



The Program for Infants,
Toddlers, and Twos

School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs

Correlated to Learn Every Day The Program for Infants Toddlers and Twos-Building Strong Foundations for Infants, Toddlers and Twos (Referred to in this document as **Foundations**) , The Program for Infants-Volume 1 (Referred to in this document as **Infants-V1**) The Program for Toddlers and Twos -Volume 2 (Referred to in this document as **Toddlers/Twos V2**)

Social and Emotional Development Goals	
Goal 1	
Children will develop and engage in positive relationships and interactions with adults	
YOUNG INFANTS	
For young infants, this includes turning to adults for security and comforting, play, information, and language and watching adults to judge their emotional state.	Infants V1 - Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Other Exemplars: Follow the Action page 67; Who Am I? page 70; Baby Talk page 88; Beginning Bonding page 88; Communicating with Baby page 89; Kick Back page 150; Body Lotion Hand Massage page 204;
OLDER INFANTS	
this includes relationships with adults becoming more multifaceted, including using the adult to help accomplish the child's goals.	Infants V1 . Help me Pack page 100; A Round of Applause page 159; Can You Copy ME? page 252; Feelings page 253; Toddlers/Twos V2 - Here are my Hands page 57; Look What I can do page 173; Cup Stacking page 200; I can do it myself page 203; Turning on Lights page 296
TODDLERS	
this includes establishing at least one on-going, meaningful attachment with an adult. It also includes understanding that others may have beliefs, intentions, and desires that differ from their own.	Toddlers/Twos V2 - Friends Learning Space page 31; Building Social Skills for Life pages 280-296; Collage Treasures page 368; Imagine That page 392
Goal 2	
Children will begin to develop personal relationships with peers.	
YOUNG INFANTS	
this includes showing interest in peers, especially in their emotional expressions.	Foundations : Socially Strong Emotionally Secure pages 202-207; Behavior of Infants, Toddlers, Twos in Group Settings pages 208-220; Infants V1 . Water Play page 210; Messy Painting page 232; My Friends and Me page 254
OLDER INFANTS	
this includes actively demonstrating interest in peers, e.g., offering toys, following, touching, and babbling to them.	Foundations : Socially Strong Emotionally Secure pages 202-207; Behavior of Infants, Toddlers, Twos in Group Settings pages 208-22 Infants V1 . Pointing page 103; Water Play page 210; Messy Painting page 232; Social Rituals page 251; Who's Here page 251; Class Photo Book page 252; My Friends and Me page 254
TODDLERS	
this includes developing friendships over time; comforting a friend who is unhappy; playing with peers for extended periods of time; carrying on conversations; laughing together; and missing a peer who is absent.	Toddlers/Twos V2 - Friends Learning Space page 31; Hello Who's There page 88; You Gotta Laugh page 192; Building Social Skills for Life pages 280-296; Large Group Circle Color Game page 300; Class Color Mural page 306; Mary Wore Her Red Dress page 312; Farm animal parade page 318. Good Morning! Hello! page 319.

Social and Emotional Development Goals Continued	
Goal 3	
Children will begin to develop and demonstrate control over some of their feelings and behaviors (self regulation).	
YOUNG INFANTS	
this includes allowing a trusted adult to help them calm with words and touch, along with self-soothing efforts such as finger-sucking or holding a comforting toy.	Infants V1- Hello page 68; Look into my Eyes, Snuggle Buggle I Love You! page 69; Hold the Toy page 77; Beginning Bonding page 88; I kiss you! You Kiss Me! page 192; Falling in Love page 244; Gentle Touch page 244; Nurturing Rituals page 246; You are Special page 248
OLDER INFANTS	
this includes sometimes being able to calm with thumb sucking or a comforting toy, sometimes with an adult's support. As they near 18 months, they begin to lose some control and may tantrum when distressed.	Infants V1- Hello page 68; Look into my Eyes, Snuggle Buggle I Love You! page 69; Hold the Toy page 77; Beginning Bonding page 88; I kiss you! You Kiss Me! page 192; Falling in Love page 244; Gentle Touch page 244; Nurturing Rituals page 246; You are Special page 248 Toddlers/Twos V2- Fun with Words page 86; Good Morning to You! page 87; Feelings page 282
TODDLERS	
this includes trying to control their actions, perhaps by saying "No, no" as they throw toys. Toddlers may take a blanket to a quiet area and rest when distressed. They will often seek a familiar adult for comfort.	Foundations- Behavior of Infants, Toddlers and Twos in Group Settings pages 208-220; Toddlers/Twos V.2 Building Social Skills for Life pages 280-296; Collage Treasures page 368; Imagine That page 392
Goal 4	
Children will begin to learn and internalize rules, routines, and directions.	
YOUNG INFANTS	
this includes recognizing and anticipating daily routines, e.g., anticipating eating when an adult brings a bottle out or expecting an adult to come when they cry out after a nap.	Infants V1- I Touch Area page 27; Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69; Eye Follow Ups page 147; Get me! page 163; Humming and Body Contact page 173; Trade Funny Sounds page 178; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248
OLDER INFANTS	
this includes anticipating and participating in home and classroom routines and following rules when directed, such as clearing dishes from the table after meals, walking to the changing table for a diaper change, and brushing teeth after eating.	Toddlers/Twos V.2- Puppy Sounds page 62; Someone Special page 67; Dressing Talk page 85; Good Morning to You! page 87; Tell Me About Your Work page 126; Washing Fun page 274; Recorded Love Stories page 292
TODDLERS	
this includes learning and understanding rules but not always having the self-regulation to follow them. It also includes repeating rules to others and trying to learn the rules of their society. Toddlers will often test to see if a rule will be enforced.	Foundations- Behavior of Infants, Toddlers and Twos in Group Settings pages 208-220; Toddlers/Twos V.2 Here I Come (Learning Spaces for Older Toddlers) pages 33-43; I Can do it Myself page 202;
GOAL 5	
Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.	
YOUNG INFANTS	
this includes showing interest in their bodies and the many different things they are able to do, such as watching and using their hands, moving with purpose, self-feeding finger foods, and manipulating toys and materials effectively.	Infants V1- I move area page 34; I Touch Area! pages 38-39; Follow the Action; Follow the Bee page 67; Hold the Toy page 77; Pointing page 103; Dangling Beach Toy page 146; Find the Toy page 148; Fun Things to Kick page 149; Kick Back page 150; Opening Hands page 151; Prone Play page 151; Rattle Me page 156; Tug of War page 158; Balls, Balls, Balls, page 159; Hitting Two Objects page 163; Shoe Box Train page 164; Stacking Cups page 165;

Social and Emotional Development Goals - Goal 5 Continued	
OLDER INFANTS	
this includes completing their own goal-directed activity and recognizing their own accomplishments while learning the rules and values of their family and culture, such as being purposeful in their use of toys and materials, smiling or laughing as they move from crawling to walking, learning new words, demonstrating interest in other children (e.g., spontaneously hugging another child, calling another child "friend"), and showing care and cooperation (e.g., pat a child who is crying on the back, help put toys away).	Infants V1 Family Area page 54; A Place for the Animals page 76; ;Hold the Toy page 77; Name the Toy page 101; Where's Your Nose page 105; Fun Things to Kick page 149; Kick Back page 150; Opening Hands page 151; Prone Play page 151; Let's Make it Move page 151; Rattle Me page 156; Tug of War page 158; Balls,Balls, Balls, page 159; Hitting Two Objects page 163; Shoe Box Train page 164; Stacking Cups page 165; Moving the Sound page 174; Tap a Rhythm page 178; Wanna Dance page 179; Shake it Baby! page 182; Blanket Fun page 226; Make a Funny Face page 245; Nurturing Rituals page 246; Mirror Face page 249
TODDLERS	
this includes showing awareness of their own thoughts, feelings, and preferences as well as those of others (e.g., use words such as you, me, I, he, she, and mine); identifying themselves and using their own name when asked; identifying gender and other basic similarities and differences between themselves and others; wanting to take care of themselves; showing completed projects to an adult; and seeking help from an adult after trying something new or challenging.	Toddlers/Twos V2- See Me Explore! Learning Spaces for Older Toddlers and Twos pages 33-43; Here are My Hands page 57; Learning with Play page 59; Touch The Animals page 70; All About the Picture page 81; Copycat Language page 84; Good Morning to You! page 87; Hello Who's Here page 88; If You're Happy and You Know It! page 91; Let's Talk page 92; Story Participation page 125; Tell Me About Your Work page 126; Feelings page 282; Working Together page 296; Green Fun page 310
APPROACHES TOWARD LEARNING	
Goal 1	
Goal 1 Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.	
YOUNG INFANTS	
this includes being awake and alert for increasing amounts of time and using different actions and modalities in exploring objects or interacting with people.	Infants: Infants V1- Setting up Your Infant Learning Environment- Learning Spaces for Young Infants pages 20-32; Moving Right Along! Learning Spaces for Mobile Infants pages 33-57 Infants V1- Brain Builders Developing Cognitive Skills pages 59-79; On the Move Gross and Fine Motor Skills pages 130-165 Shake the Rattle and Roll pages 166-189; I Am My World! Enhancing Sensory Development pages 197-219.
OLDER INFANTS	
this includes remembering where to find favorite toys or books if they are always kept in the same place; and actively exploring interactions with other people, a variety of materials in the environment, and their own changing physical capacities	Infants V1- Am My World! Enhancing Sensory Development pages 197-219 Toddlers/Twos V2 Setting the Stage for Toddlers & Twos Here I Come: Learning Spaces for Young Toddlers pages 22-31; Brain Builder Activities pages 51-76; Exploring my Wonderful World Learning Through the Senses pages 223-248
TODDLERS	
this includes being flexible in trying out different solutions to problems; awareness of change; active exploration; asking questions; and the beginning of symbolic play	Toddlers/Twos V.2.- Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392
Goal 2	
Goal 2 Children will demonstrate persistence in learning and discovery.	
YOUNG INFANTS	
this includes regulating and prolonging attention with the support of a responsive adult.	Infant V1- Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69; Talk to Me Activities for Communication and Language Development pages 82-103 Eye Follow Ups page 147; Get me! page 163;

APPROACHES TOWARD LEARNING Goal 2 Continued...	
OLDER INFANTS	
this includes maintaining interest in interactions or exploration during waking hours, such as sitting on an adult's lap and listening to all of a simple book.	Infant V1- ; Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69; Talk to Me Activities for Communication and Language Development pages 82-103 Read it Again! page 120; Textured Books page 121; Discovering Books page 124; My ABC Book page 126; Story Time page 130; Eye Follow Ups page 147; Get me! page 163; Humming and Body Contact page 173; Trade Funny Sounds page 178; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246.
TODDLERS	
this includes maintaining attention long enough to complete activities and experiences that interest them, such as completing a simple puzzle, listening to an entire story, building a block structure, spending time at a play dough table, and playing pretend games.	Toddlers/Twos V.2- I Can Do It Myself! page 203; One Piece Puzzles page 204; Pouring from Pitchers and Cups page 207; Touch the Toy page 248; Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392
Goal 3	
Goal 3 Children will learn and use words to describe what they are thinking and doing.	
YOUNG INFANTS	
this includes having ongoing, meaningful relationships with adults who provide a rich language environment	Infants V1- Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69; Humming and Body Contact page 173; Trade Funny Sounds page 178; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248
OLDER INFANTS	
this includes learning the names of objects and actions from an involved adult and beginning to name some objects and actions they are doing	Infants V1- Help Me Pack page 100; Name Games page 101; Name the Toy page 102; Talk on the Phone page 105. Toddlers/Twos V.2- Here are my Hands page 57; Let's Talk page 92; Little Piggies page 93; We're Looking Everywhere page 102; Look What I can do page 173; Cup Stacking page 200; I can do it myself page 203; Turning on Lights page 296
TODDLERS	
this includes using language to ask for help, to communicate during pretend play, and to converse with others about what they are doing.	Toddlers/Twos V.2- Hat Learning Space pages 29; Friends Learning Space page 31; Pouring from Pitchers and Cups page 207; Squeezing Sponges page 209; Important Play page 287; Lunch with Teddy page 289
LANGUAGE AND LITERACY	
Goal 1	
Goal 1 Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s).	
YOUNG INFANTS	
this includes looking at a person who is speaking; enjoying an adult's singing, laughing, and talking; and participating in turn-taking conversations with adults through facial expressions, gestures, cooing, babbling, and signing	Infants V1- Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69; Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Sound page 92; The Bye-Bye Game page 123; Floor Mirror page 148 Humming and Body Contact page 173; Songs and Rhymes page 176; Trade Funny Sounds page 178; Sing and Say page 183; Songs from the Learn Every Day Music CD (Infants) pages 189-196; Baby Bounce page 205; Floating Bubbles page 207; A Touching Game page 209; Blanket Fun page 226; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248

LANGUAGE AND LITERACY GOAL 1 Continued...	
OLDER INFANTS	
this includes incorporating an increasing number of non-verbal communications, such as pointing, head turning, hand motions; beginning to use proto words (such as wa-wa for water); and making the transition to spoken language, using the names of objects, activities, and friends.	Infants V1- Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Sound page 92; Movement and Position Words page 100; Name the Toy page 101; Pointing page 103; Repeat the Words page 103; The Bye-Bye Game page 123; Pointing and Identifying page 128; Floor Mirror page 148; Humming and Body Contact page 173; Songs and Rhymes page 176; Trade Funny Sounds page 178; Sing and Say page 183; Songs from the Learn Every Day Music CD (Infants) pages 189-196; Baby Bounce page 205; Floating Bubbles page 207; A Touching Game page 209; Blanket Fun page 226; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248; Can you Copy Me? page 252; Class Photo Book page 253; Who's Here Magnets page 256.
TODDLERS	
this includes a "language explosion," moving from two-word sentences to recounting events.	Toddlers/Twos V2- All about the Picture page 81; Animal Talk page 81; Changing Sounds page 83; Copy Cat Language page 84; The Cow Says Moo page 84; Dressing Talk page 85; Everything Can Talk page 85; Fun with Words page 86; Hello! Who's There page 88; Hey Diddle Diddle page 89; Let's Talk page 92; Looking at the Wide World page 95; Pack'n Go page 98; Twinkle, Twinkle Little Star page 101; We're Looking Everywhere page 102; Where's the Chick? page 103; Yo-Ho A Spying We Will Go! page 103; Story Participation page 125; Story Time page 125; Tell Me About Your Work page 126; Songs and Pictures page 179; Saying Names page 237; Sensory Books page 237; Outside Treasures page 269; How Do you Feel Today? page 286; Lots of TLC page 288; Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392
Goal 2	
Goal 2 Children will understand and begin to use oral language for conversation and communication	
YOUNG INFANTS	
this includes developing the reciprocal pattern of conversation by taking turns with an adult who is talking with them	Infants V1- Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Song page 92; Pointing page 103; Repeat the Words page 103; The Bye-Bye Game page 123; Pointing and Identifying page 128; Floor Mirror page 148; Humming and Body Contact page 173; Songs and Rhymes page 176; Trade Funny Sounds page 178; Sing and Say page 183;;Baby Bounce page 205; Blanket Fun page 226; Talk Walks page 227; You Are Special page 248; Can you Copy Me? page 252;
OLDER INFANTS	
#NAME ?	Infants V1- Always Talking page 86; Coo and Squeal page 89; My Favorite Song page 92; Pointing page 103; Repeat the Words page 103;; Pointing and Identifying page 128; Songs and Rhymes page 176; Trade Funny Sounds page 178; Sing and Say page 183; Can you Copy Me? page 252; Toddlers/ Twos V2- Changing Sounds page 83; Copycat Language page 84; Dressing Talk page 85; Fun with Words page 86; Hello! Who's There? page 88; Let's Talk page 92

LANGUAGE AND LITERACY GOAL 2 Continued...	
TODDLERS	
this includes understanding and following directions, such as “Bring your coat and your hat”; remembering words to songs and finger plays; conversing with friends; using language to describe an event (seen or imagined) and to plan or negotiate play; and adding to a verb or s to a noun.	Toddlers/ Twos V2 -Finger and Toe Copy Game page 55;Someone Special page 67; All About the Picture page 81; Changing Sounds page 83; Copycat Language page 84; Dressing Talk page 85; Fun with Words page 86; Good Morning to You page 87; Hello! Who's There? page 88;A Jolly Good Fellow page 91; Little Ants page 92; Let's Talk page 92; Little Piggies page 93; Mary Had A Little Lamb page 97; This Old Man page 180; The Wonders of Music page 182; Sharing Game page 285;Fingers Make the Shapes we See page 353.
Goal 3	
Goal 3 Children will hear and distinguish the sounds and rhythms of language.	
YOUNG INFANTS	
this includes attending to the languages spoken around them as they develop a cognitive map of the sounds of these languages	Infants V1 - Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69; Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Sound page 92; The Bye-Bye Game page 123; Floor Mirror page 148; Trade Funny Sounds page 178; Sing and Say page 183; Songs from the Learn Every Day Music CD (Infants) pages 189-196;Baby Bounce page 205; Floating Bubbles page 207; A Touching Game page 209; Blanket Fun page 226; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248
OLDER INFANTS	
this includes enjoying playing with language-like sounds.	Infants V1 - Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Song page 92; Pointing page 103; Repeat the Words page 103; The Bye-Bye Game page 123 Toddlers/ Twos V2 - Changing Sounds page 83; Copycat Language page 84; Dressing Talk page 85; Fun with Words page 86; Hello! Who's There? page 88; Let's Talk page 92.Looking at the Wide World! page 95; Outside Treasures page 269;
TODDLERS	
this includes making language sound generalizations, such as using the “s” sound for plurals and creating words like mouses; and enjoying rhymes	Toddlers/Twos V2 - You Choose page 76; Fun with Words page 86;Little Bo Peep page 119; Little Boy Blue page 120;Tell Me about your Work page 126; Sing Out page 178;Saying Names page 237;Fill in the Word page 283;Animal Dance page 346
Goal 4	
Goal 4 Children will begin to learn and demonstrate how print works.	
YOUNG INFANTS	
this includes looking at photos as an adult describes them; exploring books by mouthing, chewing, patting, and banging; and holding a book and trying to turn the pages.	Infants V1 - Family Pictures page 77; Pictures Pictures page 79;Talking Together page 93; Picture Wall page 102;Book Look! page 116; My First Book page 119, Read It again! page 120; Textured books page 121; Baby Faces Book page 243.
OLDER INFANTS	
this includes making sounds when looking at pictures in books (e.g., saying “a, a” when looking at a picture of a cat); turning pages of a book, sometimes turning more than one at a time; recognizing a favorite book by its cover; scribbling with a crayon; and pretending to read environmental print (e.g., print on a cereal box).	Infants V1 - Family Pictures page 77; Pictures Pictures page 79;Talking Together page 93; Picture Wall page 102;Book Look! page 116; My First Book page 119, Read It again! page 120; Textured books page 121; A Book With Doors page 123; Discovering Books page 124; Family Faces page 125; My ABC Book page 126; Personal Book page 128, Pointing and Identifying page 128; Story Time page 130; Baby Faces Book page 243. Toddlers/Twos V2 - Book Nook page 112; Fun with Picture Cards page 117; Word Book page 128

Language and Literacy Goal 4 Continued...	
TODDLERS	
this includes using writing instruments; dictating words and watching an adult write them down; and recognizing familiar logos	Toddlers/Twos V2- Library page 36; First Reading Game page 115; My Own Word Book page 121; Word Book page 128; Brightest Chalk Scribbles page 133; Bundle Scribble Box page 134; Chalk on the Sidewalk page 134; Making Marks page 146; Printing with Paint page 152;
Goal 5	
Goal 5 Children will engage with stories and books.	
YOUNG INFANTS	
this includes looking at pictures in a book; responding to an adult's excited voice when reading a story; and looking at books every day.	Infants V1- Book Look page 116; Loud and Soft page 118; My First Book page 119; Read it Again page 120; Reading Tips page 120; Rhymes for Reading page 121; Textured Books page 121;
OLDER INFANTS	
this includes pointing to pictures when named by an adult. Older infants may look at books on their own.	Infants V1- Family Pictures page 77; Pictures Pictures page 79; Talking Together page 93; Picture Wall page 102; Book Look! page 116; My First Book page 119, Read It again! page 120; Textured books page 121; A Book With Doors page 123; Discovering Books page 124; Family Faces page 125; My ABC Book page 126; Personal Book page 128, Pointing and Identifying page 128; Story Time page 130; Baby Faces Book page 243. Toddlers/Twos V2- Book Nook page 112; Fun with Picture Cards page 117; Word Book page 128
TODDLERS	
this includes "reading" a familiar story to friends or stuffed animals; handling books; and listening to longer stories and talking about the characters.	Toddlers/Twos V2- Book Nook page 112; Caps for Sale page 113; Cozy Library page 114; First Reading Game page 115; Flap Book page 116; My Own Word Book page 121; Reading Buddies page 122; Reading Games page 122; Shape Book page 123; Sharing Books page 124; Story Participation page 125; Story Time page 125; Word Book page 128.
Cognition and General Knowledge Goals for Infants and Toddlers	
Goal 1	
Goal 1 Children will learn and begin to use math concepts during daily routines and experiences.	
YOUNG INFANTS	
this includes recognizing the difference in number of small sets of objects, such as being surprised when watching two objects dropped into a box but finding only one object in the box.	Infants V1- Construction Area page 44-45; Compartments page 72; Hide the Teddy page 73; What's Under the Scarf page 75; What is under the Material page 75; Where is it? page 99; Where's Teddy? page 99; Stacking Cups page 165;
OLDER INFANTS	
this includes using shape sorting boxes; using words such as big, little, more and one, two, three; and noticing the size, shape, and color of objects.	Infants V1- Construction Area page 44-45; Compartments page 72; Hide the Teddy page 73; What's Under the Scarf page 75; What is under the Material page 75; Where is it? page 99; Where's Teddy? page 99; Stacking Cups page 165; Toddlers/Twos V2- Graduated Nesting page 56; Patterns with Blocks page 59; Simple Shape Box page 66; Disposable Blocks page 201; Wrap it up page 212
TODDLERS	
this includes sorting the circles separately from the squares, even though each comes in red, blue, and yellow; setting a plate at each chair at meal time; and understanding spatial relationships to solve problems.	Toddlers/Twos V2- Graduated Nesting page 56; Patterns with Blocks page 59; Simple Shape Box page 66; Disposable Blocks page 201; Wrap it up page 212; Mother Baby Match page 327; Sock Sort page 344; Erase a Shape page 347; Hoop Shapes Game page 348; Name that Shape page 349; Shape Song page 350; Finding Shapes page 352; In the Kitchen page 356; Match the Shape page 357; My Shape Book page 358; Shape Float page 359; Shape Hop Along page 358.

Cognition and General Knowledge Goals continued	
Goal 2	
Goal 2 Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.	
YOUNG INFANTS	
this includes sucking, holding, looking, touching, throwing, dropping, vigorously moving toward or away from objects and people	Infants V1-I move Area page 34; The Blowing Game page 66; Bouncing Ball page 145; Satin Streamers page 152; Explore Some More page 153; Nooks and Crannies page 155; Sit and Stand page 157; Box Tunnels page 160; Classroom Maze page 161; Floating Bubbles page 207; Exploring Game page 229; Outdoor Time page 230
OLDER INFANTS	
this includes categorizing, matching, and ordering some objects such as piling toy animals together; matching socks; putting red blocks together; organizing three objects from small to large with help; and using tools to solve problems.	Infants V1-C onstruction Area page 44-45; Compartments page 72; Hide the Teddy page 73; What's Under the Scarf page 75; What is under the Material page 75 Napkin Rings page 78;; Where is it? page 99; Where's Teddy? page 99; Stacking Cups page 165; Explore a Tree page 231; Toddlers/Twos V2- Graduated Nesting page 56; Patterns with Blocks page 59; Simple Shape Box page 66; You Choose page 76; Painting Goes Wild page 142; Disposable Blocks page 201; Wrap it up page 212
TODDLERS	
this includes attending to the properties of things that cannot be seen, such as time, cause, or loved ones who are not present. They use an understanding of spatial relationships to solve problems; remember where to find their jackets or certain toys; and ask questions such as "Why?," "When?," and "Where?"	Toddlers/Twos V2- You Choose page 76; Good Morning to You page 87;
Goal 3	
Goal 3 Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.	
YOUNG INFANTS	
For young infants, this includes remembering that people and objects exist even when they are out of sight (person or object permanence).	Infants V1- Who Am I? page 70; Can You Remember? page 71; Chip Can Scarves page 72; Noisy Dumping page 73; Peekaboo page 74; Who is Under the Scarf? page 75; What is under the material? page 75; Let's Make that Move page 154 Rattle Me page 156; Collection of Balls page 162; Dish Tub Seats page 162; Get Me! page 163; Shoebox Train page 164;
OLDER INFANTS	
this includes using understanding of cause and effect to predict events and solve problems, e.g., building a block tower and knocking it down; using a jack-in-the box; and dropping objects repeatedly off the side of the table	Infants V1- Who Am I? page 70; Can You Remember? page 71; Chip Can Scarves page 72; Noisy Dumping page 73; Peekaboo page 74; Who is Under the Scarf? page 75; What is under the material? page 75; Let's Make that Move page 154 Rattle Me page 156; Collection of Balls page 162; Dish Tub Seats page 162; Get Me! page 163; Shoebox Train page 164; Toddlers/Twos V2- Behind the Flap page 53; Patterns with Blocks page 59; Puzzle Fun page 63; Reverse Pull page 64; Tubes at An Angle page 71; Tubes Inside Tubes page 72; What's Under the Sand, page 74; Where's The Bunny page 75; Flap Book page 116; Shadow Play page 178; Boom, boom, boom, page
TODDLERS	
this includes saying what will happen next in a familiar story; knowing the words to songs; remembering a game played the day before; and showing interest in the idea that they were small and are now growing.	Toddlers/Twos V2- Behind the Flap page 53; Patterns with Blocks page 59; Puzzle Fun page 63; Reverse Pull page 64; Tubes at An Angle page 71; Tubes Inside Tubes page 72; What's Under the Sand, page 74; Where's The Bunny page 75; Happy and you know it page 90; A Jolly Good Fellow page 91; London Bridge page 94 ; Flap Book page 116; Activities for Music and Movement pages 164-182; Shadow Play page 178; Boom, boom, boom, page 198. If You're Mirror Dance page 233; Shapes Big and Small Fun with Drums page 354; Wild Animals Animal

Physical Well-Being and Motor Development Goals for Infants and Toddlers	
Goal 1	
Children will develop control of large muscles for movement, navigation, and balance.	
YOUNG INFANTS	
this includes raising the head and body against gravity; balancing during sitting and crawling; practicing many movements with "body babbling" (apparently random movement that develops into purposeful action); and rolling, rocking, and crawling to move from place to place.	Infants V1 - I Move Area page 34; In and Out Area page 52; Left and Right page 68; On and Off Open and Close page 78; Bouncing Ball page 146; Dangling Beach Toy page 146; Fun Things to Kick page 150, Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156.
OLDER INFANTS	
this includes moving in a variety of ways, such as cruising, walking, and toddling; and climbing and moving from one position to another while maintaining balance and coordinating body movements.	Infants V1 - Fun Things to Kick page 150, Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156; Sit and Stand page 157; Tug-of-war 158; Batter Up! page 160; Box Tunnels page 160; Bumpy Lumpy Locomotion page 161; Get Me page 163; Obstacle Course page 164;
TODDLERS	
this includes moving with more confidence and coordinating body movements for a purpose.	Toddlers/Twos V2 - Boom! Boom! Down page 198; Cat and Mouse page 216; Haul It page 218; Hop Scotch page 219; On the Road Again 220; Walking the Shapes page 221; Where Can I Jump page 222; Color Walk page 308; Farm Animal Parade page 318; Farm Scene page 322; Follow that Animal page 323; Animal Dance 346; Animal Parade page 381.
Goal 2	
Goal 2 Children will develop control of small muscles for manipulation and exploration.	
YOUNG INFANTS	
this includes shaking objects; reaching, holding, and transferring objects from hand to hand; picking up and releasing objects; and sitting and using hands	Infants V1 - I Move Area page 34; In and Out Area page 52; Left and Right page 68; On and Off Open and Close page 78; Bouncing Ball page 146; Dangling Beach Toy page 146; Fun Things to Kick page 150, Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156.
OLDER INFANTS	
this includes using hands to play with toys and tools and coordinating hand and body movements.	Infants V1 - Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156; Sit and Stand page 157 Balls, Balls Balls page 159; Collection of Balls page 162; Hitting Two Objects page 163; Stacking Cups page 165; Toddlers/ Twos V2 - Eye Dropper Play page 201; Fill-and-Spill Bottles page 202; Screw The Top On page 208; Tear it up page 211; Wrap It Up page 212
TODDLERS	
this includes using markers; building with blocks; brushing teeth (with adult help); dressing dolls; and putting a four piece puzzle together.	Toddlers/ Twos V2 - Jar Lid Puzzles page 58; Puzzle Fun page 63; Artistry page 133; Making Marks page 146; Eye Dropper Play page 201; Fill-and-Spill Bottles page 202; Screw The Top On page 208; Tear it up page 211; Toothbrush Holders page 211; Wrap It Up page 212; Washing Fun page 274
Goal 3	
Goal 3 Infants and toddlers will learn and begin to demonstrate healthy and safe habits.	
YOUNG INFANTS	
the responsibility belongs to parents and other caretaking adults.	Foundations - Healthy Habits pages 168-179;
OLDER INFANTS	
this may include anticipating washing hands before and after eating and brushing teeth.	Foundations - Healthy Habits pages 168-179; Toddlers/Twos V2 - Here are my Hands page 57;

TODDLERS	
<p>this includes dressing and undressing themselves; brushing their teeth; washing hands independently; getting a tissue for a runny nose; drinking from an open cup; learning to use the toilet; choosing a food to eat when given several nutritious choices; and trying new foods when offered.</p>	<p>Toddlers/Twos V2- Here are my Hands page 57; Pee-Pee In the Toilet Bowl page 188; Cereal Pour page 199; Tooth Brush Holders page 211; Lunch with Teddy page 289</p>



