

Sequencing Activity

Directions: Make one set of cards for each group of participants. For easy sorting after the activity, use a different color paper or cardstock for each set. Cards can be laminated, if desired to extend their usability.

<p>SE 2.1 Experiences, expresses, and regulates a range of emotions</p> <p>Uses adult support to calm self (e.g., relaxes when picked up and held by a familiar adult) and demonstrates some self-soothing behaviors (e.g., thumb/fist sucking, rocking, turning away from source of overstimulation)</p>	<p>SE 2.1 Experiences, expresses, and regulates a range of emotions</p> <p>Comforts self by seeking a special toy, object, or caregiver when upset</p>
<p>SE 2.1 Experiences, expresses, and regulates a range of emotions</p> <p>Uses an expanding range of self-regulation strategies with support and modeling (e.g., taking deep breaths and relaxing muscles, verbal reasoning or reframing of the situation, seeking quiet alone time)</p>	<p>CD1.1 Shows curiosity and a willingness to try new things</p> <p>Uses senses and a variety of actions to explore the environment (e.g., turns head toward a sound, shakes or bangs a toy, mouths objects)</p>

<p>CD1.1 Shows curiosity and a willingness to try new things</p> <p>Asks increasingly complex questions, beginning with basic "wh-" questions related to the immediate world around them (e.g., "What is this?" "Why is it blue?"). Later in this age range also seeks explanations for future and past events and demonstrates interest in a range of topics and ideas (e.g., "When is lunch?"; "How do clouds get in the sky?")</p>	<p>CD1.1 Shows curiosity and a willingness to try new things</p> <p>Experiments with objects and materials with increasing sophistication (e.g., gathers multiple objects to find out which will sink or float, uses magnets with various objects and materials) with guidance and support from adults</p>
<p>PH2.1 Demonstrates fine-motor strength, control, and coordination</p> <p>Uses hand-eye coordination to reach for, touch, and explore properties of objects</p>	<p>PH2.1 Demonstrates fine-motor strength, control, and coordination</p> <p>Uses hand-eye coordination to complete tasks (e.g., turning pages and pointing to pictures in books, turning knobs and unscrewing lids), though may lack precision in some actions (e.g., spills water when pouring)</p>
<p>PH2.1 Demonstrates fine-motor strength, control, and coordination</p> <p>Shows increasing refinement in hand-eye coordination (e.g., tracks words across page with finger with adult modeling and support, pours without spilling, pushes specific keys on keyboard)</p>	<p>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)</p> <p>Uses vocalizations (e.g., cooing) and gestures to communicate needs, interests, and emotions</p>

<p>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)</p> <p>Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language</p>	<p>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)</p> <p>Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronounces many words (e.g., says "buhsggetti" for spaghetti)</p>
<p>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)</p> <p>Communicates clearly enough to be understood by most people and will usually only mispronounce new and/or unusual words</p>	<p>MT3.1 Participates in exploratory measurement activities and compares objects</p> <p>Explores the size and shape of objects in various ways (e.g., grasping, mouthing, banging, dropping)</p>
<p>MT3.1 Participates in exploratory measurement activities and compares objects</p> <p>Investigates properties of objects and materials (e.g., volume, relative size) through exploration and play (e.g., tries to squeeze large object into smaller container, pours liquid from one container to another); later in this age range labels some attributes of objects (e.g., recognizes length by communicating "I'm tall")</p>	<p>MT3.1 Participates in exploratory measurement activities and compares objects</p> <p>Measures attributes of objects (e.g., length, height, weight) using non-standard units (e.g., lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug); and explores formal measuring tools (e.g., measuring cups, scale, ruler) with increasing independence and initiation of activity and directly compares objects to see which is longer and later in this age range uses a third object to compare the length of two objects (e.g., uses yarn to measure two different objects)</p>