page, 284: To develop listening skills Community, page 291: To develop a sense of trust and belonging Share the Paper, page 293: To develop</p>	<p>not followed the rules.</p>	<p><i>Development, page 263</i> LED Foundations: <i>Developing a Sense of Self, page 264</i> LED Foundations: <i>Learning about Feelings, page 270</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i> LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Here Are My Hands, page 57: To practice following directions All around the Town, page 280: To develop social-emotional awareness Feelings, page 282: To develop an awareness of different emotions Follow the Leader, page, 284: To develop listening skills Mine and Yours, page 290: To begin to develop an</p>
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	how to initiate positive interactions with others Who's Here? Page 251: To build bonding with parents and caregivers		the concept of sharing Sharing Game, page 295: To develop the concept of sharing		understanding of possession Part of the Community, page 291: To develop a sense of trust and belonging
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Cooperation

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
SE.0-12.6 Demonstrate awareness of others. Begin to watch other children in the group and show interest in their play; show recognition of familiar people by reaching or smiling.	LED Foundations: <i>Social and Emotional Development; page 202</i> LED Foundations: <i>Social and Emotional Development, page 263</i> LED Foundations: <i>Developing a Sense of Self with others, page 267</i> LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i> LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i>	SE.13-24.6 May interact with another child for a short period of time. Reach out to touch another child; may push child who interferes with his play, may offer toy to another child; imitate other children; play side by side with peers with adult supervision, and demonstrate give and take.	LED Foundations: <i>Social and Emotional Development; page 202</i> LED Foundations: <i>Social and Emotional Development, page 263</i> LED Foundations: <i>Developing a Sense of Self with others, page 267</i> LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i> LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i>	SE.25-36.6 Play beside other children for several minutes. May have one or more preferred playmates in a group of familiar children; enjoy small group activities while actively engaged by adult.	LED Foundations: <i>Social and Emotional Development; page 202</i> LED Foundations: <i>Social and Emotional Development, page 263</i> LED Foundations: <i>Developing a Sense of Self with others, page 267</i> LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i> LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i>

	<p>Follow the Action, page 67: To help a baby learn to distinguish features on a face</p> <p>Talk to Me! Page 92: To respond to familiar voices</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>High or Low! Page 245: To develop security with familiar voices</p> <p>Gotcha! Page 249: To build anticipation for enjoyable social interactions</p> <p>Social Rituals, page 251: To understand how to initiate positive interactions with others</p> <p>Who's Here? Page 251: To build bonding with parents and caregivers</p>		<p>Learning with Play, page 59: To participate in early social and emotional experiences</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>Cereal Pour, page 199: To develop problem-solving skills</p> <p>Box Car Painting, page 199: To encourage dramatic play</p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Hand Puppets, page 285: To build social skills</p> <p>Lunch with Teddy, page 289: To develop socialization skills</p> <p>Follow the Leader, page, 284: To develop listening skills</p> <p>Mine and Yours, page 290: To begin to develop an understanding of possession</p> <p>Part of the</p>		<p>Learning with Play, page 59: To participate in early social and emotional experiences</p> <p>Hello! Who's There? Page 88: To encourage the beginnings of dramatic play</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>Cereal Pour, page 199: To develop problem-solving skills</p> <p>Box Car Painting, page 199: To encourage dramatic play</p> <p>Hand Puppets, page 285: To build social skills</p> <p>Lunch with Teddy, page 289: To develop socialization skills</p> <p>Follow the Leader, page, 284: To develop listening skills</p> <p>Mine and Yours, page 290: To begin to develop an understanding of possession</p>
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			<p>Community, page 291: To develop a sense of trust and belonging</p> <p>Share the Paper, page 293: To develop the concept of sharing</p> <p>Sharing Game, page 295: To develop the concept of sharing</p>		<p>Part of the Community, page 291: To develop a sense of trust and belonging</p> <p>Share the Paper, page 293: To develop the concept of sharing</p> <p>Sharing Game, page 295: To develop the concept of sharing</p>
<p>SE.0-12.7 Recognize actions and images of familiar adults. Show recognition when family photographs are displayed at eye level, begin to imitate familiar actions (pretend to talk on phone, pretend to stir).</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p>	<p>SE.13-24.7 Enjoy imitating the actions of adults. Carry a purse around room; ask for help to dress up like mom or dad; take care of “baby.”</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special</i></p>	<p>SE.25-36.7 Share some pretend play themes. Use words or actions to ask another child to play or to respond to another child who initiates play; join another child in playing “mommy and baby”.</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special</i></p>

	<p>Baby Faces Book, page 243: To distinguish facial expressions</p> <p>Make a Funny Face, page 245: To encourage communication, such as a gurgle, coo, or squeal</p> <p>Who's Here? Page 251: To build bonding with parents and caregivers</p> <p>Class Photo Book, page 253: To learn names of familiar people</p>		<p><i>Needs; page 277</i></p> <p>Hello! Who's There? Page 88: To encourage the beginnings of dramatic play</p> <p>Caps for Sale; page 113: To encourage dramatic play</p> <p>Bath Time for Dolly, page 227: To engage in dramatic play</p> <p>Hand Puppets, page 285: To build social skills</p> <p>Lunch with Teddy, page 289: To develop socialization skills</p>		<p><i>Needs; page 277</i></p> <p>Hello! Who's There? Page 88: To encourage the beginnings of dramatic play</p> <p>Caps for Sale; page 113: To encourage dramatic play</p> <p>Bath Time for Dolly, page 227: To engage in dramatic play</p> <p>Hand Puppets, page 285: To build social skills</p> <p>Lunch with Teddy, page 289: To develop socialization skills</p>
<p>SE.0-12.8 Engage in social play with familiar adults. Play peek-a-Boo with caregiver; play Pat-a-Cake with familiar adult.</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p>	<p>SE.13-24.8 Begin to engage in social play with other children. Interact with another child for 1 or 2 minutes.</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p>	<p>SE.25-36.8 Play with others more frequently and for longer periods of time. Join another child in play for 5 – 10 minutes.</p>	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p>

	<p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>Follow-the Leader Sounds, page 90: To build security by enjoying social interactions</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Make a Funny Face, page 245: To encourage communication, such as a gurgle, coo, or squeal</p> <p>Gotcha! Page 249: To build anticipation for enjoyable social interactions</p> <p>Personal Clapping Game, page 250: To anticipate positive social interactions with an adult</p> <p>Can You Copy Me? Page 252: To imitate the actions of others</p> <p>Laugh Your Stress Away, page 254: To</p>		<p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Learning with Play, page 59: To participate in early social and emotional experiences</p> <p>Hello! Who's There? Page 88: To encourage the beginnings of dramatic play</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Hand Puppets, page 285: To build social skills</p> <p>Lunch with Teddy, page 289: To develop socialization skills</p> <p>Box Car Painting, page 199: To encourage dramatic play</p>		<p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Learning with Play, page 59: To participate in early social and emotional experiences</p> <p>Hello! Who's There? Page 88: To encourage the beginnings of dramatic play</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Hand Puppets, page 285: To build social skills</p> <p>Lunch with Teddy, page 289: To develop socialization skills</p> <p>Box Car Painting, page 199: To encour</p>
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	begin to develop a sense of humor				
SE.0-12.9 Begin to show awareness of feelings displayed by others. Match facial expressions of adult; smile in response to caregiver smile.	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <u><i>Social and Emotional Development, page 263</i></u></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Make a Funny Face, page 245: To encourage communication, such as a gurgle, coo, or squeal</p>	SE.13-24.9 Show awareness of the feelings displayed by others. May begin to show empathy by crying after hearing or seeing another child cry; may repeat a behavior that made a caregiver laugh or smile.	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <u><i>Social and Emotional Development, page 263</i></u></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Learning with Play, page 59: To participate in early social and emotional experiences</p> <p>Puppy Sounds, page 62: To develop an awareness of emotions</p> <p>Hello! Who's There? Page 88: To</p>	SE.25-36.9 Respond to other children's feelings. Begin to show empathy, (consoles upset child by patting his/her back or "kissing" boo boo).	<p>LED Foundations: <i>Social and Emotional Development; page 202</i></p> <p>LED Foundations: <u><i>Social and Emotional Development, page 263</i></u></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Learning with Play, page 59: To participate in early social and emotional experiences</p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p>

	<p>My Time, page 250: To build self-esteem and a sense of security</p> <p>Laugh Your Stress Away, page 254: To begin to develop a sense of humor</p>		<p>encourage the beginnings of dramatic play</p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>Feelings, page 282: To develop an awareness of different emotions</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Lots of TLC, page 288: To develop nurturing skills</p> <p>Mine and Yours, page 290: To begin to develop an understanding of possession</p>		<p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>Feelings, page 282: To develop an awareness of different emotions</p> <p>Finger paint Happy Faces, page 283: To develop an awareness of different emotions</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Lots of TLC, page 288: To develop nurturing skills</p> <p>Mine and Yours, page 290: To begin to develop an understanding of possession</p>
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Language and Early Literacy (LE)

Receptive Language

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>LE.0-12.1 Respond to sights and sounds. Can be quieted by a familiar voice; smiles and is attentive when spoken to; startle at a loud noise; begins to look, point and use gestures; turn towards the direction of sounds; watch speaker's face and listen to conversation; become excited upon hearing familiar words; begin to respond to own name.</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page 254</i></p> <p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills, page 81</i></p> <p>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays, page 84</i></p> <p>Always Talking, page 87: To build receptive language</p> <p>Always Talking, page 87: To introduce the sound of a familiar voice</p> <p>Baby Talk, page 88:</p>	<p>LE.13-24.1 Show increased understanding of words and gestures. Understand names of familiar objects, persons, and pets; demonstrate understanding of more words than can say; point to some body parts; respond to familiar requests; follow one step directions; understand some prepositions such as "on," "in," and "under."</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page 254</i></p> <p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p>LED Vol 2: <i>Activities for Communication and Language Development; page 80</i></p> <p>All about the Picture, page 81: To develop vocabulary</p> <p>Bonjour and Buenos Dias, page 82: To build vocabulary</p> <p>Changing Sounds, page 83: To develop auditory</p>	<p>LE.25-36.1 Understand questions, simple directions, beginning concepts, and the ideas and sequence of stories. Follow more complex 2 - 3 part directions; listen to simple stories and points to associated pictures; understand possessive terms ("my," "mine," "yours"); understand routines; begin to answer questions when looking at books; understand basic contrast.</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page 254</i></p> <p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p>LED Vol 2: <i>Activities for Communication and Language Development; page 80</i></p> <p>All about the Picture, page 81: To develop vocabulary</p> <p>Little Ants, page 92: To develop vocabulary</p> <p>Rain, Rain, Go Away! Page 99: To develop auditory discrimination</p>

	<p>To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p>Communicating with the Baby, page 89: To simulate awareness of sounds</p> <p>Feel the Sound, page 90: To develop a sense of awareness of sound</p> <p>My Favorite Sound, page 92: To begin to connect sounds with their sources</p> <p>Talk to Me! Page 92: To respond to familiar voices</p> <p>Listening Fun, page 97: To encourage listening</p> <p>Tell Me a Story, page 98: To practice listening skills</p> <p>Rhyming Names, page 104: To hear rhymes used in everyday language</p>		<p>discrimination skills</p> <p>The Cow Says, “Moo”, page 84: To develop listening skills</p> <p>Hey Diddle Diddle, page 89: To develop listening skills</p> <p>If you’re Happy and You Know It, page 90: To develop vocabulary</p> <p>Let’s Talk, page 92: To develop vocabulary</p> <p>Little Ants, page 92: To develop vocabulary</p> <p>Rain, Rain, Go Away! Page 99: To develop auditory discrimination</p> <p>Teddy Bear, Teddy Bear, page 100: To encourage understanding of rhyme</p> <p>Caps for Sale; page 113: To develop listening skills</p>		<p>Caps for Sale; page 113: To develop listening skills</p> <p>Happenings in Our Class, page 118: To encourage interests in books</p> <p>Reading Games, page 122: To encourage interest in books</p> <p>Story Time, page 125: To develop emergent literacy skills</p>
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Expressive Language

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>LE.0-12.2 Use some sounds and body movements to communicate. Produce quiet, throaty sounds; make sounds of comfort and displeasure; express different needs (such as pain, distress, joy) cry; laugh out loud.</p>	<p>LED Foundations: <i>Language and Communication; page 18</i></p> <p>LED Foundations: <i>Language Development and Communication, page254</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills, page 81</i></p> <p>LED Vol 1: <i>Communication Issues in Infants with Developmental Delays, page 84</i></p> <p>Babbling, page 87: To encourage babbling</p>	<p>LE.13-24.2 Use consistent sounds, gestures, and some words to communicate. Continue to babble and jabber with noises that sound like speech with inflection and melody; imitate simple words; use 10-12 words spontaneously; point to request an object or draw attention to something; begin to develop a sense of “me,” “my,” and “mine.”</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page254</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p>LED Vol 2: <i>Activities for Communication and Language Development; page80</i></p> <p>Copycat Language, page 84: To develop</p>	<p>LE.25-36.2 Use words and some standards of speech to express thoughts and ideas. Put together two or more words to make simple sentences (3-5 words); begin to use pronouns in conversation; demonstrate through action the understanding of action verbs; use some plurals appropriately (car and cars); use simple adverbs (very, slow, fast); begin to use social conventions such as “please” and “thank you”; can be understood by an</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page254</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p>LED Vol 2: <i>Activities for Communication and Language Development; page80</i></p> <p>Copycat Language, page 84: To develop</p>

	<p>Follow-the Leader Sounds, page 90: To practice language skills and use sounds to interact with someone else</p> <p>Mouth Sounds, page 91: To introduce reciprocity in conversations</p> <p>Talking Together, page 93: To further develop oral language skills</p> <p>The Animal Signing Game, page 94: To develop a way to communicate</p> <p>Fill the Day with Words, page 96: To encourage jabbering and combining syllables</p> <p>Where's Teddy? Page 99: To enjoy socializing with others</p> <p>Talk on the Phone, page 105: To expand the use of jargon talk</p>		<p>vocabulary</p> <p>The Cow Says, "Moo", page 84: To develop oral language skills</p> <p>Dressing Talk, page 85: To develop oral language skills</p> <p>Everything Can Talk, page 85: To develop neural connections in the brain</p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p> <p>Little Piggies, page 93: To develop body awareness</p> <p>Let's Talk, page 92: To develop vocabulary</p> <p>Little Ants, page 92: To develop vocabulary</p> <p>What's in the Box? Page 102: To develop vocabulary</p>	<p>unfamiliar listener 50% of the time.</p>	<p>vocabulary</p> <p>The Cow Says, "Moo", page 84: To develop oral language skills</p> <p>Dressing Talk, page 85: To develop oral language skills</p> <p>Everything Can Talk, page 85: To develop neural connections in the brain</p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p> <p>Little Piggies, page 93: To develop body awareness</p> <p>Let's Talk, page 92: To develop vocabulary</p> <p>Little Ants, page 92: To develop vocabulary</p> <p>What's in the Box? Page 102: To develop vocabulary</p>
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Speech

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>LE.0-12.3 Develop and makes sounds. Babble extensively; make utterances that are easy to produce using lots of vowels; may say single understandable words like “mama,” “dada,” and “uh-oh”; vocalize to get attention; try to imitate familiar sounds and words.</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page254</i></p> <p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 1: <i>Talk To Me! Communication and Language Skills,</i></p>	<p>LE.13-24.3 Develop and make sounds with intentionality to communicate needs. Know meaningful words that are used consistently; use more variety in the sounds that are spoken; use a growing vocabulary and put several words together; participate in</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page254</i></p> <p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 2: <i>Communication Issues in Toddlers and Twos</i></p>	<p>LE.25-36.3 Produce speech that is increasingly understandable by most familiar adults. Use all the vowels and most of the consonants in our language; majority of speech is understandable however caregivers may understand child better than a stranger; may have a “normal non-fluent” period where</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page254</i></p> <p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 2: <i>Communication Issues</i></p>

	<p><i>page 81</i> LED Vol 1: <i>Communication Issues in Infants with Developmental Delays, page 84</i></p> <p>Babbling, page 87: To encourage babbling</p> <p>Baby Talk, page 88: To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p>Coo and Squeal, page 89: To develop self-expression through a gurgle, coo, or squeal</p> <p>Follow-the Leader Sounds, page 90: To practice language skills and use sounds to interact with someone else</p> <p>From Babbling to Words, page 91: To learn to study faces</p> <p>The Animal Signing Game, page 94: To develop a way to communicate</p> <p>Routine Conversation, page 97: To continue</p>	<p>conversations; has a vocabulary between 50 and 300 words; attempts to sing.</p>	<p><i>with Developmental Delays; page 79</i> LED Vol 2: Activities for Communication and Language Development; page 80</p> <p>All about the Picture, page 81: To develop verbal communication skills</p> <p>Animal Talk! Page 81: To develop oral language skills</p> <p>Bonjour and Buenos Dias, page 82: To develop oral language skills</p> <p>Fun with Words, page 86: To develop language skills</p> <p>Good Morning to You! Page 87: To develop oral language skills</p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p> <p>Let's Talk, page 92: To develop language skills</p> <p>Twinkle, Twinkle, Little Star, page 101:</p>	<p>sounds, words or phrases are repeated; not to be confused with stuttering; may have difficulty saying more complicated sounds e.g., (s), (z), (sh), (ch), (r), (er), (l), (th).</p>	<p><i>in Toddlers and Twos with Developmental Delays; page 79</i> LED Vol 2: Activities for Communication and Language Development; page 80</p> <p>All about the Picture, page 81: To develop verbal communication skills</p> <p>Animal Talk! Page 81: To develop oral language skills</p> <p>Bonjour and Buenos Dias, page 82: To develop oral language skills</p> <p>Fun with Words, page 86: To develop language skills</p> <p>Good Morning to You! Page 87: To develop oral language skills</p> <p>If you're Happy and You Know It, page 90: To learn to express emotions through language</p> <p>Let's Talk, page 92: To develop language skills</p> <p>Twinkle, Twinkle,</p>
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	<p>developing listening and language comprehension skills Where's Teddy? Page 99: To enjoy socializing with others Movement and Position Words, page 100: To expose the child to words that depict movement and position Name Games, page 101: To build vocabulary Talk through a Tube, page 104: To provide the child the opportunity to experience different types of sound Talk on the Phone, page 105: To experience pretend play</p>		<p>To develop language skills Where's the Chick? Page 103: To develop language skills</p>		<p>Little Star, page 101: To develop language skills Where's the Chick? Page 103: To develop language skills</p>
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Reading Foundational Skills

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>LE.0-12.4 Focus eyes on simple pictures in books or drawings. Make eye</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p>	<p>LE.13-24.4 Begin to show interest in exploring books. Turn pages well; turn</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p>	<p>LE.25-36.4 Begin to understand the connection between books and personal</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p>

<p>contact with the pictures, making hand contact later in age range.</p>	<p>LED Vol 1: <i>Change My Life by Turning a Page</i>; page 107 LED Vol 1: <i>Literacy Development in Infants</i>; page 110 LED Vol 1: <i>Book List for Infants</i>; page 113 LED Vol 1: <i>Literacy Adaptations for Infants with Special Needs</i>, page 114</p> <p>Book Look, page 116: To familiarize an infant with books My First Book, page 119: To increase the understanding of what a book is and how it is used Fill in the Blanks, page 119: To increase the infant's familiarity with books Read It Again! Page 120: To experience touching new objects Textured Books, page 121: To provide multisensory experiences with texture A Big Book with</p>	<p>inverted book right side up or tilt head as if trying to see the picture right side up.</p>	<p>LED Foundations: <u><i>Language Development and Communication</i></u>, page 254 LED Foundations: <i>Receptive Language</i>, page 255 LED Foundations: <i>Expressive Language</i>, page 257</p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development</i>; page 104 LED Vol 2: <i>Books for Toddlers and Twos</i>; page 105 LED Vol 2: <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs</i>; page 107</p> <p>Book Nook, page 112: To encourage emergent literacy skills Cozy Library, page 114: To encourage interest in books</p>	<p>experiences. Talk about characters and events in storybooks in ways that suggest understanding of what has been said or read; relate events in books to personal experiences; make associations between similar books (e.g., child brings caregiver two books about trains and draws attention to similar pictures).</p>	<p>LED Foundations: <u><i>Language Development and Communication</i></u>, page 254 LED Foundations: <i>Receptive Language</i>, page 255 LED Foundations: <i>Expressive Language</i>, page 257</p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development</i>; page 104 LED Vol 2: <i>Books for Toddlers and Twos</i>; page 105 LED Vol 2: <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs</i>; page 107</p> <p>Book Nook, page 112: To encourage emergent literacy skills Cozy Library, page 114: To encourage interest in books</p>
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	<p>Doors, page 123: To increase book knowledge</p> <p>Discovering Books, page 124: To broaden language skills</p> <p>Personal Book, page 128: To reinforce recognition of family members</p> <p>Story Time, page 130: To increase book knowledge</p>		<p>Flap book, page 116: To develop interest in books</p> <p>Happenings in Our Class, page 118: To encourage interests in books</p> <p>Reading Buddies, page 122: To encourage interest in books</p> <p>Reading Games, page 122: To encourage interest in books</p> <p>Sharing Books, page 124: To encourage interest in books</p> <p>Special Day Together, page 124: To encourage interest in books</p>		<p>Flap book, page 116: To develop interest in books</p> <p>Happenings in Our Class, page 118: To encourage interests in books</p> <p>Reading Buddies, page 122: To encourage interest in books</p> <p>Reading Games, page 122: To encourage interest in books</p> <p>Sharing Books, page 124: To encourage interest in books</p> <p>Special Day Together, page 124: To encourage interest in books</p>
<p>LE.0-12.5 Begin to explore physical properties of a book. Look intently at pictures for several minutes with wide open eyes and thoughtful expression; eventually grasps book</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page 254</i></p>	<p>LE.13-24.5 Show awareness and interest in familiar pictures and begin to interact with story through familiar hand motions and expression of emotions. Point to a</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page 254</i></p>	<p>LE.25-36.5 Recognize and enjoy reading familiar books. Recite whole phrases from favorite stories if adult pauses during reading; protest when adult misreads a word or leaves words out of</p>	<p>LED Foundations: <i>Language and Communication; page 180</i></p> <p>LED Foundations: <i>Language Development and Communication, page 254</i></p>

<p>and brings it to mouth to suck, chew, shake, crumple and wave book; hold book using both hands and manipulate the book to make the pages open and close; explores how a book works; help adult turn pages.</p>	<p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 1: <i>Change My Life by Turning a Page; page 107</i></p> <p>LED Vol 1: <i>Literacy Development in Infants; page 110</i></p> <p>LED Vol 1: <i>Book List for Infants; page 113</i></p> <p>LED Vol 1: <i>Literacy Adaptations for Infants with Special Needs, page 114</i></p> <p>Fill in the Blanks, page 119: To increase the infant’s familiarity with books</p> <p>My First Book, page 119: To increase the understanding of what a book is and how it is used</p> <p>Read It Again! Page 120: To experience touching new objects</p> <p>Textured Books, page 121: To provide</p>	<p>picture and ask “What’s that?” or indicate in another way (“Dat?” or questioning intonation) that a label is desired; perform an action that is shown or mentioned in a book; show empathy for characters or situations depicted in books.</p>	<p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p>LED Vol 2: <i>Books for Toddlers and Twos; page 105</i></p> <p>LED Vol 2: <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p> <p>All about the Picture, page 81: To develop fine motor skills</p> <p>Fun with Words, page 86: To build pre-literacy skills</p> <p>Hello! Who’s There? Page 88: To encourage the beginnings of dramatic play</p> <p>If you’re Happy and</p>	<p>familiar story.</p>	<p>LED Foundations: <i>Receptive Language, page 255</i></p> <p>LED Foundations: <i>Expressive Language, page 257</i></p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p>LED Vol 2: <i>Books for Toddlers and Twos; page 105</i></p> <p>LED Vol 2: <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p> <p>All about the Picture, page 81: To develop fine motor skills</p> <p>Fun with Words, page 86: To build pre-literacy skills</p> <p>Hello! Who’s There? Page 88: To encourage the beginnings of dramatic play</p> <p>If you’re Happy and</p>
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	<p>multisensory experiences with texture</p> <p>Adding Spark to the Book Learning Space, page 122: To provide opportunities to interact with books</p> <p>A Big Book with Doors, page 123: To increase book knowledge</p> <p>Story Time, page 130: To increase book knowledge</p>		<p>You Know It, page 90: To learn to express emotions through language</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>London bridge is Falling Down, page 94: To learn the concepts of <i>down</i> and <i>up</i></p> <p>Color Shopping, page 113: To develop emergent literacy skills</p> <p>Little Bo Peep, page 119: To develop emergent literacy skills</p> <p>My Own Word Book, page 121: To encourage emergent literacy skills</p> <p>Word Book, page 128: To develop emergent literacy skills</p>		<p>You Know It, page 90: To learn to express emotions through language</p> <p>A Jolly Good Fellow! Page 91: To begin learning about celebrations</p> <p>London bridge is Falling Down, page 94: To learn the concepts of <i>down</i> and <i>up</i></p> <p>Color Shopping, page 113: To develop emergent literacy skills</p> <p>Little Bo Peep, page 119: To develop emergent literacy skills</p> <p>My Own Word Book, page 121: To encourage emergent literacy skills</p> <p>Word Book, page 128: To develop emergent literacy skills</p>
LE.0-12.6 Show increased	<i>LED Foundations: Language and</i>	LE.13-24.6 Show enjoyment of	<i>LED Foundations: Language and</i>	LE.25-36.6 Begin to recite from memory	<i>LED Foundations: Language and</i>

<p>involvement and enjoyment with books. Spend less time <u>manipulating</u> books physically and more time looking at pictures; pat pictures; give book to adult to read; after one reading often takes the book back only to hand it back to the adult to read again; sit in lap for longer periods; show interest in caregivers voice as she talks about the book.</p>	<p><i>Communication; page 180</i> LED Foundations: Language Development and Communication, page 254 LED Foundations: Receptive Language, page 255 LED Foundations: Expressive Language, page 257</p> <p>LED Vol 1: Change My Life by Turning a Page; page 107 LED Vol 1: Literacy Development in Infants; page 110 LED Vol 1: Book List for Infants; page 113 LED Vol 1: Literacy Adaptations for Infants with Special Needs, page 114</p> <p>Book Look, page 116: To familiarize an infant with books Fill in the Blanks, page 119: To increase the infant's familiarity with books</p>	<p>books and stories. Point to pictures in book and name some pictures; enjoy looking at books on own; make up stories while turning pages of the book; request favorite book to be read over and over again.</p>	<p><i>Communication; page 180</i> LED Foundations: Language Development and Communication, page 254 LED Foundations: Receptive Language, page 255 LED Foundations: Expressive Language, page 257</p> <p>LED Vol 2: Change My Life by Turning a Page: Literacy Development; page 104 LED Vol 2: Books for Toddlers and Twos; page 105 LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</p> <p>Book Nook, page 112: To develop social skills Caps for Sale; page</p>	<p>familiar books. Ask to read books to the adult and may be able to recite several books fairly accurately, especially if they are simple and predictable; read familiar books aloud, rendering the text very accurately, particularly when a book is predictable.</p>	<p><i>Communication; page 180</i> LED Foundations: Language Development and Communication, page 254 LED Foundations: Receptive Language, page 255 LED Foundations: Expressive Language, page 257</p> <p>LED Vol 2: Change My Life by Turning a Page: Literacy Development; page 104 LED Vol 2: Books for Toddlers and Twos; page 105 LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</p> <p>Book Nook, page 112: To develop social skills Caps for Sale; page</p>
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	<p>My First Book, page 119: To increase the understanding of what a book is and how it is used</p> <p>Reading Tips, page 120: To build book knowledge</p> <p>Story Time, page 130: To increase book knowledge</p> <p>Adding Spark to the Book Learning Space, page 122: To provide opportunities to interact with books</p> <p>A Big Book with Doors, page 123: To increase book knowledge</p>		<p>113: To encourage dramatic play</p> <p>Cozy Library, page 114: To encourage interest in books</p> <p>Fun with Picture Cards, page 117: To develop vocabulary</p> <p>Happenings in Our Class, page 118: To encourage interests in books</p> <p>Fun with Picture Cards, page 117: To develop print awareness</p> <p>My Own Word Book, page 121: To encourage emergent literacy skills</p> <p>Visual Discrimination Poster, page 127: To develop emergent literacy skills</p>		<p>113: To encourage dramatic play</p> <p>Cozy Library, page 114: To encourage interest in books</p> <p>Fun with Picture Cards, page 117: To develop vocabulary</p> <p>Happenings in Our Class, page 118: To encourage interests in books</p> <p>Fun with Picture Cards, page 117: To develop print awareness</p> <p>My Own Word Book, page 121: To encourage emergent literacy skills</p> <p>Visual Discrimination Poster, page 127: To develop emergent literacy skills</p>
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Writing Behaviors and Skills

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
LE.0-12.7 Begin to show interest in exploring writing tools. Grasps the	<i>LED Foundations: Language and Communication; page 180</i>	LE.13-24.7 Show increased interest in exploring writing tools. Grasps writing	<i>LED Foundations: Language and Communication; page 180</i>	LE.25-36.7 Use a variety of writing tools to make scribbles. Holds tool	<i>LED Foundations: Language and Communication; page 180</i>

<p>crayon and brings to mouth to suck and chew.</p>	<p>LED Foundations: <u>Language Development and Communication,</u> page254 LED Foundations: <i>Early Literacy, page 260</i></p> <p>LED Vol 1: <i>Change My Life by Turning a Page; page 107</i> LED Vol 1: <i>Literacy Development in Infants; page 110</i> LED Vol 1: <i>Book List for Infants; page113</i> LED Vol 1: <i>Literacy Adaptations for Infants with Special Needs, page 114</i></p> <p>Chip-Can Scarves, page 72: To gain fine motor practice grasping Napkin Rings, page 78: To build fine motor skills by grasping knobs Eye Follow-Ups, page147: To practice eye-hand coordination Funny Booties, page</p>	<p>tool in palm to scribble or mark.</p>	<p>LED Foundations: <u>Language Development and Communication,</u> page254 LED Foundations: <i>Early Literacy, page 260</i></p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development; page 104</i> LED Vol 2: <i>Books for Toddlers and Twos; page 105</i> LED Vol 2: <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p> <p>Artistry, page 133: To develop fine motor skills Brightest Chalk Scribbles, page 133: To develop fine motor skills Bundle Scribble Box, page 134: To develop</p>	<p>in palm of hand using all fingers (palmer grasp) and scribbles.</p>	<p>LED Foundations: <u>Language Development and Communication,</u> page254 LED Foundations: <i>Early Literacy, page 260</i></p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development; page 104</i> LED Vol 2: <i>Books for Toddlers and Twos; page 105</i> LED Vol 2: <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p> <p>Artistry, page 133: To develop fine motor skills Brightest Chalk Scribbles, page 133: To develop fine motor skills Bundle Scribble Box, page 134: To develop</p>
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	<p>149: To grasp or reach for objects of interest Napkin Tent, page 150: To encourage reflexive grasping Prone Play, page 151: To practice grasping an object Satin Streamers, page 152: To practice grasping and object when it is placed in the hand Magic Surprise, page 155: To practice grasping</p>		<p>motor skills Draw and Paint Magic, page 137: To develop fine motor skills Fingertip Prints, page 140: To develop fine motor skills Foil Squeezing, page 142: To build fine motor skills Painting Goes Wild! Page 148: To experiment with a variety of art utensils</p>		<p>motor skills Draw and Paint Magic, page 137: To develop fine motor skills Fingertip Prints, page 140: To develop fine motor skills Foil Squeezing, page 142: To build fine motor skills Painting Goes Wild! Page 148: To experiment with a variety of art utensils</p>
<p>LE.0-12.8 Begin to use writing tools. Uses crayon on paper, making a few random marks; may hold the crayon sideways more often than not.</p>	<p>LED Foundations: <i>Language and Communication; page 180</i> LED Foundations: <i>Language Development and Communication, page 254</i> LED Foundations: <i>Early Literacy, page 260</i></p> <p>LED Vol 1: <i>Change My Life by Turning a Page; page 107</i> LED Vol 1: <i>Literacy</i></p>	<p>LE.13-24.8 Begin to use writing tools to make marks on paper. Holds large writing tool and marks with it, resulting in visual feedback.</p>	<p>LED Foundations: <i>Language and Communication; page 180</i> LED Foundations: <i>Language Development and Communication, page 254</i> LED Foundations: <i>Early Literacy, page 260</i></p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development; page</i></p>	<p>LE.25-36.8 Scribble and draws with intentionality. Draws a circle; imitates a horizontal crayon stroke.</p>	<p>LED Foundations: <i>Language and Communication; page 180</i> LED Foundations: <i>Language Development and Communication, page 254</i> LED Foundations: <i>Early Literacy, page 260</i></p> <p>LED Vol 2: <i>Change My Life by Turning a Page: Literacy Development; page</i></p>

	<p><i>Development in Infants; page 110</i> LED Vol 1: Book List for Infants; page 113 LED Vol 1: Literacy Adaptations for Infants with Special Needs, page 114</p> <p>Follow the Bee; page 67: To be exposed to the concept of eye-hand coordination Chip-Can Scarves, page 72: To gain fine motor practice grasping Napkin Rings, page 78: To build fine motor skills by grasping knobs Eye Follow-Ups, page 147: To practice eye-hand coordination Satin Streamers, page 152: To practice grasping and object when it is placed in the hand Magic Surprise, page 155: To practice grasping Rattle Me! Page 156: To practice grasping objects</p>		<p>104 LED Vol 2: Books for Toddlers and Twos; page 105 LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</p> <p>Artistry, page 133: To develop fine motor skills Brightest Chalk Scribbles, page 133: To develop fine motor skills Bundle Scribble Box, page 134: To develop motor skills Draw and Paint Magic, page 137: To develop fine motor skills Making Marks, page 146: To develop fine motor skills Stick Drawing, page 159: To explore making marks Table top Finger painting, page 161: To develop fine and</p>		<p>104 LED Vol 2: Books for Toddlers and Twos; page 105 LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</p> <p>Artistry, page 133: To develop fine motor skills Brightest Chalk Scribbles, page 133: To develop fine motor skills Bundle Scribble Box, page 134: To develop motor skills Draw and Paint Magic, page 137: To develop fine motor skills Making Marks, page 146: To develop fine motor skills Stick Drawing, page 159: To explore making marks Table top Finger painting, page 161: To develop fine and</p>
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	Stacking Cups, page 165: To practice fine motor skills		gross motor skills		gross motor skills
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Math (MA)

Counting and Cardinality

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
MA.0-12.1 Pay attention to what is happening in the environment. Looks at and reach for toys; show excitement when seeing caregiver or other familiar person	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations:</p>	MA.13-24.1 Show interest while watching and listening to others counting. Watch as a caregiver counts crackers or napkins; enjoy hearing songs that have number words; may imitate some finger plays that incorporate counting.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations:</p>	MA.25-36.1 Begin to count by rote. Participate in songs/finger plays involving counting; may pretend to count items although counting is out of sequence. May hold up correct	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations:</p>

	<p><i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>The Blowing Game, page 66: To advance cognitive skills through positive sensory experiences</p> <p>Follow the Action, page 67: To build attention</p> <p>Where Did It Go? Page 70: To stimulate vision by drawing attention to an object</p> <p>Chip-Can Scarves, page 72: To practice the concept of object permanence</p> <p>Hide the Teddy, page 73: To reinforce object permanence</p> <p>Remembering, page 74: To develop</p>		<p><i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</p> <p>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Finger and Toe Copy Game, page 55: To develop visual discrimination</p> <p>Patterns with Blocks, page 59: To develop an awareness of patterns</p> <p>Twos, page 72: To develop counting skills</p> <p>Caps for Sale; page 113: To develop listening skills</p> <p>Cozy Library, page 114: To encourage interest in books</p> <p>Sequence Cards, page 123: To develop understanding of the concept of sequence</p> <p>Bounce, Bounce,</p>	<p>number of fingers when asked, "How old are you?"</p>	<p><i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</p> <p>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Clapping Game, page 330: To begin developing number recognition skills</p> <p>Five Little Kites, page 331: To begin learning to count from 1 to 5</p> <p>Popcorn Jump, page 333: To learn to follow a countdown from five to one</p> <p>Two Hands, One Heart, page 334: To begin to recognize the numbers 1 and 2</p> <p>Beanbag Toss, page 335: To begin to recognize the numbers 1-5</p> <p>Counting Containers, page 338: To develop</p>
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	<p>memory skills</p> <p>Family Pictures, page 77: To build visual discrimination skills</p> <p>Pictures, Pictures, page 79: To help a child develop memory skills by recognizing pictures</p> <p>What's in the Box? Page 80: To enhance understanding of object permanence</p>		<p>Bounce, page 165: To develop a sense of rhythm</p> <p>This Old Man, page 180: To develop understanding of repetition</p> <p>Cotton Balls in a Bag, page 228: To begin to develop number awareness</p>		<p>one-on-one correspondence</p> <p>Sock Sort, page 344: To develop one-to-one correspondence</p>
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Comparing Numbers

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>MA.0-12.2 Aware of surroundings; makes things happen, most often unintentionally. Gaze at own hands as they move about;</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive</i></p>	<p>MA.13-24.2 Begin to understand similarities and differences. May mistake another child's pacifier as his</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive</i></p>	<p>MA.25-36.2 Begin to build understanding of concepts such as more and one more. Respond when adult asks for "one more",</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive</i></p>

<p>wave arms to touch the dangling toy overhead</p>	<p><i>Development, page 232</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59 LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>The Blowing Game, page 66: To develop the baby’s awareness of his body parts Follow the Bee; page 67: To be exposed to the concept of eye-hand coordination What Is Under the Material? Page 75: To build curiosity and encourage exploration Hold the Toy, page 77: To problem solve what to do with a toy</p>	<p>own; may notice when another child has the same jacket or shoes.</p>	<p><i>Development, page 232</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48 LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Food Shapes, page 56: To develop visual discrimination Reverse Pull, page 64: To develop an awareness of the concepts of <i>same</i> and <i>different</i> Slot Box, page 66: To develop visual discrimination skills The Sounds of Rain, page 68: To develop an understanding of comparing and contrasting Sensory Books, page</p>	<p>or “one”, begin to count by imitation.</p>	<p><i>Development, page 232</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48 LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Food Shapes, page 56: To develop visual discrimination Reverse Pull, page 64: To develop an awareness of the concepts of <i>same</i> and <i>different</i> Slot Box, page 66: To develop visual discrimination skills The Sounds of Rain, page 68: To develop an understanding of comparing and contrasting</p>
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	Napkin Rings, page 78: To practice fine motor skills by pulling and grasping		237: To explore textures using the sense of touch The Sound Game, page 241: To begin to differentiate between loud and soft Sounds Are Fun, page 242: To develop an awareness of different kinds of sounds		Sensory Books, page 237: To explore textures using the sense of touch The Sound Game, page 241: To begin to differentiate between loud and soft Sounds Are Fun, page 242: To develop an awareness of different kinds of sounds
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Operations and Algebra

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
MA.0-12.3 Make things happen through use of senses of sight, sound, taste, and touch. Begin to enjoy putting items in and getting items out of something; explore and inspect the smallest details of objects; enjoy pulling things off	LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i> LED Vol 1: Brain	MA.13-24.3 Show interest in and understanding of identifying characteristics of objects. Match shape to hole in shape sorter; can find match to own shoe or glove; notice	LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i> LED Vol 2: Brain	MA.25-36.3 Demonstrate emerging understanding of the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. Complete 3-4 piece puzzle; begin to point out differences in objects (rather than similarities); match more complex shapes such as hexagon, trapezoid, etc.	LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i> LED Vol 2: Brain

<p>shelves, out of cabinets or dumping things out of containers; repeatedly drop toy from high chair and wait for someone to pick it up; try to complete form board, pushing and pounding with determination.</p>	<p><i>Builders-Developing Cognitive Skills, page 59</i> LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Noisy Dumping, page 73: To practice both gross and fine motor skills</p> <p>What Is Under the Material? Page 75: To build curiosity and encourage exploration</p> <p>Hold the Toy, page 77: To problem solve what to do with a toy</p> <p>Napkin Rings, page 78: To practice fine motor skills by pulling and grasping</p> <p>On and Off, Open and Close, page 78: To begin to understand cause and effect</p> <p>Dangling Beach Toy, page 146: To use large muscles to explore cause and effect</p>	<p>matching clothes.</p>	<p><i>Builders-Developing Cognitive Skills; page 48</i> LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Finger and Toe Copy Game, page 55: To develop an awareness of patterns</p> <p>Food Shapes, page 56: To develop visual discrimination</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Jar Lid Puzzles, page 58: To develop and awareness of positive and negative space</p> <p>Patterns with Blocks, page 59: To develop visual discrimination</p> <p>Peek-a-boo Card, page 60: To develop awareness of the concepts of <i>part</i> and <i>whole</i></p> <p>Puzzles Fun, page 63: To develop problem-solving skills</p>		<p><i>Builders-Developing Cognitive Skills; page 48</i> LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Puzzles Fun, page 63: To develop problem-solving skills</p> <p>Simple Shape Box, page 66: To develop eye-hand coordination</p> <p>Animal Dance, page 346: To begin to recognize shapes</p> <p>Buried Treasure, page 336: To use sensory clues to identify shapes</p> <p>Mystery Box, page 341: To feel the shapes of numbers in the box</p> <p>Sock Sort, page 344: To develop pattern recognition</p> <p>Erase a Shape, page 347: To begin to recognize a circle, triangle, square and rectangle</p> <p>Hoop Shapes Game, page 348: To begin to</p>
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	<p>Funny Booties, page 149: To grasp or reach for objects of interest</p> <p>Napkin Tent, page 150: To encourage reflexive grasping</p> <p>Prone Play, page 151: To practice grasping an object</p> <p>Satin Streamers, page 152: To practice grasping and object when it is placed in the hand</p> <p>In and Out, page 154: To introduce the concepts of in and out; to practice grasping objects and moving them</p> <p>Let's Make that Move, page 154: To experience cause and effect</p> <p>Magic Surprise, page 155: To practice grasping</p> <p>Stocking Balls, page 157: To practice throwing</p> <p>Collection of Balls, page 162: To experience cause and effect</p>		<p>Simple Shape Box, page 66: To develop eye-hand coordination</p> <p>Slot Box, page 66: To develop visual discrimination skills</p> <p>Shape Book, page 123: To develop emergent math skills</p> <p>Clay Tray, page 135: To develop fine motor skills</p>		<p>identify shapes</p> <p>Name that Shape, page 349: to begin to distinguish among shapes</p> <p>Fingers Make the Shapes We See, page 353: To begin to recognize shapes</p> <p>Gone Fishing, page 355: To begin to recognize shapes</p> <p>In the Kitchen, page 356: To begin to identify shapes</p> <p>Shape Float, page 359: To begin to identify shapes</p>
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Measurement and Data

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>MA.0-12.4 Begin to experiment with containers and items. May take items out of a container and explore them; pull tissue from container.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p>	<p>MA.13-24.4 Continue to experiment with containers and items with little understanding of capacity. Fill block container and dump only to refill the container with something else; may try to fill container with items that are too large.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</p> <p>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Baby Basketball, page 52: To explore</p>	<p>MA.25-36.4 Demonstrate emerging understanding of basic concepts of measurement i.e. height, length, capacity. Stand side-by-side to see who is taller and may visually decide if one glass looks like it has more water than the other; can tell if one object is heavier than the other.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</p> <p>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Baby Basketball, page 52: To explore</p>

	<p>Baby Basketball, page 52: To explore the concept of size</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Compartments, page 72: To develop awareness of size relationships</p> <p>Tubes Inside Tubes, page 72: To discover relationships of size and space</p> <p>A Place for the Animals, page 76: To encourage experience with relationships of size and space</p>		<p>the concept of size</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Tubes Inside Tubes, page 72: To discover relationships of size and space</p> <p>Collections of Holes, page 200: To discover relationships of size and space</p> <p>Poking Things in Holes, page 205: To develop problem-solving skills</p>		<p>the concept of size</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Tubes Inside Tubes, page 72: To discover relationships of size and space</p> <p>Collections of Holes, page 200: To discover relationships of size and space</p> <p>Poking Things in Holes, page 205: To develop problem-solving skills</p>
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Geometry and Spatial Sense

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>MA.0-12.5 Display short term memory. Reach toward objects, may move the object to him to touch it or may move to the object; turn head away when adult reaches out</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>	<p>MA.13-24.5 Begin to show interest in how things fit together. May be able to line up and fasten together pop beads or large chain links; may experiment with fitting</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>	<p>MA.25-36.5 Explore world and understands position in space and how to get around. Understand how to climb up, go around, in or through various</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>

<p>a wash cloth to wipe face; look for familiar person after he has left room; look toward sky when an airplane is heard overhead.</p>	<p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Look into My Eyes, page 69: To promote memory development</p> <p>Abracadabra, page 71: To build memory connections in the brain through exploration of a novel object</p> <p>Remembering, page 74: To develop memory skills</p> <p>What Is Under the Material? Page 75: To build curiosity and encourage exploration</p> <p>Roll Behind the</p>	<p>own body into small spaces.</p>	<p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</p> <p>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Behind the Flap, page 53: To promote an awareness of doing things more than one way</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Patterns with Blocks, page 59: To develop an awareness of patterns</p> <p>Puzzles Fun, page 63: To develop problem-solving skills</p> <p>Tubes Inside Tubes, page 72: To discover</p>	<p>spaces to get to or to reach an object.</p>	<p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</p> <p>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Behind the Flap, page 53: To promote an awareness of doing things more than one way</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Patterns with Blocks, page 59: To develop an awareness of patterns</p> <p>Puzzles Fun, page 63: To develop problem-solving skills</p> <p>Tubes Inside Tubes, page 72: To discover</p>
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	<p>Chair, page 80: To imagine the continued motion of a hidden object</p> <p>Always Talking, page 87: To introduce the sound of a familiar voice</p>		<p>relationships of size and space</p> <p>Cup Stacking, page 200: To develop spatial reasoning</p> <p>One-Piece Puzzles, page 204: To develop problem-solving skills</p>		<p>relationships of size and space</p> <p>Cup Stacking, page 200: To develop spatial reasoning</p> <p>One-Piece Puzzles, page 204: To develop problem-solving skills</p>
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Problem Solving and Analyzing Data

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>MA.0-12.6 Begin to understand concept of object permanence. Cry when caregiver leaves room; look for toy that is hidden under a blanket; search for items that have been covered or placed inside something.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain</p>	<p>MA.13-24.6 Begin to understand how parts work together. May look for or ask caregiver for another puzzle piece when one is missing; realize both feet need socks; enjoy opening and closing doors, etc.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain</p>	<p>MA.25-36.6 Explore materials and understands simple acts of cause and effect. Flip light switch on and off; turn faucet on and off; drop items to watch them fall.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Brain</p>

	<p><i>Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Follow the Action, page 67: To build attention</p> <p>Where Did It Go? Page 70: To build cognitive skills</p> <p>Chip-Can Scarves, page 72: To practice the concept of object permanence</p> <p>Who Is Under the Scarf? Page 75: To develop object permanence</p> <p>What Is Under the Material? Page 75: To learn about object permanence</p> <p>What's in the Box? Page 80: To enhance understanding of object permanence</p>		<p><i>Builders-Developing Cognitive Skills; page 48</i></p> <p>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Baby Basketball, page 52: To learn games with simple rules</p> <p>Behind the Flap, page 53: To develop problem-solving skills</p> <p>Here Are My Hands, page 57: To practice following directions</p> <p>Puzzles Fun, page 63: To develop problem-solving skills</p> <p>Tubes at an Angle, page 71: To develop critical thinking skills</p> <p>Tubes Inside Tubes, page 72: To develop problem-solving skills</p> <p>Collage, page 135: To develop the child's sense of creativity</p> <p>Paper Quilt Painting, page 149: To encourage creative expression</p> <p>Shadow Play, page</p>		<p><i>Builders-Developing Cognitive Skills; page 48</i></p> <p>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</p> <p>Baby Basketball, page 52: To learn games with simple rules</p> <p>Behind the Flap, page 53: To develop problem-solving skills</p> <p>Here Are My Hands, page 57: To practice following directions</p> <p>Puzzles Fun, page 63: To develop problem-solving skills</p> <p>Tubes at an Angle, page 71: To develop critical thinking skills</p> <p>Tubes Inside Tubes, page 72: To develop problem-solving skills</p> <p>Collage, page 135: To develop the child's sense of creativity</p> <p>Paper Quilt Painting, page 149: To encourage creative expression</p> <p>Shadow Play, page</p>
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			<p>178: To encourage creative expression Cup Stacking, page 200: To develop problem-solving skills One-Piece Puzzles, page 204: To develop problem-solving skills Toothbrush Holders, page 211: To develop problem-solving skills Turning on Lights, page 296: To develop an awareness of cause and effect</p>		<p>178: To encourage creative expression Cup Stacking, page 200: To develop problem-solving skills One-Piece Puzzles, page 204: To develop problem-solving skills Toothbrush Holders, page 211: To develop problem-solving skills Turning on Lights, page 296: To develop an awareness of cause and effect</p>
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Science

Sensory Awareness

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
S.0-12.1 Begins to use all five senses to explore and understand surroundings. Mouth objects; grasptoy or	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive</i></p>	S.13-24.1 Use all five senses to explore and understand surroundings. Respond to specific sounds in the	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive</i></p>	S.25-36.1 Demonstrate emerging ability to connect sensory input with words and expressions.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive</i></p>

<p>caregiver finger; respond to familiar voice; <u>visually tracks</u> objects.</p>	<p><i>Development, page 232</i> LED Foundations: <i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59 LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Air Stream, page 204: To experience the feel of moving air Baby Lotion Hand Massage, page 204: To increase awareness of the sense of touch Baby Mirror, page</p>	<p>environment (train, telephone, and doorbell); show preferences for favored smells and tastes; enjoy pushing and pulling objects or toys.</p>	<p><i>Development, page 232</i> LED Foundations: <i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Exploring My Wonderful World-Learning through the Senses; page 223 LED Vol 2: Providing a Sensory-Rich Environment for Toddlers and Twos with Special Needs; page 225</p> <p>Fruity Dough, page 142: To explore materials using the sense of smell Holler Tubes, page 170: To experiment with sound</p>	<p>Examines objects with focused attention using combinations of sensory input from growing capabilities and verbally expresses reactions ("this is hot, cold").</p>	<p><i>Development, page 232</i> LED Foundations: <i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: Exploring My Wonderful World-Learning through the Senses; page 223 LED Vol 2: Providing a Sensory-Rich Environment for Toddlers and Twos with Special Needs; page 225</p> <p>Fruity Dough, page 142: To explore materials using the sense of smell Holler Tubes, page 170: To experiment with sound</p>
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	<p>205: To build visual tracking skills Floating Bubbles, page 207: To build visual discrimination skills Rainbows, page 208: To build visual discrimination skills A Touching Game, page 209: To build tactile awareness skills Bell Collection, page 211: To experiment making a variety of sounds Goo Bag, page 212: To experience various textures Sticky Floor, page 214: To experience different types of texture I Can Feel It, page 217: To build tactile skills Texture Crawl, page 218: To explore new environmental stimuli</p>		<p>Shadow Play, page 178: To develop an understanding of the concepts of <i>light</i> and <i>dark</i> Bath Time for Dolly, page 227: To explore sensory experiences Cotton Balls in a Bag, page 228: To explore textures Floating Islands, page 229: To explore sensory materials Mini-Maracas, page 232: To explore using the sense of sound Sensory Experiences, page 238: To gain knowledge about the five senses Smelly Socks, page 241: To develop awareness of the sense of smell</p>		<p>Shadow Play, page 178: To develop an understanding of the concepts of <i>light</i> and <i>dark</i> Bath Time for Dolly, page 227: To explore sensory experiences Cotton Balls in a Bag, page 228: To explore textures Floating Islands, page 229: To explore sensory materials Mini-Maracas, page 232: To explore using the sense of sound Sensory Experiences, page 238: To gain knowledge about the five senses Smelly Socks, page 241: To develop awareness of the sense of smell</p>
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Observation and Exploration

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
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<p>S.0-12.2 Show interest in surroundings by focusing on faces and objects in close range. Looks at surroundings in a new place; explores objects placed in hands; brings objects to mouth; uses entire body to reach toward a toy.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Blanket Fun, page 226: To enjoy being</p>	<p>S.13-24.2 Use exploration as a means of understanding and processing differences and similarities. Pats, pushes, squishes and pounds play dough; expresses preferences for particular activities or toys.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring My Wonderful World-Learning through the Senses; page 223</i></p> <p>LED Vol 2: <i>Providing a Sensory-Rich Environment for Toddlers and Twos with Special Needs; page 225</i></p> <p>Clay Tray, page 135:</p>	<p>S.25-36.2 Build knowledge of world through observation of surroundings. Explore ways to do things and demonstrate beginning understanding of concepts of color, shape, size, matching and weight.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring My Wonderful World-Learning through the Senses; page 223</i></p> <p>LED Vol 2: <i>Providing a Sensory-Rich Environment for Toddlers and Twos with Special Needs; page 225</i></p> <p>Color Game, page</p>
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	<p>outside Blanket Fun, page 226: To experience nature Rain on Me, page 226: To experience rain Bringing the Outside In, page 229: To build observation skills Exploring Game, page 229: To develop exploration skills Explore a Tree, page 231: To enhance multisensory exploration</p>		<p>To explore clay or playdough Feelie Goop, page 138: To experience a tactile activity Finger painting on Paper, page 139: To explore using various media to develop creative skills Fruity Dough, page 142: To explore materials using the sense of smell Paint with Your Feet, page 147: To develop creative expression Play clay Exploration, page 151: To explore and model with clay Rolling Pin Paint Designs, page 153: To develop creative expression Sandpaper and Stubs, page 155: To experiment with a variety of textures Silly Dough, page 157: To explore various media</p>		<p>300: To reinforce learning of colors Color Watch, page 303: To sort leaves by color Color Picnic, page 307: To begin to identify colors Junk Flowers, page 311: To begin to recognize different colors Animal Dance, page 346: To begin to recognize shapes Erase a Shape, page 347: To begin to recognize a circle, triangle, square and rectangle Shape Song, page 350: To begin to find familiar shapes in common objects</p>
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Problem Solving

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>S.0-12.3 Begin to expect a c t i o n when basic needs are met in response to expressions of comfort and discomfort. Build understanding that cries or body movements and expressions will bring attention to hunger, safety comfort and play.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: <i>Tips to Encourage Infants</i></p>	<p>S.13-24.3 Expect specific results when playing with toys and other objects.</p> <p>Build with a variety of objects and begin to understand balance, size, and weight; begin to understand cause and effect.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2:</p>	<p>S.25-36.3 Begin to use reasoning skill and imagination when planning ways to make things happen. Combine toys in complex ways to represent real objects (uses play dough in the dramatic play area to represent food, plays “house” under kitchen table).</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2:</p>

	<p><i>with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Daydream Believer, page 66: To feel secure during periods of rest</p> <p>Hello, page 68: To develop a secure attachment with adults</p> <p>Talking Together, page 93: To feel safe and secure as a result of having emotional needs met</p> <p>Infant Cues, page 96: To develop language by consistently responding to verbal cues</p>		<p><i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Baby Basketball, page 52: To explore the concept of size</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Reverse Pull, page 64: To develop an awareness of cause and effect</p> <p>Baby Band, page 164: To develop an awareness of cause and effect</p> <p>Baby Food Jar Lid Clicker, page 198: To explore cause and effect</p> <p>Boom, Boom, Down, page 198: To develop understanding of cause and effect</p>		<p><i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Baby Basketball, page 52: To explore the concept of size</p> <p>Graduated Nesting, page 56: To develop awareness of properties of size and space</p> <p>Reverse Pull, page 64: To develop an awareness of cause and effect</p> <p>Baby Band, page 164: To develop an awareness of cause and effect</p> <p>Baby Food Jar Lid Clicker, page 198: To explore cause and effect</p> <p>Boom, Boom, Down, page 198: To develop understanding of cause and effect</p>
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Simple Tools

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
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<p>S.0-12.4 Use body movements to explore and understand surroundings. Use body to reach, turn, roll, crawl, cruise and move toward desired objects; begin to grasp at connected items to bring desired object closer.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Chip-Can Scarves, page 72: To gain fine</p>	<p>S.13-24.4 Begin to use simple tools to build knowledge of world through observation and awareness of surroundings. Begin to connect familiar activities with actions or pictures in books; begin to mix, fill and dump materials in containers.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Behind the Flap, page 53: To promote</p>	<p>S.25-36.4 Use simple tools to build knowledge of world through observation and awareness of surroundings. Show <u>curiosity</u> in and asks questions about tools used in the environment (thermometers, rain gauges, bird feeders).</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Behind the Flap, page 53: To promote</p>
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	<p>motor practice grasping</p> <p>Dangling Beach Toy, page 146: To use large muscles to explore cause and effect</p> <p>Find the Toy, page 148: To practice gross motor skills that involve turning and reaching</p> <p>Fun Things to Kick, page 149: To practice kicking and move leg muscles</p> <p>Funny Booties, page 149: To grasp or reach for objects of interest</p> <p>Explore Some More, page 153: To encourage curiosity</p> <p>In and Out, page 154: To introduce the concepts of in and out; to practice grasping objects and moving them</p> <p>Let's Make that Move, page 154: To entice the child to move from one place to another</p> <p>Magic Surprise, page 155: To encourage</p>		<p>an awareness of doing things more than one way</p> <p>Food Shapes, page 56: To develop visual discrimination</p> <p>Learning with Play, page 59: To identify the use of common objects</p> <p>Patterns with Blocks, page 59: To develop an awareness of patterns</p> <p>Pulling Strings, page 61: To develop problem-solving skills</p> <p>Eyedropper Play, page 201: To develop pincer movements</p> <p>Magnifying Fun, page 265: To develop vocabulary</p>		<p>an awareness of doing things more than one way</p> <p>Food Shapes, page 56: To develop visual discrimination</p> <p>Learning with Play, page 59: To identify the use of common objects</p> <p>Patterns with Blocks, page 59: To develop an awareness of patterns</p> <p>Pulling Strings, page 61: To develop problem-solving skills</p> <p>Eyedropper Play, page 201: To develop pincer movements</p> <p>Magnifying Fun, page 265: To develop vocabulary</p>
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	exploration of a novel item				
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Earth and Space

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
S.0-12.5 Explore textures, sounds, tastes found in nature. Begin to attend to sounds and respond to touching new objects.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: <i>Tips to Encourage Infants</i></p>	S.13-24.5 Explore a variety of earth materials found in nature and created environments. Begin to demonstrate interest in water, sand and other appropriate materials.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2:</p>	S.25-36.5 Explore and begins to identify a variety of earth materials by distinct properties. Begin to understand hard, soft, wet, dry, etc. when exploring natural materials.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2:</p>

	<p><i>with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Blanket Fun, page 226: To experience nature</p> <p>Rain on Me, page 226: To encourage sensory exploration</p> <p>Talk Walks, page 227: To Experience a trip outdoors</p> <p>Wildflower Window Panels, page 227: To observe nature</p> <p>Wind Sock, page 228: To enjoy nature</p> <p>Outdoor Time, page 230: To explore nature</p> <p>Explore a Tree, page 231: To enhance multisensory exploration</p> <p>Outside Exploring, page 234: To enjoy nature</p> <p>A Stroller Game, page 234: To develop memory skills</p>		<p><i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Catch the Bubbles, page 257: To develop eye-hand coordination</p> <p>Crunching Leaves, page 258: To develop auditory skills</p> <p>The Dandelion Hunt, page 259: To develop observation skills</p> <p>Grasshoppers, page 261: To learn about the natural world</p> <p>Outdoor Mud pies, page 268: To explore through a tactile experience</p> <p>Shadow Play, page 271: To develop observation skills</p> <p>Washing Fun, page 274: To develop listening skills</p>		<p><i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Earth Ball Game, page 362: To begin to identify colors</p> <p>Ocean Days, page 364: To learn about the ocean</p> <p>Trash, Trash Everywhere, page 366: To learn about recycling</p> <p>Earth Day Play, page 370: To learn about the importance of caring for the Earth</p> <p>Taking Care of My Little Tree, page 374: To learn about trees</p> <p>Trash to Treasure, page 375: To explore using recyclable materials to create</p>
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Sequencing and Time

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>S.0-12.6 Begin to understand familiar routines. Respond to familiar routines for feeding, sleeping, diaper changing and interacting when awake.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p>	<p>S.13-24.6 Show increased knowledge and memory for details and routines. Begin to be aware of other people, places and events; act out familiar actions in dramatic play; go to sink to wash hands when called for lunch or snack.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>The Importance of Play for Toddlers and Twos with Special Needs; page 19</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i></p> <p>Here Are My Hands,</p>	<p>S.25-36.6 Begin to understand consequences when recreating events. Call for adult to help settle an argument over a toy; insist on putting on mittens before putting on coat.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>The Importance of Play for Toddlers and Twos with Special Needs; page 19</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i></p> <p>Here Are My Hands,</p>

	<p>Daydream Believer, page 66: To feel secure during periods of rest</p> <p>Communicating with the Baby, page 89: To build a sense of security that physical needs will be met by a caring adult</p> <p>Routine Conversation, page 97: To continue developing listening and language comprehension skills</p> <p>Using Signs with Words, page 98: To further develop cognitive thinking skills</p> <p>Nurturing Rituals, page 246: To help the child feel secure</p> <p>My Time, page 250: To build self-esteem and a sense of security</p>		<p>page 57: To develop an awareness of hand-washing routines</p> <p>Good Morning to You! Page 87: To develop vocabulary</p> <p>Pack ‘n Go, page 98: To develop vocabulary</p> <p>Bath Time for Dolly, page 227: To explore sensory experiences</p> <p>Lunch with Teddy, page 289: To develop language skills</p>		<p>page 57: To develop an awareness of hand-washing routines</p> <p>Good Morning to You! Page 87: To develop vocabulary</p> <p>Pack ‘n Go, page 98: To develop vocabulary</p> <p>Bath Time for Dolly, page 227: To explore sensory experiences</p> <p>Lunch with Teddy, page 289: To develop language skills</p>
<p>S.0-12.7 Begin to anticipate familiar actions. Calm or quiet when given pacifier; open mouth for spoon containing food.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>	<p>S.13-24.7 Demonstrate some understanding of when things happen in relation to routines. Go to sink</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>	<p>S.25-36.7 Demonstrate some understanding of when things happen in relation to routines. Begin to make connection</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>

	<p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Daydream Believer, page 66: To feel secure during periods of rest</p> <p>Hello, page 68: To develop a secure attachment with adults</p> <p>Communicating with the Baby, page 89: To build a sense of security that physical</p>	<p>for hand washing after having diaper changed; ask for bedtime story when it gets dark outside.</p>	<p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: The Importance of Play for Toddlers and Twos with Special Needs; page 19</p> <p>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</p> <p>Here Are My Hands, page 57: To develop an awareness of hand-washing routines</p> <p>Dressing Talk, page 85: To develop vocabulary</p> <p>Story Time, page 125: To develop listening skills</p>	<p>between daily events and what happens “next” (after lunch it is time for a nap); choose new shoes to wear when getting ready for special occasion.</p>	<p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: The Importance of Play for Toddlers and Twos with Special Needs; page 19</p> <p>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</p> <p>Here Are My Hands, page 57: To develop an awareness of hand-washing routines</p> <p>Dressing Talk, page 85: To develop vocabulary</p> <p>Story Time, page 125: To develop listening skills</p>
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	<p>needs will be met by a caring adult</p> <p>Where's Your Nose? Page 105: To help the child feel valued</p> <p>Teething Toy Collection, page 215: To provide comfort when teething</p> <p>Ah, Boo! Page 242: To begin responding to familiar voices</p> <p>Nurturing Rituals, page 246: To help the child feel secure</p> <p>When Will the Kisses Come? Page 247: To develop a sense of security with familiar people</p>		<p>Bath Time for Dolly, page 227: To develop oral language and vocabulary skills</p>		<p>Bath Time for Dolly, page 227: To develop oral language and vocabulary skills</p>
<p>S.0-12.8 With support and assistance builds understanding of sensations of cold, hot, warm, and dry.</p> <p>Respond to cold wipe during diaper change; respond when splashing water.</p>	<p>LED Foundations: <i>Cognitive Development</i>; page 147</p> <p>LED Foundations: <i>Cognitive Development</i>, page 232</p> <p>LED Foundations: <i>Sensory Exploration and Discovery</i>, page 232</p> <p>LED Foundations: <i>Social Connections</i>, page 235</p>	<p>S.13-24.8 With support and assistance develops understanding of consequences of sensations related to weather conditions. May respond to “Where did the sun go?” with “All gone” or shrug of shoulders.</p>	<p>LED Foundations: <i>Cognitive Development</i>; page 147</p> <p>LED Foundations: <i>Cognitive Development</i>, page 232</p> <p>LED Foundations: <i>Sensory Exploration and Discovery</i>, page 232</p> <p>LED Foundations: <i>Social Connections</i>, page 235</p>	<p>S.25-36.8 Increasing understanding of consequences of weather related events.</p> <p>Understand the need for a coat when it is cold outside; ask for umbrella when it is raining.</p>	<p>LED Foundations: <i>Cognitive Development</i>; page 147</p> <p>LED Foundations: <i>Cognitive Development</i>, page 232</p> <p>LED Foundations: <i>Sensory Exploration and Discovery</i>, page 232</p> <p>LED Foundations: <i>Social Connections</i>, page 235</p>

	<p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Baby Lotion Hand Massage, page 204: To increase awareness of the sense of touch</p> <p>Water Play, page 210: To build tactile skills</p> <p>Sensory Tub, page 213: To explore and experience messy play materials</p> <p>Warm and Cold, page 219: To develop tactile skills</p> <p>Rain on Me, page 226: To experience rain</p>		<p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: The Importance of Play for Toddlers and Twos with Special Needs; page 19</p> <p>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</p> <p>Looking for a Rainbow, page 265: To develop observation skills</p> <p>Outdoor Fun, page 267: To begin to develop an appreciation for nature</p> <p>Rainy Day Spray, page 270: To develop observation skills</p> <p>Shadow Play, page 271: To develop observation skills</p> <p>Sounds of Nature, page 271: To notice sounds heard in the environment</p>		<p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: The Importance of Play for Toddlers and Twos with Special Needs; page 19</p> <p>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</p> <p>Looking for a Rainbow, page 265: To develop observation skills</p> <p>Outdoor Fun, page 267: To begin to develop an appreciation for nature</p> <p>Rainy Day Spray, page 270: To develop observation skills</p> <p>Shadow Play, page 271: To develop observation skills</p> <p>Sounds of Nature, page 271: To notice sounds heard in the environment</p>
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Living Things

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>S.0-12.9 Begin to recognize familiar animals. Look for cat when asked “Where did the cat go?”; look for animal in familiar book.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p>LED Vol 1: <i>Tips to</i></p>	<p>S.13-24.9 Recognize familiar animals and begins to identify characteristics of familiar animals with support and assistance. The dog says Woof, the cow says Moo.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p>	<p>S.25-36.9 Identify and associate the similarities, categories, and different structures of familiar plants and animals with familiar characteristics. The cat has eyes, I have eyes.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p>

	<p><i>Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Discovering Books, page 124: To broaden language skills Pointing and Identifying, page 128: To build vocabulary Story Time, page 130: To build and expand vocabulary New Zoo Revue, page 233: To nurture brain development through sensory experiences Outside Exploring, page 234: To enjoy nature</p>		<p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Puppy Sounds, page 62: To develop knowledge about dogs Where’s the Bunny? Page 75: To develop critical-thinking skills Animal Talk! Page 81: To develop vocabulary The Cow Says, “Moo”, page 84: To develop listening skills Everything Can Talk, page 85: To develop neural connections in the brain Little Ants, page 92: To develop vocabulary First Reading Game, page 115: To develop vocabulary Animal Slippers, page 213: To encourage dramatic play The Ant March, page 252: To develop gross motor skills</p>		<p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>LED Vol 2: Farm Animals; page 299 LED Vol 2: Taking Care of My Green Earth; page 361 LED Vol 2: Wild Animals; page 377</p> <p>Animal Sounds, page 317: To develop vocabulary Colorful Cows, page 317: To learn about cows Animal Tails, page 320: To begin understanding the concepts of <i>short</i> and <i>long</i> Farm Scene, page 322: To develop vocabulary Follow that Animal, page 323: To observe and mimic movements Mother-Baby Match, page 327: To practice matching mother animals to their babies</p>
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					<p>Flower Gazing, page 363: To develop an appreciation of flowers</p> <p>The Greenhouse, page 371: To learn about plants and gardening</p> <p>Zoo Animals, page 383: To learn about the different kinds of animals in a zoo</p>
<p>S.0-12.10 Begin to recognize familiar animals have needs that are similar to their own. The dog needs to eat, sleep.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p>	<p>S.13-24.10 Build understanding of the needs of familiar animals and begin to identify and imitate caring for familiar animals and plants with support and assistance. Want to fill the dog bowl with water or food; use watering can to water plants.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2:</p>	<p>S.25-36.10 Observe and describe familiar characteristics of plants and animals. Plants need watering, animals need food, insects and animals may be found in certain places.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2:</p>

	<p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p>		<p><i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Puppy Sounds, page 62: To develop knowledge about dogs</p> <p>Where’s the Bunny? Page 75: To develop critical-thinking skills</p> <p>Animal Talk! Page 81: To develop vocabulary</p> <p>The Cow Says, “Moo”, page 84: To develop listening skills</p> <p>Everything Can Talk, page 85: To develop neural connections in the brain</p> <p>Little Ants, page 92: To develop vocabulary</p> <p>First Reading Game, page 115: To develop vocabulary</p> <p>Animal Slippers, page 213: To encourage dramatic</p>		<p><i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>LED Vol 2: Farm Animals; page 299</p> <p>LED Vol 2: Taking Care of My Green Earth; page 361</p> <p>LED Vol 2: Wild Animals; page 377</p> <p>Animal Sounds, page 317: To develop vocabulary</p> <p>Colorful Cows, page 317: To learn about cows</p> <p>Animal Tails, page 320: To begin understanding the concepts of <i>short</i> and <i>long</i></p> <p>Farm Scene, page 322: To develop vocabulary</p> <p>Follow that Animal, page 323: To observe and mimic movements</p>
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			play The Ant March, page 252: To develop gross motor skills		Mother-Baby Match, page 327: To practice matching mother animals to their babies Zoo Animals, page 383: To learn about the different kinds of animals in a zoo
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Physical Science

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
S.0-12.9 Begin to observe properties of objects with support and assistance. Attend to objects, reaching to touch, hold, and bring to mouth.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p>	S.13-24.9 Categorize objects based on simple observable properties. Begin to identify colors, shapes, size.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2:</p>	S.25-36.9 Build understanding to describe and categorize objects based on simple observable properties. Build understanding of concepts of color, shape, and size, alike and different.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Sensory Exploration and Discovery, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Problem Solving, page 241</i></p>

	<p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</p> <p>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Satin Feels Good, page 209: To build tactile awareness skills</p> <p>A Touching Game, page 209: To build tactile awareness skills</p> <p>Water Play, page 210: To build tactile skills</p> <p>Goo Bag, page 212: To experience various textures</p> <p>Teething Toy Collection, page 215: To develop oral motor skills</p> <p>Texture Nest, page 216: To explore textures with the whole body</p> <p>Texture Trail, page 216: To explore different, interesting textures</p> <p>I Can Feel It, page</p>		<p><i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Baby Basketball, page 52: To explore the concept of size</p> <p>Color Fun, page 55: To develop knowledge about colors</p> <p>Food Shapes, page 56: To gain physical knowledge of the shapes using the senses</p> <p>Simple Shape Box, page 66: To practice fine motor skills</p> <p>Tubes Inside Tubes, page 72: To discover relationships of size and space</p> <p>Collections of Holes, page 200: To discover relationships of size and space</p> <p>Sponge Shapes, page 242: To develop an awareness of colors</p>		<p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i></p> <p>LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>LED Vol 2: Colors All Around Us; page 297</p> <p>LED Vol 2: Shapes Big and Small; page 345</p> <p>Color Game, page 300: To reinforce learning of colors</p> <p>Color Watch, page 303: To learn about colors</p> <p>Color Walk, page 308: To begin learning color recognition</p> <p>Color Picnic, page 307: To explore the presence of color in nature</p> <p>Colorful Handprints, page 308: To begin to identify colors</p> <p>Junk Flowers,</p>
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	<p>217: To build tactile skills Texture Blanket, page 218: To explore various textures Explore a Tree, page 231: To enhance multisensory exploration</p>		<p>and shapes Here's a Ball, page 261: To develop an awareness of size Squeeze Painting, page 273: To develop awareness of colors</p>		<p>page311: To begin to recognize different colors Animal Dance, page 346: To begin to recognize shapes Hoop Shapes Game, page 348: To begin to identify shapes Name that Shape, page 349: to begin to distinguish among shapes Fun with Drums, page 354: To begin to identify shapes Shape Hop Along, page 360: To begin to identify basic shapes by sight Shape Hop Along, page 360: To learn the names of shapes</p>
<p>S.0-12.10 Develop an awareness of objects in the environment. Build understanding of object permanence; show preference for certain blanket or</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations:</p>	<p>S.13-24.10 Observe descriptors of objects in the environment. Begin to identify cold, hot, color blue with support</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations:</p>	<p>S.25-36.10 Demonstrate an emerging awareness of changes in the environment. Develop awareness of the</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations:</p>

<p>toy.</p>	<p><i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59 LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</p> <p>Chip-Can Scarves, page 72: To practice the concept of object permanence Hide the Teddy, page 73: To reinforce object permanence Peek-a-boo, page 74: To practice with object permanence What Is Under the</p>	<p>and assistance.</p>	<p><i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i> LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>LED Vol 2: Taking Care of My Green Earth; page 361</p> <p>Here Are My Hands, page 57: To develop an awareness of hand-washing routines Learning with Play, page 59: To identify the use of common</p>	<p>green leaves turning yellow, or red; pavement gets wet when it rains.</p>	<p><i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i> LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Color Game, page 300: To reinforce learning of colors Leaves Are Falling, page 304: To identify colors of leaves Earth Ball Game, page 362: To begin to identify colors Charting Plant Growth, page 367:</p>
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	<p>Material? Page 75: To build curiosity and encourage exploration Hold the Toy, page 77: To problem solve what to do with a toy Roll Behind the Chair, page 80: To imagine the continued motion of a hidden object What's in the Box? Page 80: To enhance understanding of object permanence</p>		<p>objects The Sounds of Rain, page68: To develop an understanding of comparing and contrasting The Sounds of Rain, page68: To develop an understanding of comparing and contrasting Rain, Rain, Go Away! Page 99: To develop vocabulary First Color Mixing, page 141: To experiment with colors The Sound Game, page 241: To begin to differentiate between loud and soft Touch the Toy, page 248: To explore tactile sensations</p>		<p>To observe plant growth Charting Plant Growth, page 367: To chart the growth of seeds Earth Day Play, page 370: To learn about the importance of caring for the Earth The Greenhouse, page 371: To learn about plants and gardening Taking Care of My Little Tree, page 374: To learn about trees</p>
<p>S.0-12.11 Develop awareness of how objects move and begin to recognize vocabulary <u>descriptors</u> for movements. Bat at small toy suspended</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations:</p>	<p>S.13-24.11 Observe how objects move and identify common motion related vocabulary. Roll ball back to adult in play; push toy car</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations:</p>	<p>S.25-36.11 Observe and make simple predictions and build simple descriptors for how objects move and begin</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations:</p>

<p>overhead; reach for toys that roll away.</p>	<p><i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 1: <i>Brain Builders-Developing Cognitive Skills, page 59</i> LED Vol 1: <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p>Follow the Bee; page 67: To be exposed to the concept of eye-hand coordination Where Did It Go? Page 70: To build cognitive skills Chip-Can Scarves, page 72: To gain fine motor practice grasping</p>	<p>across floor; observe airplanes fly.</p>	<p><i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i> LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Learning with Play, page 59: To identify the use of common objects Things that Roll, page 69: To develop critical thinking skills London bridge is Falling Down, page 94: To learn the</p>	<p>to use common related vocabulary. Throw or roll ball in intended direction; build understanding of roll faster or farther.</p>	<p><i>Sensory Exploration and Discovery, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Problem Solving, page 241</i></p> <p>LED Vol 2: <i>Exploring the Natural World- Nurture the Love of Nature; page 249</i> LED Vol 2: <i>Exploring the Natural World with Toddlers and Twos with special Needs; page 250</i></p> <p>Popcorn Jump, page 333: To develop gross motor skills Beanbag Toss, page 335: To develop gross motor skills Leap Frog, page 339: To develop gross motor skills Animal Dance, page 346: To begin to</p>
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	<p>Napkin Rings, page 78: To practice fine motor skills by pulling and grasping</p> <p>Dangling Beach Toy, page 146: To use large muscles to explore cause and effect</p> <p>Magic Surprise, page 155: To practice grasping</p> <p>Balls, Balls, Balls! Page 159: To develop eye movement</p> <p>Batter Up! Page 160: To develop eye-hand coordination</p> <p>Hitting Two Objects, page 163: To work on motor coordination</p>		<p>concepts of <i>down</i> and <i>up</i></p> <p>Crawl a Little, Walk a Little, page 167: To develop gross motor skills</p> <p>Up and Down, Page 181: To develop listening skills</p> <p>Box Car Painting, page 199: To encourage dramatic play</p> <p>Haul It, page 218: To develop muscle strength and coordination</p> <p>Large Ball Art Roll, page 263: To develop gross motor skills</p>		<p>recognize shapes</p> <p>Animal Dance, page 346: To begin to recognize shapes</p> <p>Animal Legs, page 386: To develop gross motor skills</p> <p>Birds can Fly, page 389: To learn about birds</p>
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Social Studies

Interactions and Culture

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
SS.0-12.1 Engage with familiar adults. Babble and coo to gain attention	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations:</p>	SS.13-24.1 Rely on the presence of familiar adults to try things. Explore	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations:</p>	SS.25-30.1 Show need for familiar adult's	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations:</p>

<p>of someone nearby; look intently at the face when talked to by a familiar person; smile when someone familiar smiles or make gentle, funny faces; relax when comforted by familiar persons.</p>	<p><i>Cognitive Development, page 232</i> LED Foundations: Social Connections, page 235 LED Foundations: Social and Emotional Development, page 263 LED Foundations: Developing a Sense of Self with others, page 267</p> <p>LED Vol 1: I Need a Hug! Social Skills for Life; page 235 LED Vol 1: Encouraging Social Skills in Infants with Special Needs; page 238</p> <p>The Blowing Game, page 66: To encourage social interactions with adults Snuggle Buggle, I Love You, page 69: To promote bonding and attachment Hide the Teddy, page</p>	<p>and experiment with new materials such as play dough or paint when the caregiver is nearby; crawl or walk through an unfamiliar area to reach a familiar person; stop playing to verify the presence of caregiver then returns to play; go to trusted adult and attempt to communicate needs.</p>	<p><i>Cognitive Development, page 232</i> LED Foundations: Social Connections, page 235 LED Foundations: Social and Emotional Development, page 263 LED Foundations: Developing a Sense of Self with others, page 267</p> <p>LED Vol 2: Making Friends-Social Skills for Life; page 275 LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</p> <p>All around the Town, page 280: To develop social-emotional awareness Feelings, page 282: To develop socialization skills Follow the Leader, page, 284: To develop observation skills</p>	<p>approval. Hold on tight to adult when exploring a new setting but gradually lets go to explore the environment; attempt a new activity but looks to adult to watch and affirm efforts (climbs to top of slide but wants the adult to watch before sliding down); turn to adult for comfort after falling, but goes back to play.</p>	<p><i>Cognitive Development, page 232</i> LED Foundations: Social Connections, page 235 LED Foundations: Social and Emotional Development, page 263 LED Foundations: Developing a Sense of Self with others, page 267</p> <p>LED Vol 2: Making Friends-Social Skills for Life; page 275 LED Vol 2: Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</p> <p>All around the Town, page 280: To develop social-emotional awareness Feelings, page 282: To develop socialization skills Follow the Leader, page, 284: To develop observation skills Friendship Chain,</p>
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	<p>73: To build language and social interaction skills</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Falling in Love, page 244: To build a sense of trust and security</p> <p>Make a Funny Face, page 245: To encourage communication, such as a gurgle, coo, or squeal</p> <p>When Will the Kisses Come? Page 247: To develop a sense of security with familiar people</p> <p>Personal Clapping Game, page 250: To anticipate positive social interactions with an adult</p> <p>Stress Busters, page 251: To encourage a feeling of security</p> <p>Who's Here? Page 251: To build bonding with parents and caregivers</p> <p>Class Photo Book, page 253: To learn</p>		<p>Friendship Chain, page 284: To develop a sense of belonging</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Oh, My Goodness! Oh, My Gracious! Page 290: To develop socialization skills</p> <p>Sharing Bin, page 294: To develop the concept of sharing</p> <p>Working Together, page 296: To develop critical-thinking skills</p>		<p>page 284: To develop a sense of belonging</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Oh, My Goodness! Oh, My Gracious! Page 290: To develop socialization skills</p> <p>Sharing Bin, page 294: To develop the concept of sharing</p> <p>Working Together, page 296: To develop critical-thinking skills</p>
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	names of familiar people My Friends and Me, page 254: To build spontaneous interaction skills Who's Here Magnets, page 256: To develop a sense of belonging				
SS.0-12.2 Show emerging awareness of and some anxiety towards unfamiliar people. Gaze passively then begin to fuss when a new person moves close; stiffen and lean away when picked up by an unfamiliar person; stop cooing or smiling when a new person tries to get her attention; turn head into shoulder of caregiver when a new person	LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Social and Emotional Development, page 263</i> LED Foundations: <i>Developing a Sense of Self with others, page 267</i> LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i> LED Vol 1:	SS.13-18.2 Show awareness of and continued anxiety towards unfamiliar adults. May begin to recognize people outside of immediate family such as a caregiver or family friend; hide behind parent or caregiver when new person approaches; move to other side of room when new person enters; cry when parent leaves; allow stranger to approach when person does something familiar	LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Social and Emotional Development, page 263</i> LED Foundations: <i>Developing a Sense of Self with others, page 267</i> LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i> LED Vol 2:	SS.25-30.2 Show cautious interest in unfamiliar adults. Approach a new person after familiar adult has talked with the new person a while; look away briefly when a new person talks to her but soon looks back.	LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page 232</i> LED Foundations: <i>Social Connections, page 235</i> LED Foundations: <i>Social and Emotional Development, page 263</i> LED Foundations: <i>Developing a Sense of Self with others, page 267</i> LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i> LED Vol 2:

<p>approaches; look curiously at someone who hasn't been around regularly.</p>	<p><i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>The Blowing Game, page 66: To encourage social interactions with adults</p> <p>Snuggle Buggle, I Love You, page 69: To promote bonding and attachment</p> <p>Hide the Teddy, page 73: To build language and social interaction skills</p> <p>Baby Boop, page 242: To begin to develop social interaction skills</p> <p>Falling in Love, page 244: To build a sense of trust and security</p> <p>Make a Funny Face, page 245: To encourage communication, such as a gurgle, coo, or squeal</p> <p>When Will the Kisses Come? Page 247: To develop a sense of</p>	<p>such as wave.</p>	<p><i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Feelings, page 282: To develop socialization skills</p> <p>Follow the Leader, page, 284: To develop observation skills</p> <p>Friendship Chain, page 284: To develop a sense of belonging</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Oh, My Goodness! Oh, My Gracious! Page 290: To develop socialization skills</p> <p>Sharing Bin, page 294: To develop the concept of sharing</p> <p>Working Together, page 296: To develop critical-thinking skills</p>		<p><i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>All around the Town, page 280: To develop social-emotional awareness</p> <p>Feelings, page 282: To develop socialization skills</p> <p>Follow the Leader, page, 284: To develop observation skills</p> <p>Friendship Chain, page 284: To develop a sense of belonging</p> <p>How Do You Feel Today? Page 286: To develop an awareness of different emotions</p> <p>Oh, My Goodness! Oh, My Gracious! Page 290: To develop socialization skills</p> <p>Sharing Bin, page 294: To develop the concept of sharing</p> <p>Working Together, page 296: To develop critical-thinking skills</p>
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	<p>security with familiar people</p> <p>Personal Clapping Game, page 250: To anticipate positive social interactions with an adult</p> <p>Stress Busters, page 251: To encourage a feeling of security</p> <p>Who's Here? Page 251: To build bonding with parents and caregivers</p> <p>Class Photo Book, page 253: To learn names of familiar people</p> <p>My Friends and Me, page 254: To build spontaneous interaction skills</p>				
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History

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>SS.0-12.3 Begin to form an individual schedule. May become hungry at around same time each day; may show preference for a certain routine or ritual</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>	<p>SS.13-24.3 Need and expect routines. May begin to expect or demand consistency during familiar routines; may insist that the table is set a certain way or that a</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>	<p>SS.25-36.3 Begin to identify common events and routines. Put on coat when adult mentions going outside; ask about own parent when other children begin to be</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p>

(likes to be rocked while taking bottle).	<p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i><u>Social and Emotional Development</u>, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p>	certain book is read before naptime.	<p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i><u>Social and Emotional Development</u>, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p>	picked up at the end of the day.	<p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i><u>Social and Emotional Development</u>, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p>
SS.0-12.4 Demonstrate emerging awareness of familiar with routines. Hold clean diaper for caregiver during diapering; squeal in anticipation of feeding.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i><u>Cognitive Development</u>, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i><u>Social and Emotional</u></i></p>	SS.13-24.4 Begin to recognize routines. Show increasing memory for details and routines (remember where things go, go to sink to wash hands when mealtime is announced, get special item for naptime).	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i><u>Cognitive Development</u>, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i><u>Social and Emotional</u></i></p>	SS.25-36.4 Begin to categorize time intervals. Begin to understand that some events follow a pattern (nap time comes after meal time).	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i><u>Cognitive Development</u>, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i><u>Social and Emotional</u></i></p>

	<p><i>Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p>		<p><i>Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p>		<p><i>Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page 267</i></p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p>
<p>SS.0-12.5 Explore environment. Enjoy and is comfortable investigating new environments when with a trusted caregiver who serves as a “secure base”.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page</i></p>	<p>SS.19-24.5 Begin to recognize changes in the environment. Notice a new toy or new picture on the wall.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page</i></p>	<p>SS.25-36.5 Begin to react to changes in the environment. Recognize weather and or temperature changes; point out that toys or furnishings have been removed or rearranged.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Social Connections, page 235</i></p> <p>LED Foundations: <i>Social and Emotional Development, page 263</i></p> <p>LED Foundations: <i>Developing a Sense of Self with others, page</i></p>

	<p>267</p> <p>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p>Make a Funny Face, page 245: To encourage communication, such as a gurgle, coo, or squeal</p> <p>Watch the Light Show! Page 247: To nurture a sense of security and bonding</p> <p>Mirror Face, page 249: To explore new ways of using familiar objects</p> <p>Stress Busters, page 251: To encourage a feeling of security</p> <p>Who's Here? Page 251: To build bonding with parents and caregivers</p> <p>Class Photo Book, page 253: To develop</p>		<p>267</p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Behind the Flap, page 53: To promote an awareness of doing things more than one way</p> <p>Learning with Play, page 59: To identify the use of common objects</p> <p>The Sounds of Rain, page 68: To develop an understanding of comparing and contrasting</p> <p>What's in the Drawer? Page 73: To cultivate natural curiosity</p> <p>Changing Sounds, page 83: To develop auditory discrimination skills</p> <p>Visual Discrimination</p>		<p>267</p> <p>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></p> <p>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p>Behind the Flap, page 53: To promote an awareness of doing things more than one way</p> <p>Learning with Play, page 59: To identify the use of common objects</p> <p>The Sounds of Rain, page 68: To develop an understanding of comparing and contrasting</p> <p>What's in the Drawer? Page 73: To cultivate natural curiosity</p> <p>Changing Sounds, page 83: To develop auditory discrimination skills</p> <p>Visual Discrimination</p>
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	a sense of affiliation with the group		Poster, page 127: To notice similarities and differences Moving to Music, page 174: To develop auditory discrimination		Poster, page 127: To notice similarities and differences Moving to Music, page 174: To develop auditory discrimination
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Creative Arts (CA)

Music

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
CA.0-12.1 Respond to sound in the environment. Coo and smile to pleasant sounds; cry at harsh or unexpected sounds; become calm when sung to or talked to in a soothing voice; clap and/or bounce body up and down to music.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 1: <i>Shake the Rattle and Roll-Music and Movement; page 167</i></p>	CA.13-24.1 Respond to and show preference for certain sounds. Clap or move body to music; make connections between sounds and objects (push button on toy repeatedly to hear sound).	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i></p>	CA.25-36.1 Enjoy moving to and singing to music. Dance to music, initiate singing or dancing.	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos;</i></p>

	<p>LED Vol 1: <i>Music and Infants with Developmental Delays</i>; page 171</p> <p>Humming and Body Contact, page 173: To respond to a comforting voice</p> <p>Learning with Classics, page 174: To develop music appreciation</p> <p>Moving the Sound, page 174: To develop listening skills; to develop tracking skills, both visual and auditory</p> <p>Songs and Rhymes, page 176: To distinguish different voices, qualities, and tone</p> <p>Environmental Sounds, page 180: To build listening skills</p> <p>Put Your Finger in the Air, page 181: To encourage having fun with music</p> <p>Shake It, Baby! Page 182: To develop music appreciation</p> <p>Morning Greeting,</p>		<p>LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs</i>; page 32</p> <p>Bells, Bells, Bells, page 164: To develop auditory discrimination</p> <p>The Classics, page 165: To develop an awareness of different types of music</p> <p>Freeze Dance, page 169: To develop listening skills</p> <p>Rhythm Fun, page 176: To encourage sound discrimination</p> <p>Sound Hide and Seek, page 179: To develop auditory discrimination skills</p> <p>The Wonders of Music, page 182: To develop a love of music</p>		<p>page 33</p> <p>LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs</i>; page 44</p> <p>Bells, Bells, Bells, page 164: To develop auditory discrimination</p> <p>The Classics, page 165: To develop an awareness of different types of music</p> <p>Freeze Dance, page 169: To develop listening skills</p> <p>Rhythm Fun, page 176: To encourage sound discrimination</p> <p>Sound Hide and Seek, page 179: To develop auditory discrimination skills</p> <p>The Wonders of Music, page 182: To develop a love of music</p>
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	<p>page 185: To increase awareness of sounds</p> <p>Shake Your Body to Music, page 186: To practice movement</p>				
<p>CA.0-12.2 Begin to produce sounds. Delight in new ability to produce sounds (smack lips, squeals on purpose; explore sounds by shaking rattle, banging blocks together (5 months and up); enjoy own noise products (squeal over and over, blow raspberry).</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>LED Foundations: Cognitive Development, page 232</p> <p>LED Foundations: Concept Development and Mastery, page 238</p> <p>LED Foundations: Creative Expression, page 243</p> <p>LED Vol 1: Shake the Rattle and Roll-Music and Movement; page 167</p> <p>LED Vol 1: Music and Infants with Developmental Delays; page 171</p> <p>Babbling, page 87: To encourage babbling</p> <p>Coo and Squeal, page 89: To develop self-</p>	<p>CA.13-24.2 Begin to use sounds for music making. Mimic sounds, verbalize in different pitches, increase and decrease volume of noisemaking.</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>LED Foundations: Cognitive Development, page 232</p> <p>LED Foundations: Concept Development and Mastery, page 238</p> <p>LED Foundations: Creative Expression, page 243</p> <p>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</p> <p>LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</p> <p>Baby Band, page 164: To encourage</p>	<p>CA.25-36.2 Enjoy making own music. Hum or sing familiar song, enjoy own music and noises (makes up variation of simple tune or rhyme); begin to experiment with musical instruments.</p>	<p>LED Foundations: Cognitive Development; page 147</p> <p>LED Foundations: Cognitive Development, page 232</p> <p>LED Foundations: Concept Development and Mastery, page 238</p> <p>LED Foundations: Creative Expression, page 243</p> <p>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</p> <p>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</p> <p>Baby Band, page</p>

	<p>expression through a gurgle, coo, or squeal The Animal Signing Game, page 94: To build vocabulary Na, Na, Na, Na, Na, Na, page 186: To increase language development</p>		<p>creative expression by making noises with simple objects Bells, Bells, Bells, page 164: To encourage creative expression Holler Tubes, page 170: To experiment with sound Kitchen Band, page 171: To develop a sense of rhythm Look What I Can Do, page 173: To encourage creative expression Songs and Pictures, page 179: To develop memory through musical activities</p>		<p>164: To encourage creative expression by making noises with simple objects Bells, Bells, Bells, page 164: To encourage creative expression Holler Tubes, page 170: To experiment with sound Kitchen Band, page 171: To develop a sense of rhythm Look What I Can Do, page 173: To encourage creative expression Songs and Pictures, page 179: To develop memory through musical activities</p>
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Art

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>CA.0-12.3 Begin to focus on and show fascination for fun toys and activities. Look toward a moving toy or mobile; intensely explore a toy</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page</i></p>	<p>CA.13-24.3 Focus on and show fascination in fun things. Pour or dump rice, sand, water from container to container; experiment with play dough,</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page</i></p>	<p>CA.25-36.3 Focus on and shows fascination in fun things. Build with blocks, experimenting with shapes and sizes while building; show</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i> LED Foundations: <i>Cognitive Development, page</i></p>

<p>held in her hand</p>	<p>232 LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 1: <i>Infants with Special Needs; page 13</i> LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Moving Right Along! Learning Spaces for Mobile Infants; page 33</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with Special Needs; page 58</i></p> <p>Follow the Action, page 67: To build attention Hold the Toy, page 77: To problem solve what to do with a toy On and Off, Open and Close, page 78:</p>	<p>creating shapes with the dough or using tools to make different shapes with the dough.</p>	<p>232 LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i> LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p> <p>Artistry, page 133: To develop fine motor skills Clay Tray, page 135: To develop fine motor skills Feelie Goop, page 138: To experiment with various media to develop creative skills Feelie Goop, page 138: To experiment with various media to develop creative skills Painting Goes Wild! Page 148: To experiment with a</p>	<p>preference for certain pictures or colors.</p>	<p>232 LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</i></p> <p>Artistry, page 133: To develop fine motor skills Clay Tray, page 135: To develop fine motor skills Feelie Goop, page 138: To experiment with various media to develop creative skills Feelie Goop, page 138: To experiment with various media to develop creative skills Painting Goes Wild! Page 148: To</p>
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	<p>To begin to understand cause and effect</p> <p>Dangling Beach Toy, page 146: To use large muscles to explore cause and effect</p> <p>Magic Surprise, page 155: To encourage exploration of a novel item</p> <p>Rattle Me! Page 156: To experience cause and effect</p> <p>Hitting Two Objects, page 163: To bring hands to midline</p>		<p>variety of art utensils</p> <p>Rolling Pin Paint Designs, page 153: To develop creative expression</p> <p>Sandpaper and Stubs, page 155: To encourage creative expression</p> <p>Silly Dough, page 157: To explore various media</p> <p>Table top Finger painting, page 161: to explore using various media to develop creative skills</p>		<p>experiment with a variety of art utensils</p> <p>Rolling Pin Paint Designs, page 153: To develop creative expression</p> <p>Sandpaper and Stubs, page 155: To encourage creative expression</p> <p>Silly Dough, page 157: To explore various media</p> <p>Table top Finger painting, page 161: to explore using various media to develop creative skills</p>
<p>CA.0-12.4 Show interest in art tools. Reach for pen or crayon that adult is holding; eventually hold and mouth crayon; may put crayon on paper making a few random marks.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 1: Infants with Special Needs;</p>	<p>CA.13-24.4 Use crayon to scribble on paper. Demonstrate increasing control over crayon or marker; is able to make more determined marks; may show preference for certain colors.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: Here I Come! Learning</p>	<p>CA.25-36.4 Scribble and paint. Uses fingers, crayons, big brushes, markers to make marks; scribbles with crayons or markers, holding marker in several kinds of grasps, but beginning to use thumb and fingertips.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: See Me Explore! Learning</p>

	<p>page 13 LED Vol 1: Learning Spaces; page 17 LED Vol 1: Hello, World! Learning Spaces for Young Infants; page 20 LED Vol 1: Moving Right Along! Learning Spaces for Mobile Infants; page 33 LED Vol 1: Learning Spaces: Modifications for Infants with Special Needs; page 58</p>		<p><i>Spaces for Young Toddlers; page 22</i> LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</p> <p>Artistry, page 133: To develop fine motor skills Table top Finger painting, page 161: to explore using various media to develop creative skills Draw and Paint Magic, page 137: To develop fine motor skills Finger painting on Paper, page 139: To explore using various media to develop creative skills Making Marks, page 146: To develop fine motor skills Printing with Paint, page 152: To experiment with various media Stick Drawing, page 159: To explore</p>		<p><i>Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</p> <p>Artistry, page 133: To develop fine motor skills Table top Finger painting, page 161: to explore using various media to develop creative skills Draw and Paint Magic, page 137: To develop fine motor skills Finger painting on Paper, page 139: To explore using various media to develop creative skills Making Marks, page 146: To develop fine motor skills Printing with Paint, page 152: To experiment with various media Stick Drawing, page</p>
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			making marks		159: To explore making marks
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Dramatic Play and Movement

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>CA.0-12.5 Begin to discover his/her body. Watches hands; starts to bring things to mouth; kicks and wiggles upon hearing familiar sounds; may attempt to shift onto side towards toy or caregiver.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 1: <i>Infants with Special Needs; page 13</i></p> <p>LED Vol 1: <i>Learning Spaces; page 17</i></p> <p>LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i></p> <p>LED Vol 1: <i>Moving Right Along! Learning Spaces for Mobile</i></p>	<p>CA.13-24.5 Demonstrate control of body. Changes position smoothly; moves to music or rhythm, walks and explores objects and space; sways from side to side.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i></p> <p>LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p> <p>Bounce, Bounce,</p>	<p>CA.25-36.5 Demonstrate increasing control of body. Can pretend to be different animals and effectively characterize the animal (elephant’s trunk looks like this); enjoy creative movement such as “hopping like a kangaroo”, “flying like a bird”.</p>	<p>LED Foundations: <i>Cognitive Development; page 147</i></p> <p>LED Foundations: <i>Cognitive Development, page 232</i></p> <p>LED Foundations: <i>Concept Development and Mastery, page 238</i></p> <p>LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i></p> <p>LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</i></p> <p>Farm Animal</p>

	<p><i>Infants; page 33</i> LED Vol 1: Learning Spaces: Modifications for Infants with Special Needs; page 58</p> <p>The Blowing Game, page 66: To develop the baby's awareness of his body parts Left and Right, page 68: To learn awareness of the left and right sides of the body Eye Follow-Ups, page 147: To practice eye-hand coordination Funny Booties, page 149: To experiment with hands and feet Hitting Two Objects, page 163: To bring hands to midline</p>		<p>Bounce, page 165: To encourage creative expression Dancing Rings, page 168: To develop gross motor skills Freeze Dance, page 169: To develop creative expression Hoop Ring around the Rosie, page 170: to develop creative expression Look What I Can Do, page 173: To encourage creative expression Moving to Music, page 174: To develop an awareness of rhythm Rhythm Sticks, page 177: To encourage creative expression</p>		<p>Parade, page 318: To learn about the sounds and movements of various animals Farm Scene, page 322: To enjoy creative expression Follow that Animal, page 323: To practice gross motor skills Leap Frog, page 339: To develop gross motor skills Animal Parade, page 381: To learn about the movements of various animals Animal Legs, page 386: To develop gross motor skills Imagine That! Page 392: To develop gross motor skills</p>
<p>CA.0-12.6 Begin to purposefully act on his environment. Slap and bang objects up and down, but with more control and deliberate effort;</p>	<p>LED Foundations: Cognitive Development; page 147 LED Foundations: Cognitive Development, page</p>	<p>CA.13-24.6 Begin to use the environment for pretend play. "Talk" to stuffed animals by babbling; try to make toys "work" by watching</p>	<p>LED Foundations: Cognitive Development; page 147 LED Foundations: Cognitive Development, page</p>	<p>CA.25-36.6 Become more purposeful in using the environment for pretend play.</p>	<p>LED Foundations: Cognitive Development; page 147 LED Foundations: Cognitive Development, page</p>

<p>verbalize to get caregiver's attention; may begin to push things off shelves or dump toys from baskets.</p>	<p>232 LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 1: <i>Infants with Special Needs; page 13</i> LED Vol 1: <i>Learning Spaces; page 17</i> LED Vol 1: <i>Hello, World! Learning Spaces for Young Infants; page 20</i> LED Vol 1: <i>Moving Right Along! Learning Spaces for Mobile Infants; page 33</i> LED Vol 1: <i>Learning Spaces: Modifications for Infants with Special Needs; page 58</i></p> <p>Dangling Beach Toy, page 146: To use large muscles to explore cause and effect Kick Back, page 150: To build muscle strength</p>	<p>others push buttons or twist handles.</p>	<p>232 LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers; page 22</i> LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</i></p> <p>Learning with Play, page 59: To identify the use of common objects Puppy Sounds, page 62: To develop knowledge about dogs Cereal Pour, page 199: To develop problem-solving skills I Can Do It Myself, page 203: To develop critical-thinking skills Pouring from Pitchers or Cups, page 207: To develop eye-hand coordination</p>	<p>Thrive on riding and action toys; pretend to be riding on a truck, motorcycle, plane etc.; play actively in the dramatic play area, sometimes watching and sometimes imitating actions; exhibit cooperative play.</p>	<p>232 LED Foundations: <i>Concept Development and Mastery, page 238</i> LED Foundations: <i>Creative Expression, page 243</i></p> <p>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</i> LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</i></p> <p>Learning with Play, page 59: To identify the use of common objects Puppy Sounds, page 62: To develop knowledge about dogs Cereal Pour, page 199: To develop problem-solving skills I Can Do It Myself, page 203: To develop critical-thinking skills Pouring from Pitchers or Cups, page 207: To develop</p>
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	<p>Napkin Tent, page 150: To use gross motor skills as the child twists to one side and reaches</p> <p>Let's Make that Move, page 154: To experience cause and effect</p> <p>Let's Make that Move, page 154: To experience cause and effect</p> <p>Stacking Cups, page 165: To enjoy independent play</p>		<p>Pouring from Pitchers or Cups, page 207: To develop eye-hand coordination</p> <p>Haul It, page 218: To develop muscle strength and coordination</p> <p>On the Road Again, page 220: To develop a sense of balance</p> <p>Bath Time for Dolly, page 227: To engage in dramatic play</p> <p>To the Supermarket, page 248: To develop oral language and vocabulary skills</p>		<p>eye-hand coordination</p> <p>Pouring from Pitchers or Cups, page 207: To develop eye-hand coordination</p> <p>Haul It, page 218: To develop muscle strength and coordination</p> <p>On the Road Again, page 220: To develop a sense of balance</p> <p>Bath Time for Dolly, page 227: To engage in dramatic play</p> <p>To the Supermarket, page 248: To develop oral language and vocabulary skills</p>
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Physical Development (PD)

Gross Motor (Large Muscle)

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
PD.0-12.1 Gain control of head and body. Turn head from side to side while lying on stomach; raise head and chest when lying on stomach; hold head	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page</i></p>	PD.13-24.1 Move from place to place. Crawl quickly; walk more than crawl (near end of age range); move from sitting to standing smoothly;	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page</i></p>	PD.25-36.1 Show coordination skills while moving around and engaging in play activities. Fling a ball in an attempt to throw it towards target;	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page</i></p>

<p>erect and steady when held on a shoulder; push down on legs when feet are placed on a firm surface (walking reflex); support upper body with arms when lying on stomach.</p>	<p>245 LED Foundations: <i>Physical Health and Growth, page 246</i> LED Foundations: <i>Physical Activity, page 251</i></p> <p>LED Vol 1: <i>On the Move-Gross and Fine Motor Skills; page 131</i> LED Vol 1: <i>Meeting the Needs of Infants with Motor Delays, page 135</i></p> <p>Bouncing Ball, page 146: To begin to develop gross motor skills Early Cycling, page 147: To develop use of muscles Find the Toy, page 148: To practice gross motor skills that involve turning and reaching Floor Mirror, page 148: To practice lifting his head and using torso and arm muscles</p>	<p>stand with feet apart and sway to music; push/pull toys; climb stairs on hands and knees; climb on chair and turn to sit down.</p>	<p>245 LED Foundations: <i>Physical Health and Growth, page 246</i> LED Foundations: <i>Physical Activity, page 251</i></p> <p>LED Vol 2: <i>Moving Along- Building Gross and Fine Motor Skills; page 193</i> LED Vol 2: <i>Meeting the Needs of Toddlers and Twos with Motor Delays; page 195</i></p> <p>Animal Slippers, page 213: To develop balance Beanbag Fun, page 214: To develop throwing and catching skills Cat and Mouse, page 216: To develop muscles strength and coordination Footprints, page 217: To develop balance and coordination Hoop-Ti-Do! Page 219: To develop muscle strength</p>	<p>pushes friend on riding toy; climb steps of slide; walk on broad balance beam or edge of walkway; imitate a variety of movements (runs, walks, gallops, jumps); jump with both feet.</p>	<p>245 LED Foundations: <i>Physical Health and Growth, page 246</i> LED Foundations: <i>Physical Activity, page 251</i></p> <p>LED Vol 2: <i>Moving Along- Building Gross and Fine Motor Skills; page 193</i> LED Vol 2: <i>Meeting the Needs of Toddlers and Twos with Motor Delays; page 195</i></p> <p>Fishing for Colors, page 309: To develop fine and gross motor skills Farm Animal Parade, page 318: To develop gross motor skills Follow that Animal, page 323: To observe and mimic movements Let's Hit the Bull's Eye, page 340: To develop gross motor skills Earth Ball Game, page 362: To develop gross motor skills</p>
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	<p>Fun Things to Kick, page 149: To practice kicking and move leg muscles</p> <p>Kick Back, page 150: To build muscle strength</p> <p>Prone Play, page 151: To tolerate being prone</p> <p>Bouncing Baby, page 153: To practice bearing weight</p> <p>Explore Some More, page 153: To build motor skills</p> <p>Let's Make that Move, page 154: To entice the child to move from one place to another</p> <p>Nooks and Crannies, page 155: To practice gross motor skills</p> <p>Saucer Spin, page 156: To build balance skills</p> <p>Stocking Balls, page 157: To practice throwing</p> <p>Tug-of-War, page 158: To develop gross motor skills</p> <p>Underinflated Beach Toys, page 158: To</p>		<p>Hopscotch, page 219: To develop eye-foot coordination</p> <p>Riding Toy Road, page 220: To develop muscle strength and coordination</p> <p>Stuff for Throwing Collection, page 221: To practice throwing and catching</p> <p>Where Can I Jump? Page 222: To develop muscle strength</p> <p>You do and I Do, page 222: To develop balance and coordination</p>		<p>Animal Parade, page 381: To develop gross motor skills</p> <p>Animal Legs, page 386: To develop gross motor skills</p> <p>Imagine That! Page 392: To develop gross motor skills</p>
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	<p>practice gross motor skills</p> <p>Balls, Balls, Balls! Page159: To develop gross motor skills</p> <p>Box Tunnels, page 160: To practice a variety of gross motor skills</p>				
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Fine Motor (Small Muscle)

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>PD.0-12.2 Hold things briefly before dropping. Fold hand around finger of another person placed in palm of hand; hold on to ring on cradle gym after hand touches it; begin to hold onto bottle for entire feeding; begin to bring toys or their fingers to mouth; grab own toes.</p>	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page 245</i></p> <p>LED Foundations: <i>Physical Health and Growth, page 246</i></p> <p>LED Foundations: <i>Physical Activity, page 251</i></p> <p>LED Vol 1: <i>On the Move-Gross and Fine Motor Skills; page 131</i></p> <p>LED Vol 1: <i>Meeting the Needs of Infants with Motor Delays, page 135</i></p>	<p>PD.13-24.2 Manipulate small objects exploring how they can be combined and changed. Hold toy in one hand while searching for another toy with the other hand; pull apart pop beads; use palm and fingers to pick up small objects off floor and examine them; fit shapes into shape sorter; poke fingers in small holes or openings.</p>	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page 245</i></p> <p>LED Foundations: <i>Physical Health and Growth, page 246</i></p> <p>LED Foundations: <i>Physical Activity, page 251</i></p> <p>LED Vol 2: <i>Moving Along- Building Gross and Fine Motor Skills; page 193</i></p> <p>LED Vol 2: <i>Meeting the Needs of Toddlers and Twos with Motor</i></p>	<p>PD.25-30.2 Demonstrate eye-hand coordination while manipulating and exploring objects. Poke, pound and build with play dough and other sculpting materials; scribble with a variety of instruments beginning to use thumb and fingertips grasp; use wrist rotation to fit puzzle piece into puzzle; unscrew lids to pour from one container to another; pull apart pop beads or connecting blocks with ease; use thumb and forefinger</p>	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page 245</i></p> <p>LED Foundations: <i>Physical Health and Growth, page 246</i></p> <p>LED Foundations: <i>Physical Activity, page 251</i></p> <p>LED Vol 2: <i>Moving Along- Building Gross and Fine Motor Skills; page 193</i></p> <p>LED Vol 2: <i>Meeting the Needs of Toddlers and Twos with Motor</i></p>

	<p>Eye Follow-Ups, page 147: To practice eye-hand coordination</p> <p>Funny Booties, page 149: To experiment with hands and feet</p> <p>Napkin Tent, page 150: To encourage reflexive grasping</p> <p>Opening Hands, page 151: To experience pleasant touches for an adult</p> <p>Prone Play, page 151: To practice grasping an object</p> <p>Satin Streamers, page 152: To practice grasping and object when it is placed in the hand</p> <p>Magic Surprise, page 155: To practice grasping</p> <p>Nooks and Crannies, page 155: To practice fine motor skills</p> <p>Rattle Me! Page 156: To practice grasping objects</p> <p>A Round of Applause! Page 159: To practice making hands meet at midline</p>		<p><i>Delays; page 195</i></p> <p>Brain Clapping, page 54: To develop fine motor skills</p> <p>Graduated Nesting, page 56: To develop fine motor skills</p> <p>Jar Lid Puzzles, page 58: To develop fine motor skills</p> <p>All about the Picture, page 81: To develop fine motor skills</p> <p>Alpha-Dough, page 111: To develop fine motor skills</p> <p>Brightest Chalk Scribbles, page 133: To develop fine motor skills</p> <p>Making Marks, page 146: To develop fine motor skills</p> <p>Rubbery Flubby Dough, page 154: To develop fine motor skills</p> <p>Let's Make Music, page 172: To develop fine motor skills</p> <p>Up and Down, Page 181: To develop fine motor skills</p> <p>Baby Food Jar Lid</p>	<p>to pick up and hold small objects.</p>	<p><i>Delays; page 195</i></p> <p>Building with Color, page 305: To develop fine motor skills</p> <p>Green Fun, page 310: To develop fine motor skills</p> <p>Junk Flowers, page 311: To develop fine motor skills</p> <p>Animal Scenes, page 316: To develop fine motor skills</p> <p>Making a Cowbell, page 325: To develop fine motor skills</p> <p>Where Do Cows Live? Page 328: To develop fine motor skills</p> <p>Buried Treasure, page 336: To develop fine motor skills</p> <p>Counting Containers, page 338: To develop fine motor skills</p> <p>Erase a Shape, page 347: To develop fine motor skills</p> <p>Shape Song, page 350: To develop fine motor skills</p> <p>Gone Fishing, page 355: To develop fine</p>
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	<p>Balls, Balls, Balls! Page 159: To develop eye movement</p> <p>Batter Up! Page 160: To develop eye-hand coordination</p> <p>Stacking Cups, page 165: To practice fine motor skills</p>		<p>Clicker, page 198: To develop eye-hand coordination</p> <p>Disposable Blocks, page 201: To develop eye-hand coordination</p> <p>It's Eggciting! Page 203: To develop eye-hand coordination</p> <p>One-Piece Puzzles, page 204: To develop eye-hand coordination</p> <p>Wrap It Up, page 212: To develop hand and finger strength</p>		<p>motor skills</p> <p>My Shape Book, page 358: To develop fine motor skills</p> <p>Collage Treasures, page 368: To develop fine motor skills</p> <p>Earth Day Play, page 370: To develop fine motor skills</p> <p>Zoo Animals, page 383: To develop fine motor skills</p> <p>Animal Hunt, page 385: To develop fine motor skills</p>
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Self-Help

Birth – 12 months	LED Resources, Activities & Objectives	13 months – 24 months	LED Resources, Activities & Objectives	25 months – 36 months	LED Resources, Activities & Objectives
<p>PD.0-12.3 Show increased awareness of and cooperation with personal routines. Begin to wiggle when having clothes changed; reach for bottle or pacifier; may begin to use sign language to indicate eating or play; reach for or cry for favorite sleep item at rest time; raise arms when shirt</p>	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page 245</i></p> <p>LED Foundations: <i>Physical Health and Growth, page 246</i></p> <p>LED Foundations: <i>Nutrition, page 246</i></p> <p>LED Foundations:</p>	<p>PD.13-24.3 Participate in personal care routines with guidance and assistance. Wash own hands; brush teeth with supervision; begin to show interest in toilet</p>	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page 245</i></p> <p>LED Foundations: <i>Physical Health and Growth, page 246</i></p> <p>LED Foundations: <i>Nutrition, page 246</i></p> <p>LED Foundations:</p>	<p>PD.25-36.3 Participate in personal care routines accomplishing many with minimal or no assistance. Wash own hands; brush teeth; pull down own zipper and assist with pulling up zipper; take off coat and try to hang it on hook; pour own milk or juice from child</p>	<p>LED Foundations: <i>Health and Physical Development; page 161</i></p> <p>LED Foundations: <i>Health and Physical Development, page 245</i></p> <p>LED Foundations: <i>Physical Health and Growth, page 246</i></p> <p>LED Foundations: <i>Nutrition, page 246</i></p> <p>LED Foundations:</p>

<p>is being changed; smile or laugh in anticipation of bath time.</p>	<p><i>Sleep, page 24</i> LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131 LED Vol 1: Meeting the Needs of Infants with Motor Delays, page 135 The Blowing Game, page 66: To develop the baby's awareness of his body parts Daydream Believer, page 66: To feel secure during periods of rest Snuggle Buggle, I Love You, page 69: To promote bonding and attachment</p>	<p>training; use spoon and cup at meals; participate in own dressing and undressing; help with simple chores like wiping up spills or picking up toys.</p>	<p><i>Sleep, page 249</i> LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193 LED Vol 2: Meeting the Needs of Toddlers and Twos with Motor Delays; page 195 Here Are My Hands, page 57: To develop an awareness of hand-washing routines</p>	<p>sized container; helps set table; show increased interest in toileting.</p>	<p><i>Sleep, page 249</i> LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193 LED Vol 2: Meeting the Needs of Toddlers and Twos with Motor Delays; page 195 Here Are My Hands, page 57: To develop an awareness of hand-washing routines</p>
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