

**Arkansas Child Development  
and Early Learning Standards**

***Strategies and Activities:  
Infant Toddler***



**September 2018**

Published 2018 by Early Care and Education Projects  
Fayetteville, AR 72701

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September 2018

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# Introduction

*Arkansas Child Development and Early Learning Standards Strategies and Activities: Infant Toddler* was created to help early childhood professionals in developing quality developmentally appropriate curriculum, goals, and environments for children in their classroom. Based on the *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* (CDELS), this document focuses on ages birth through 36 months. Some indicators (knowledge or skill that one would expect to see in a child) will begin developing in infant and toddler years, but are not mastered until children are older than 36 months.

*Arkansas CDELS Strategies and Activities: Infant Toddler* is organized by the nine Arkansas CDELS **Domains of Development and Learning**:

- Social and Emotional Development
- Cognitive Development
- Physical Development and Health
- Language Development
- Emergent Literacy
- Mathematical Thinking
- Science and Technology
- Social Studies
- Creativity and Aesthetics

Each domain is further divided into more specific areas of development or learning, which are called **domain components**. Each domain component consists of **learning goals** related to the component. These are the specific areas of development and learning in which children should show progress. Each learning goal consists of one or more **strands** that represent subskills within the learning goal. Within each strand, there is a progression of expectations for what children should know and be able to do at different ages in early childhood. Each step in the progression is called an **indicator**, which outlines the knowledge or skill that one would expect to see in a child related to that learning goal within a specific age range. It is important to note that because typical child development and learning varies widely from child to child, many indicators span multiple age ranges. For example, when an indicator spans the birth through 8-month and 9- through 18-month age ranges, that means the behaviors and skills will be developing and observed for most children somewhere between birth and 19 months (*Arkansas CDELS, 2016*). There is large variability in meeting milestones. Children may display multiple milestones simultaneously while some milestones may be skipped entirely. For example, they may learn to crawl and cruise simultaneously while some children may never crawl and go straight to cruising.

The Arkansas Child Development and Early Learning Standards Committee established a set of **guiding principles** that informed the development of the standards. Those guiding principles are:

- The foundations of early development and learning begin before birth.
- Families are children’s first and most influential teachers.
- Child development and learning unfold within each child’s specific social and cultural context.
- All areas of development and learning are equally important and influence a child’s school readiness and life success.
- Early learning standards should be grounded in the science of child development and early learning.
- Children’s learning happens through the active, playful exploration of their environment and participation in meaningful interactions with others.
- Children learn in a variety of ways and develop at varying rates.
- Children can demonstrate mastery of the standards in a variety of ways.
- Early development and learning standards are not a curriculum or assessment, but provide the areas of and expectations for development and learning to which curricula and assessments must align.
- Children develop and learn best in environments that are psychologically and physically safe and that foster strong relationships between caring adults and children.
- Early development and learning standards should be central to the state’s early childhood professional development and higher education systems and a range of supports should be provided to facilitate teachers’ understanding and use of the standards. (*Arkansas CDELS, 2016*)

Early development and learning is complex and interrelated, resulting in many potential ways to discuss and describe phases of development and learning. To make this complexity more manageable, the birth-through-60 month age span is divided into five **age ranges** and the standards are organized into progressively smaller groupings of content (*Arkansas CDELS*, 2016).

- Birth through 8 months
- 9 through 18 months
- 19 through 36 months
- 37 through 48 months, and
- 49 through 60 months

The strategies and activities in this document are separated by age range. Each child is different and there can be a wide range in children’s development and learning. The *Arkansas Child Development and Early Learning Standards: Birth through 60 Months* (2016) has highlighted behaviors and signs to watch for that might indicate a developmental delay or behavioral issue. Where applicable, those warning signs have been listed at the start of each Domain of Development and Learning section. Companion publications *AR CDELS Developmental Rating Scale: Birth through 36 Months* and *AR CDELS Developmental Rating Scale: 19 through 60 Months* have been created and can help the early childhood professional identify developmental delays and/or behavioral issues. The *AR CDELS Developmental Rating Scales* as well as the *AR CDELS Strategies and Activities* are available for download on Early Care and Education Projects *For the Provider* webpage under Arkansas Curriculum and Supplemental Publications.

**Reference:**

Arkansas Department of Human Services, Division of Child Care and Early Childhood Education. (2016). *Arkansas child development and early learning standards: Birth through 60 months*. Little Rock, AR: Author

# Reading and Using *Strategies and Activities: Infant Toddler*

*Strategies and Activities: Infant Toddler* is based on the *Arkansas Child Development and Early Learning Standards (CDELS): Birth through 60 Months* and is designed to support teachers in helping children meet learning goals. It is organized by Domains of Development and Learning, Domain Component and Learning Goal. The strategies and activities within this document were developed for infant and toddler children (birth through 36 months) from the indicators located within each learning goal in the Arkansas CDELS.

*Strategies and Activities: Infant Toddler* is arranged by Domain of Development and Learning. Each Strand is listed in the left column and the associated strategies and activities are in the middle column labeled **Teaching Strategies**. The right column has examples of how those teaching strategies might be implemented. Throughout the text there are references to the resource section, indicating there are additional resources that accompany those strategies or activities. These additional resources are located at the end of that Domain of Development and Learning.

Domain Component	SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING		Learning Goal
	SE2.1 EXPERIENCES, EXPRESSES, AND REGULATES A RANGE OF EMOTIONS		
	<p><b>Teaching Strategies</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>Realize that very young infants have limited resources for expression; crying is their primary way of communication.</li> <li>Respond in a trial-and-error method, when a young infant's reason for crying is not obvious.</li> <li>Be gentle and soothing as you try to determine the cause of distress. Observe the infant, ask yourself what the infant may be feeling, and adapt your behavior to meet the infant's need.</li> <li>Offer comfort when a young infant is frightened.</li> <li>Acknowledge emotions shown by infants.</li> <li>Be aware of some of the primary reasons young infants cry:             <ul style="list-style-type: none"> <li>Hunger</li> <li>Tiredness</li> <li>Wet or soiled diaper</li> <li>Pain (e.g. gas, colic)</li> <li>Uncomfortable clothing</li> <li>Other discomforts (e.g. uncomfortable position, too hot or too cold)</li> <li>Sudden change such as a loud noise, sudden loss of support, bright light</li> <li>Need to be held</li> <li>Overstimulation (e.g. too much peer and/or caregiver interaction)</li> <li>Anxiety or stress</li> </ul> </li> <li>Understand that later in this age range (birth-8 months) infants begin to show a wider range of clearly differentiated emotions including:             <ul style="list-style-type: none"> <li>Smiles to express joy</li> <li>Coos for pleasure and cries with displeasure</li> <li>Makes a face of disgust to tell an adult that he does not want any more food.</li> </ul> </li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>Say to the child who smiles and coos as you sing with him: "You're so happy when I sing to you. Are you trying to sing along with me?"</li> <li>Say to the child who smiles, kicks her legs and holds up her arms as you walk near her crib as she's waking from her nap: "You're sure excited. I think you want to get out of that crib and are ready to play."</li> <li>After all child's needs have been attended too, if the infant is still fussy, create a quiet area where the infant can have some space away from others.</li> <li>Consider these ways to prevent or reduce stress in infants:             <ul style="list-style-type: none"> <li>Be aware of early signs of hunger, sleepiness, or irritability and respond quickly to the infant's need.</li> <li>Suggest that families dress their infant in clothes that are comfortable, don't bind or restrict movement, and are appropriate for the temperature.</li> <li>Keep the environment calm by avoiding loud music, bright lights or loud voices.</li> <li>Keep the infant on a predictable but flexible schedule.</li> </ul> </li> </ul>	
Strand	EMOTION EXPRESSION		
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>Understand that mobile infants express joy and excitement as well as anger and fear. Anger serves as a signal to you that the child is experiencing frustration and is letting you know that something needs to be changed or altered.</li> <li>Observe the child's reactions and behaviors in different or unfamiliar situations, think about what feelings and emotions the child is expressing in each situation, and consider your response.</li> <li>Provide labels for the mobile infant's feelings and emotions.</li> <li>Observe the reactions of a mobile infant who encounters unfamiliar situations or objects, think about what feelings and emotions the child is expressing and respond appropriately.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>Respond to a child who crawls under a low table, can't get out and begins to cry by getting on child's level and saying, "I know you're frustrated because you're stuck under the table." Guide the child from under the table by putting your hand on the child's head while saying, "If you put your head down, you can move out."</li> <li>Say to the child who is laughing and rapidly crawling toward grandparents coming into the classroom to pick him up: "I can see you're happy to see your grandparents."</li> <li>A school age child wearing a mask comes in with his father to bring in a mobile infant. One of the children looks at the mask, begins to cry and tries to hide behind a chair. Go to the crying child and put your arms around her. Ask the school age child to remove the mask. Then say, "See, Joann, it is James' brother. He had on a mask. That's what scared you."</li> <li>A new teacher in the center stops by your classroom to say hello. A child quickly crawls next to you, clings to your leg, lip quivering as though he is about to cry. Pick up the child and in a calm voice say, "This is Ms. Jennifer. She's a new teacher in our center. She'll be working in the room next to ours."</li> </ul>	
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>Understand that toddlers begin to express more complex emotions such as pride, embarrassment, and shame while continuing to express basic emotions.</li> <li>Understand that toddlers have contrasting emotional states and mood shifts such as tenderness and anger, hostility and love, and independence and dependence.</li> <li>Accept that caring for toddlers with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt to their constantly changing behavior.</li> <li>Realize that strong emotions typically occur as the result of the culmination of fatigue and frustration, plus the toddler's inability to use words to express strong feelings.</li> <li>Take seriously a toddler's fear of things such as large dogs and people who are strangers.</li> <li>Acknowledge toddlers fears and assure them that you are there to take care of them.</li> <li>Treat toileting accidents or spills at the lunch table with care and remain calm as you change the child's clothing or help them clean up the spill.</li> <li>Acknowledge a toddler's accomplishments.</li> <li>Guide toddlers to use words rather than actions such as hitting and shoving to express their feelings toward others.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>When the toddler slides down the slide and says "I did it!" say "You went down the slide. You must be proud of yourself." <b>Note that it is the toddler's pride that is important, not yours.</b></li> <li>If a child spills milk at the table, calmly hand her a washcloth and say, "You had a spill. Here is a washcloth for you to help me clean up the milk. Thank you for helping me clean up the spill."</li> <li>Create a feelings and emotions picture book to look at and talk about with toddlers.</li> </ul> <p>For more information on creating a feelings and emotions picture book, see the Resources section (p. 20).</p>	
		Resources are available	





## Social and Emotional Development

It is vitally important that Arkansas's early childhood professionals focus on the social and emotional development of young children. New research has uncovered the dramatic impact that early relationships and social interactions have on a child's academic performance and mental health, as well as on the success of future relationships.<sup>1</sup> In fact, research has found that an individual's soft skills—those traits related to interpersonal skills and emotional intelligence—are critically important to success in the workplace.<sup>2</sup> A child's earliest interactions with parents, early childhood professionals, and other children shape their identity, influence how they regulate their emotions, and mold the way in which they communicate, cooperate, empathize, and navigate relationships with others. Accordingly, much in the same way that early childhood professionals foster learning in emergent literacy and mathematics, they must also work to achieve secure, nurturing relationships with children and promote their social and emotional health and growth.

### Potential Warning Signs of Behavioral Issues or Development Delay

- **By 9 months**, a child doesn't play any games involving back-and-forth play, doesn't respond to his or her own name, doesn't recognize familiar people, or doesn't look where you point.
- **By 18 months**, a child doesn't point to show things to others, doesn't know what familiar things are, doesn't have at least 6 words or doesn't gain new words, or loses skills that he or she once had.
- **By 3 years old (36 months)**, a child drools or has unclear speech, can't work simple toys like pegboards or simple puzzles, doesn't understand simple instructions, or loses skills he or she once had.

<sup>1</sup>National Scientific Council on the Developing Child (2004). *Children's emotional development is built into the architecture of their brains: Working paper No. 2*. Retrieved from: [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).

<sup>2</sup>National Bureau of Economic Research. (June 2012). *Hard evidence on soft skills* (Working paper). Cambridge, MA: Heckman, J. J. & Kautz, T.

SE1. RELATIONSHIPS WITH OTHERS		
SE1.1 FORMS TRUSTING RELATIONSHIPS WITH NURTURING ADULTS		
INTERACTIONS	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Respond to infants as individuals rather than as members of a group.</li> <li>◆ Build a responsive relationship with each infant by getting to know each one. Begin by asking families for pertinent information regarding their child.</li> <li>◆ Become aware of the many ways young infants communicate their needs, interests and feelings to you (both verbal and nonverbal cues).</li> <li>◆ Take cues from each infant, accurately responding to each infant’s pattern of sleep, hunger, alertness, and need for comfort.</li> <li>◆ Respond consistently to infants’ needs for food and comfort in ways that are caring and specific to each child. Over time infants develop trust in those adults who met their needs consistently.</li> <li>◆ Mirror the behavior of infants. Be a partner in social interactions with them. Follow their lead and take turns with them.</li> <li>◆ Respond to social cues given by the infant.</li> <li>◆ Think of the time you spend diapering, dressing and feeding each infant as a unique opportunity for one-on-one interactions with the infant.</li> <li>◆ Narrate what you are doing during caregiving routines in a soft nurturing voice.</li> <li>◆ Touch infants gently. Handle their bodies with respect.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ <b>Verbal cues:</b> <i>cries, coos, gurgles, babbles, and chuckles</i> <ul style="list-style-type: none"> <li>○ Chandra may indicate hunger with soft whimpering cries.</li> <li>○ Evan may announce his hunger with loud wailing.</li> </ul> </li> <li>□ <b>Nonverbal cues:</b> <i>smiling, frowning, wriggling, holding up arms to be held, kicking legs in excitement</i> <ul style="list-style-type: none"> <li>○ Smile when an infant smiles at you.</li> <li>○ A smile or a babble may indicate that the infant is wanting a partner in play.</li> </ul> </li> <li>□ Play appropriate games such as “peek-a-boo” and “this little piggy” with interested infants.</li> <li>□ Be careful to not overstimulate an infant. For example, Marcus, who has been playing peek-a-boo with you turns his head and looks away from you. This may mean he is tired of the game.</li> <li>□ Touch, smile, talk and sing with the infant during feeding, diapering and dressing.</li> <li>□ Have the necessary supplies ready for these caregiving times so you don’t feel rushed (e.g. bottles, bibs, washcloths, diapers, and wipes).</li> <li>□ Conversation during caregiving routines may include <ul style="list-style-type: none"> <li>○ Say to Mina as you are giving her a bottle, “I’m going to feed you now. Are you hungry? Here is your bottle. I have it ready and warm for you.”</li> <li>○ Say to Saul as you are getting ready to change his diaper, “Saul, let’s check your diaper to see if you’re wet. You sound as if you might be uncomfortable. Let’s go to the diaper-changing table.”</li> </ul> </li> </ul>

**Mobile Infants**

- ◆ Understand some of the ways that mobile infants may be sending a message to you:
  - By pointing to something
  - Looking at an object and back at you
  - Looking to you for encouragement when exploring a new toy
  - Leading you by the hand
  - Crying or moving closer to you when he sees someone new, or looking to you for how you react to the new person
- ◆ Know the mobile infants in your care so that you can interpret their cues or signal.
- ◆ Have toys that you and mobile infants can play with together.
- ◆ Notice and respond when a mobile infant develops a new skill.

**Toddlers**

- ◆ Understand toddlers have limited language with which to communicate their needs.
- ◆ Be aware they can participate in longer back-and-forth interactions with you to share experiences and may imitate your actions.
- ◆ Engage in role play and play games with toddlers.
- ◆ Notice and make comments about their accomplishments.
- ◆ Learn each toddler’s cues and respond consistently in ways that are caring and specific to each child.
- ◆ Respond quickly to toddler’s cries or other signs of distress while comforting them.
- ◆ Be available to help toddlers who come to you for assistance.
- ◆ Notice and comment individually and specifically about a toddler’s accomplishments.

**Teacher Note:** *A child’s first relationship with others forms the foundation for future relationships. Therefore it is important that you form a positive, responsive and caring relationship with each child in your care.*

**Mobile Infants**

- Spend time on the floor with mobile infants providing support and encouragement.
- Sing songs, say fingerplays and nursery rhymes, and play games with mobile infants.

Interpreting cues:

- When DeMaine puts his arm around your leg it may mean he needs a reassuring touch or hug.
- When Jocelyn brings a ball to you this may mean she wants to play ball with you.
- When Sierra tries to get into her chair at the table could mean she is hungry.
- When Sean points to a cup on the counter it could mean he is thirsty.

Responses to infants may be a nod or smile, or a verbal response such as:

- “Jalen, you put one block on top of the other.”
- To Maliah who begins taking her first steps, “You did it Maliah. You took a step.”

**Toddlers**


- To Talenda who shows you that her shoelace is untied say, “Talenda, your shoelace is untied. Let me tie it for you so you don’t trip.”
- To a child who calls you to the table where she is painting and says, “Look what me did,” respond with “Wow, Grace, you covered that big piece of paper with blue and red paint.”
- Accept toddler’s invitation to engage in role play. Talk on the telephone with them or pretend to drink the drink they serve you.
- Bid each child goodbye and let him know you look forward to his return. “See you tomorrow, Julio.”

Respond consistently to toddlers cues through ways such as:

- Giving hugs
- High fives
- Thumbs up
- Holding them in your lap
- Sitting near them

ATTACHMENT RELATIONSHIPS	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ In order for young infants to feel safe and secure and see the world as a trustworthy place, they need to know these things about their educator: <ul style="list-style-type: none"> <li>• When I am hungry she will feed me.</li> <li>• When I am sad, lonely or afraid, she will comfort me.</li> <li>• When I am wet and uncomfortable, she will care for me with love and tenderness.</li> </ul> </li> <li>◆ To promote attachment, schedule only a small number of familiar people that will regularly be involved in the routine care of young infants.</li> <li>◆ Assume primary responsibilities for specific infants if you work with them in a group setting where there is more than one educator in the infant room.</li> <li>◆ Understand that primary caregiving does not mean that you are not involved with the other children in the group.</li> <li>◆ Make sure there is always a familiar adult present even if the primary educator is absent.</li> <li>◆ Realize that parents may fear that the attachment to other teachers (secondary attachment) will replace the infant’s attachment to them (primary attachment). Let parents know that the infant’s secondary attachments are in addition to the primary attachments, not replacements for them.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Document concerning behaviors and be prepared to discuss with supervisor and/or family for possible referral.</li> <li>□ Be concerned if you perceive that an infant in your care shows signs of lack of attachment; for example, becomes passive and non-complaining, shows changes in rate of development, or does not thrive in the same way other babies do.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Support mobile infants when they show a preference for familiar adults and form strong emotional bonds (attachment) with one or more teachers.</li> <li>◆ Understand infants are busy exploring their environment, but still need trusted adults nearby to regularly check in with, either visually or physically.</li> <li>◆ Be aware infants look to particular people for security, comfort and protection. They may show distress or uneasiness when separated from a special person (separation anxiety), or when they encounter strangers (stranger anxiety).</li> <li>◆ Support children’s attachment to family when they are in your care. Be there to greet the child and family members by name as they arrive and be available to the child who seems to need help with separation from parents.</li> <li>◆ Help family members understand that it is a typical stage of development, for mobile infants to cry when left in the classroom for the first time. The child may continue to do this until she feels safe with you and comes to realize that parents will return for her each day.</li> <li>◆ Encourage family members to say bye to their infant one time and follow through with leaving. This helps the child understand that the departure is predictable and will learn that coming back is also predictable.</li> </ul>	<p><b>Mobile Infants</b></p> <p><u>Ways to develop attachment relationships with infants:</u></p> <ul style="list-style-type: none"> <li>□ Offer comfort both physically and verbally should an infant display a fear of strangers.</li> <li>□ Gently place your arm around Franklin who begins to cry when a stranger enters the room and say “That’s Electra’s grandmother, Franklin. She’s come to get Electra and take her home. You’ve never seen her before.”</li> <li>□ Remind the child that he is safe. Say for example, “You can sit with me while Electra’s grandmother is here.”</li> <li>□ Avoid telling the child “There’s nothing to be afraid of” or shaming him for his fears. The fears are real to the child and will gradually disappear.</li> <li>□ Consider letting the family know if their child begins to show a fear of strangers. This will help them be prepared for their child’s reaction when a person the child does not know comes into the home. Share with the family how you helped their child when a stranger came into the classroom.</li> <li>□ Marcy is showing a preference for Ms. Sandy to feed and diaper her, so Ms. Thelma attends to the other children.</li> </ul>

ATTACHMENT RELATIONSHIPS, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Understand that while toddlers are busily exploring their independence they still need to know that they can trust that you will be there to help and comfort them when needed.</li> <li>◆ Support toddlers who may need to bring special attachment objects such as a blanket or a stuffed animal from home.</li> <li>◆ Be aware toddlers continue to show preference for and show strong emotional bonds (attachment) with one or two teachers. Tell toddlers when you are going to leave the room and who will be caring for them in your absence.</li> <li>◆ Understand toddlers may show distress and uneasiness when separated from a special person (separation anxiety), or when they encounter strangers (stranger anxiety).</li> <li>◆ Keep your word when telling toddlers what to expect regarding schedule, events or daily choices.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Follow through when telling toddlers what to expect. “Yesterday I said we would have playdough in the art center today. I made a new batch of playdough last night. Are you ready to play with it?”</li> <li>□ Share books with toddlers that support attachment to family. <ul style="list-style-type: none"> <li>○ <i>Runaway Bunny</i> by Margaret Wise Brown</li> <li>○ <i>Ten, Nine, Eight</i> by Molly Bang</li> </ul> </li> </ul>
<b>SE1.2 INTERACTS WITH PEERS</b>		
DEVELOPS FRIENDSHIPS	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Observe young infants in your group and notice if they are beginning to show an interest in each other.</li> <li>◆ Provide opportunities for infants to spend time watching other children.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Hold an infant in your lap so she can watch other infants play.</li> <li>□ Place infants near each other on a clean mat on the floor so they can become better acquainted or to watch others at play. <ul style="list-style-type: none"> <li>○ Sit nearby to keep infants safe.</li> <li>○ Observe the infants. Do they watch each other? Do they reach out to touch or pat each other?</li> <li>○ Make comments about what they are doing and experiencing. For example, “Yes, Jacob, that’s Max’s arm you are touching.” “Rachel, you’re touching Jay’s hair. It feels soft, doesn’t it?”</li> <li>○ Model and say that we touch each other gently.</li> </ul> </li> <li>□ Place a blanket in a safe space on the playground for young infants to lay next to one another.</li> <li>□ Place two infants in a double stroller and take them on a tour of an area outside the classroom, including the playground. Use children’s names as you call attention to things they see in the environment.</li> </ul>

DEVELOPS FRIENDSHIPS, CONTINUED	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Understand as infants become more mobile, they spend much of their day practicing and refining the use of both their large and small muscles.</li> <li>◆ Be aware that infants begin to engage in independent play without encouragement from adults or peers.</li> <li>◆ Invite another child to join you as you and a mobile infant are playing together.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Invite an infant to play a game with you. Say to the child, “Arianna, let’s play ball together. We’ll roll the ball back and forth to each other.”</li> <li>□ Begin rolling the ball back and forth with the child. Invite another child to join the two of you. Say, “Eli wants to play with us. I’ll roll the ball to you, Arianna, and then I’ll roll the ball to Eli.”</li> <li>□ Sit on the floor with an infant who has brought you a book to read and begin to read the story with her. If another child shows interest, invite that child to join the two of you. Other children may join you as well.</li> <li>□ Engage in activities such as moving to music and invite infants to join in the activity. Some children may join in while others may choose to continue playing independently.</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Understand toddlers develop a sense of belonging to their group and show preference for certain playmates.</li> <li>◆ Plan activities where small groups of toddlers do things together.</li> <li>◆ Observe and comment about the things children do together and the ways they help each other.</li> <li>◆ Plan activities that involve multiple children.</li> <li>◆ Invite toddlers to pay attention to who is present and who is missing from the group each day.</li> <li>◆ Recognize the toddler’s preference for playmates, provide opportunities for them to play routinely with the same children, and encourage their interactions.</li> </ul>	<p><b>Toddlers</b></p> <p><i>Plan activities that include toddlers engaging with one another:</i></p> <ul style="list-style-type: none"> <li>□ Sing songs, move and dance to music, play musical instruments.</li> <li>□ Play games.</li> <li>□ Say fingerplays and nursery rhymes.</li> <li>□ Read books and tell stories.</li> <li>□ Make a “We Are Friends” book.</li> <li>□ Go to the library center and begin reading a favorite children’s book such as <i>Goodnight Moon</i> by Margaret Wise Brown to two stuffed animals.</li> <li>□ Say to a child or children who join you, “I’m reading a book with my friends. Would you like to join us? Now we have four friends.”</li> <li>□ Encourage toddlers to select a book from the book shelf and read to the stuffed animals and to each other.</li> </ul> <div style="background-color: #90EE90; padding: 5px; margin-top: 10px;">  <p><i>For an example of how to make a “We Are Friends” book, see the Resources (p. 19).</i></p> </div>
STAGES OF PLAY	<p><b>Teaching Strategies</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>◆ Set up a developmentally appropriate environment for infants to engage in solitary play.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>□ Place young infants on their backs in close proximity to toys or materials such as scarves, books and Wiffle® balls.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide enough space in play areas for two or more children to play side-by-side, but not directly involved (parallel play).</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Place a container of large blocks on the floor. Make sure there are enough blocks so there is a sufficient number for two children.</li> <li>□ Add materials such as dump and fill toys, Duplos™, stacking and nesting toys.</li> <li>□ Hang up multiple sheets of paper at the easel for children to paint alongside one another.</li> </ul>

STAGES OF PLAY, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Plan an environment that provides for solitary, parallel and associative play (playing independently by engaging in the same activity as other children, sometimes interacting through talking or sharing toys).</li> <li>◆ Provide spaces for no more than two or three children and that can be easily supervised by adults.</li> <li>◆ Understand that sharing, as adults think of it, may be different from how toddlers understand it when you say “Share!” Most toddlers think of sharing as having to give up something they are playing with to another child and this may be an unreasonable expectation for toddlers.</li> <li>◆ Model sharing rather than requiring it. For example, “Here, Edwina, is some of my playdough.</li> <li>◆ Provide a sufficient number of interesting toys and materials and duplicates of some toys to minimize conflict over sharing.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Plan activities that involve sharing as toddlers can begin to understand the concept. <ul style="list-style-type: none"> <li>○ Place a tub with large pegs between pegboards on a table.</li> <li>○ Make sure there are enough pegs so that multiple children can fill their pegboards.</li> <li>○ Invite children to join you at the table. Say, “Kassandra, here is a pegboard for you and one for you, Miguel. You can share the pegs in the tub.”</li> <li>○ Observe to see if one child tries to collect all of the pegs. If so, join them and say, “There are enough pegs for all of you to share. Take one peg at a time.”</li> <li>○ Use this same technique with other materials.</li> <li>○ Note that in the sharing experiences just described, neither child had to give up any materials to another child.</li> </ul> </li> <li>□ Involve toddlers in turn-taking activities such as tossing bean bags or nylon-net puffs into a box or bucket. <ul style="list-style-type: none"> <li>○ Involve two children at a time in this activity.</li> <li>○ Explain to children that each will have a turn tossing three bean bags into the box.</li> <li>○ Designate the first child to toss, allow that child a turn, and then give the second child a turn.</li> </ul> </li> <li>□ Provide cardboard blocks, cars and trucks in the block center.</li> <li>□ Add multiple telephones, dolls, doll blankets, dishes and pots and pans to the home living center.</li> <li>□ Tape a large sheet of butcher paper to the table and invite toddlers at a time to draw on it with crayons or washable markers.</li> </ul>
SOCIAL SKILLS	<i><b>This Strand Begins at 37 Months</b></i>	

## SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING

### SE2.1 EXPERIENCES, EXPRESSES, AND REGULATES A RANGE OF EMOTIONS

EMOTION EXPRESSION

#### ***Teaching Strategies***

##### **Young Infant**

- ◆ Realize that very young infants have limited resources for expression; crying is their primary way of communication.
- ◆ Respond in a trial-and-error method, when a young infant's reason for crying is not obvious.
- ◆ Be gentle and soothing as you try to determine the cause of distress. Observe the infant, ask yourself what the infant may be feeling, and adapt your behavior to meet the infant's need.
- ◆ Offer comfort when a young infant is frightened.
- ◆ Acknowledge emotions shown by infants.
- ◆ Be aware of some of the primary reasons young infants cry:
  - Hunger
  - Tiredness
  - Wet or soiled diaper
  - Pain (e.g. gas, colic)
  - Uncomfortable clothing
  - Other discomforts (e.g. uncomfortable position, too hot or too cold)
  - Sudden change such as a loud noise, sudden loss of support, bright light
  - Need to be held
  - Overstimulation (e.g. too much peer and/or educator interaction)
  - Anxiety or stress
- ◆ Understand that later in this age range (birth-8 months) infants begin to show a wider range of clearly differentiated emotions including:
  - Smiles to express joy
  - Coos for pleasure and cries with displeasure
  - Makes a face of disgust to tell an adult that he does not want any more food.

#### ***Activities and Examples***

##### **Young Infant**

- Say to the child who smiles and coos as you sing with him: "You're so happy when I sing to you. Are you trying to sing along with me?"
- Say to the child who smiles, kicks her legs and holds up her arms as you walk near her crib as she's waking from her nap: "You're sure excited. I think you want to get out of that crib and are ready to play."
- After all child's needs have been attended too, if the infant is still fussy, create a quiet area where the infant can have some space away from others.
- Consider these ways to prevent or reduce stress in infants:
  - Be aware of early signs of hunger, sleepiness, or irritability and respond quickly to the infant's need.
  - Suggest that families dress their infant in clothes that are comfortable, don't bind or restrict movement, and are appropriate for the temperature.
  - Keep the environment calm by avoiding loud music, bright lights or loud voices.
  - Keep the infant on a predictable but flexible schedule.



**Mobile Infants**

- ◆ Understand that mobile infants express joy and excitement as well as anger and fear. Anger serves as a signal to you that the child is experiencing frustration and is letting you know that something needs to be changed or altered.
- ◆ Observe the child's reactions and behaviors in different or unfamiliar situations, think about what feelings and emotions the child is expressing in each situation, and consider your response.
- ◆ Provide labels for the mobile infant's feelings and emotions.
- ◆ Observe the reactions of a mobile infant who encounters unfamiliar situations or objects, think about what feelings and emotions the child is expressing and respond appropriately.

**Toddlers**

- ◆ Understand that toddlers begin to express more complex emotions such as pride, embarrassment, and shame while continuing to express basic emotions.
- ◆ Understand that toddlers have contrasting emotional states and mood shifts such as tenderness and anger, hostility and love, and independence and dependence.
- ◆ Accept that caring for toddlers with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt to their constantly changing behavior.
- ◆ Realize that strong emotions typically occur as the result of the culmination of fatigue and frustration, plus the toddler's inability to use words to express strong feelings.
- ◆ Take seriously a toddler's fear of things such as large dogs and people who are strangers.
- ◆ Acknowledge toddlers fears and assure them that you are there to take care of them.
- ◆ Treat toileting accidents or spills at the lunch table with care and remain calm as you change the child's clothing or help them clean up the spill.
- ◆ Acknowledge a toddler's accomplishments.
- ◆ Guide toddlers to use words rather than actions such as hitting and shoving to express their feelings toward others.

**Mobile Infants**

- Respond to a child who crawls under a low table, can't get out and begins to cry by getting on child's level and saying, "I know you're frustrated because you're stuck under the table." Guide the child from under the table by putting your hand on the child's head while saying, "If you put your head down, you can move out."
- Say to the child who is laughing and rapidly crawling toward grandparents coming into the classroom to pick him up: "I can see you're happy to see your grandparents."
- A school age child wearing a mask comes in with his father to bring in a mobile infant. One of the children looks at the mask, begins to cry and tries to hide behind a chair. Go to the crying child and put your arms around her. Ask the school age child to remove the mask. Then say, "See, Joann, it is James' brother. He had on a mask. That's what scared you."
- A new teacher in the center stops by your classroom to say hello. A child quickly crawls next to you, clings to your leg, lip quivering as though he is about to cry. Pick up the child and in a calm voice say, "This is Ms. Jennifer. She's a new teacher in our center. She'll be working in the room next to ours."

**Toddlers**

- When the toddler slides down the slide and says "I did it!" say "You went down the slide. You must be proud of yourself." **Note that it is the toddler's pride that is important, not yours.**
- If a child spills milk at the table, calmly hand her a washcloth and say, "You had a spill. Here is a washcloth for you to help me clean up the milk. Thank you for helping me clean up the spill."
- Create a feelings and emotions picture book to look at and talk about with toddlers.



For more information on creating a feelings and emotions picture book, see the Resources (p. 19).

EMOTION REGULATION	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Realize that young infants differ widely in their ability to calm themselves when upset.</li> <li>◆ Observe ways in which the infant is calmed and respond in that way.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Some infants use adult support to calm themselves. They relax when picked up, carried or rocked by a familiar adult.</li> <li>□ For some infants, being nearby and checking in with a glance or speaking to them will calm them.</li> <li>□ Soothe some infants by talking softly or providing gentle touch.</li> <li>□ Some infants develop self-soothing behaviors such as thumb/fist sucking, wiggling, and turning away from the source of overstimulation.</li> <li>□ Reduce distractions such as bright lights and loud noises when the infant is tired or upset.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Understand the mobile infants differ in their ability to calm themselves when upset.</li> <li>◆ Know each mobile infant in your care and how they react in stressful situations so that you are able to support each ones needs.</li> <li>◆ Be available to offer the mobile infant comfort when they need it.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Some mobile infants comfort themselves by seeking a special toy, object or teacher when upset.</li> <li>□ Ms. Carol notices Timmie begins to get upset when other children are crying. Ms. Carol moves closer to Timmie to comfort as needed while attending to the other infant’s needs.</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Realize outbursts of emotion can be frightening to the other children, to you and to the child who is expressing strong emotions.</li> <li>◆ Remain calm and let the child know you are there to help him gain control. The sort of help you provide will vary with the child.</li> <li>◆ React to the strong emotions sensitively. Seek help from a co-worker or the Director if you need a break from the situation.</li> </ul> <p><b>Teacher Note:</b> <i>Respond promptly and sensitively to the needs of infants and toddlers. When infants and toddlers consistently have their needs met they develop ways to self-soothe because they are confident that their trusted educator will come.</i></p>	<p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>□ Some toddlers may need a special toy or object when upset.</li> <li>□ Consider using a calming down or cooling down time when a toddler is not capable of calming herself. <b>Word of caution: This is not punishment or time-out.</b></li> <li>□ Provide a soft, cozy spot such as a corner with pillows and soft and cuddly toys where a child can go to gain control of her emotions. You may want to sit nearby in case the child needs you to comfort her.</li> <li>□ Pick-up times or transitions can be stressful for some toddlers and can lead to a variety of emotions, sometimes resulting in aggressive behavior. For example, Lisa begins pushing children down when mom arrives each day. For a short period of time Ms. Connie walks Lisa to her mom when she arrives to break the cycle.</li> </ul>

## SE2.2 INTERPRETS AND RESPONDS TO THE FEELINGS OF OTHERS

### *This Strand Begins at 9 Months*

#### **Teaching Strategies**

- ◆ Support children’s discovery of empathy by modeling, acknowledgement and encouragement.
- ◆ Explain to children why a child is feeling a certain way.
- ◆ Use a variety of materials to model empathy to children.

#### **Definition:**

**Empathy** – Comprehending another person’s feelings. It involves recognizing and feeling the distress of others and trying to help in some way.

#### **Activities and Examples**

##### Examples of Modeling, Acknowledgment and Encouragement

- Show children how to be gentle, kind and loving through your actions and your words.
- Comfort a child who has had an accident. Verbalize what you are doing. Pick up the mobile infant who has fallen while cruising around a shelf and say, “Meera, are you okay? You had a big fall didn’t you?”
- Explain feelings to children. A new child in the group clings to his grandfather’s leg when he is dropping him off. Tell another child who is staring at the clinging child, “Torrie is feeling sad. It’s hard to come into a new place with new friends.”
- Use stuffed toys or dolls to model empathy.
  - Gather a small group of children together. Show them a doll and say “This doll has been crying because she fell down and bumped her knee. I think she needs a hug.”
  - Cuddle and affectionately pat and then hug the doll and say, “The doll is feeling much better now. Hugs make you feel better.”
  - Invite each child to pat the doll and give it a hug. Say, “This doll feels so much better now because she got lots of hugs.”
- Introduce children to a soft puppet. Give the puppet a name such as Huggy or Huggy Bear.
  - Involve children in finding a special place for the puppet so they can give the puppet a hug anytime they want to.
  - Role-play with a child and the puppet. Talk for the puppet. Talk about how the puppet feels sad and model how to comfort the puppet to make it feel better.
- Read the book, *Hug* by Jez Alborough, to children. The story is about a chimpanzee who is sad because he doesn’t have anyone to hug. He and his mother finally find each other and the chimpanzee gets a big hug.
- When a child wraps his doll in a blanket. Make comments such as “You’re taking good care of your baby. You’re keeping her warm.”
- Say to a child who squeals in delight when another child enters the room, “Soo Le, you’re really happy to see your friend, Andy, aren’t you?”
- Acknowledge a child who comforts another child. For example, “Thank you Liam for helping Reggie find his blanket.”

EMPATHY



For more information on empathy in infants and toddlers see the Resources (p. 20).

<b><i>This Strand Begins at 19 Months</i></b>	
<b>EMOTION UNDERSTANDING</b>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Help toddlers recognize and label emotions based on facial expressions, body language and tone.</li> <li>◆ Verbalize your own and children’s emotions.</li> </ul> <p><b>Activities and Examples</b></p> <p><u>Read books with children that support the emotion understanding of toddlers:</u></p> <ul style="list-style-type: none"> <li>□ <i>Guess How Much I Love You</i> by Sam McBratney</li> <li>□ <i>Owl Babies</i> by Martin Wadell, illustrated by Patrick Benson</li> <li>□ <i>Snuggle Puppy</i> by Sandra Boynton</li> <li>□ <i>Won’t You Be My Kissaroo?</i> by Joanne Ryder, illustrated by Melissa Sweat</li> </ul> <p><u>Recognize emotions:</u></p> <ul style="list-style-type: none"> <li>□ “I’m sad our friends are sick and not with us today.”</li> <li>□ “You look really proud of your art. Would you like to hang it on the wall?”</li> </ul>
<b>SE3. SELF-AWARENESS AND SELF-CONCEPT</b>	
<b>SE3.1 SHOWS AWARENESS OF SELF AS UNIQUE INDIVIDUAL</b>	
<b>SENSE OF IDENTITY</b>	<p><b>Teaching Strategies</b></p> <p><u>Young Infant</u></p> <ul style="list-style-type: none"> <li>◆ Notice and comment when infants begin to explore their own hands and feet.</li> <li>◆ Call infants by their name and notice when they respond by looking at you or turn their head toward you.</li> <li>◆ Provide infants with touch and comfort to support the development of a positive image.</li> </ul> <p><u>Mobile Infant</u></p> <ul style="list-style-type: none"> <li>◆ Call each child by their name.</li> <li>◆ Help infants develop a sense of their belongings.</li> </ul> <p><b>Activities and Examples</b></p> <p><u>Young Infant</u></p> <ul style="list-style-type: none"> <li>□ Sing lullabies to infants, substituting their name in the song. For example: <ul style="list-style-type: none"> <li>○ Sing “Rock-a-bye Carmen” instead of “Rock-a-Bye Baby”.</li> <li>○ Sing “Hush Little Carmen” instead of “Hush Little Baby”.</li> </ul> </li> <li>□ Lay the infant face-up on a blanket or hold the infant and sing the following name song to the tune of “Where Is Thumpkin?”: <p style="margin-left: 40px;">Where is Marco? Where is Marco? There he is. There he is. (point to infant) How are you today, Marco? How are you today, Marco? Ready to play? Ready to play?</p> </li> <li>□ Gently clap the infant’s hands together while singing his name.</li> <li>□ Walk or dance with infant while looking at her and singing.</li> </ul> <p><u>Mobile Infant</u></p> <ul style="list-style-type: none"> <li>□ Ask children to find their own shoes, coat or blanket.</li> <li>□ Incorporate each child’s name into fingerplays, songs and games. For example: <ul style="list-style-type: none"> <li>○ Sing the following name song to the tune of “Where Is Thumpkin?” <p style="margin-left: 40px;">Where is Marco? Where is Marco? There he is. There he is. (point to child) How are you today, Marco? How are you today, Marco?” Glad you’re here. Glad you’re here.</p> </li> </ul> </li> </ul>

SENSE OF IDENTITY, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Understand this about toddlers and their sense of identity: <ul style="list-style-type: none"> <li>• They begin to use first-person pronouns such as me and I, but sometimes may use them incorrectly. For example, one toddler might say, “Me want to go outside” while another might say, “I want to go outside.”</li> <li>• They use their own name to refer to themselves.</li> <li>• They use the word “mine”, not so much in understanding of “mine” and “not mine”, but in claiming that everything is “mine.”</li> </ul> </li> <li>◆ Use first-person pronouns correctly as a model for children, but do not correct children who use them incorrectly.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Sing the name song to children. “Callie, Callie, Bo Ballie, Fe Fi Fo Mallie, Your name is Callie.”</li> </ul>
CHARACTERISTICS OF SELF AND OTHERS	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Support children as they become aware of their own physical characteristics and gender and the physical characteristics and gender of others.</li> <li>◆ Talk with infants as you observe them exploring their bodies.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young infants</b></p> <ul style="list-style-type: none"> <li>□ Hold the infant in front of a mirror that is large enough for you to see each other and in a position that allows you to connect visually (make eye contact) with the mirror’s reflection.</li> <li>□ Sing to infants the following song (To the tune of “The Farmer in the Dell”): <ul style="list-style-type: none"> <li>Where are Josh’s toes? Where are Josh’s toes?</li> <li>Hi Ho, Hi Ho!</li> <li>Here are Josh’s toes. (Point to infant’s toes).</li> </ul> </li> <li>□ Continue the song, substituting different body parts such as hands, fingers and feet.</li> <li>□ As you see Aaron carefully examining his hands, say “Aaron, look at your hands. You’re moving your fingers.”</li> </ul>

**Mobile Infants**

- ◆ Play a variety of games with mobile infants that involve the names and functions of body parts.
- ◆ Post pictures of children on the wall and invite mobile infants to find their picture and then ask them to find pictures of other children.

**Mobile Infants**Name game:

- Touch your nose and say to the child, "I'm touching my nose. Show me Cooper's nose."
- Give the child time to respond, then point to the child's nose and say, "There's Cooper's nose."
- Continue with the touch and name game by adding ears, mouth and eyes. Then add hands, fingers, feet and toes.
- Sing "Head, Shoulder, Knees and Toes."

Mirror game:

- Chant, "Mirror, mirror, who do I see? Do I see Isaac smiling at me?"
- Continue with this activity, changing the question to: "Do I see Isaac laughing at me?" "Do I see Isaac's brown eyes looking at me?" "Do I see Isaac clapping his hands next to me?"

Develop a photo album that includes one page for each child.

- Take a picture of each infant on their first day of school.
- Ask each family if they would like to bring in additional photos of each infant, their family members and pets.
- Look through the album with children discussing unique characteristics of themselves and others.

CHARACTERISTICS OF SELF AND OTHERS, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Refer to children as girls or boys.</li> <li>◆ Take and use photos of each child and post at child’s eye level.</li> <li>◆ Label each child’s cubby with name and photo.</li> <li>◆ Use each child’s name as you communicate with and about them in activities.</li> <li>◆ Talk with children about parts of their bodies and their uses.</li> <li>◆ Provide a full-length unbreakable mirror securely attached to the wall.</li> <li>◆ Suggest that children look at themselves in the mirror.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Involve children in developing a photo album to place in the library or home living center.</li> <li>□ To children arriving in the morning, “Good morning Chan. We’re glad you’re here today.”</li> <li>□ To Jerena who has climbed to the platform of the low climber, “You must have strong legs to climb up those steps.”</li> <li>□ Share books about bodies with toddlers. For example: <i>From Head to Toe</i> by Eric Carle and <i>Here Are My Hands</i> by Bill Martin, Jr. and John Archambault.</li> <li>□ While children are looking in the mirror, sing “You are Special” to the tune of “Freres Jacques.” <ul style="list-style-type: none"> <li>“You are special, You are special</li> <li>Yes you are, Yes you are</li> <li>You are very special, You are very special</li> <li>Yes you are, Yes you are.”</li> </ul> </li> <li>□ Invite two children to stand side by side in front of the full-length mirror. Point out the likeness and differences of the two children. For example: <ul style="list-style-type: none"> <li>○ “There are two boys in the mirror.”</li> <li>○ “Jace has brown hair and blue eyes and Axel has black hair and brown eyes.”</li> </ul> </li> </ul>
PREFERENCES	<p><b><i>This Strand Begins at 9 Months</i></b></p>	
<p><b>Teaching Strategies</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Read to mobile infants their favorite books and sing their favorite songs.</li> <li>◆ Have available the toys that mobile infants like to play with while adding new ones to keep children’s interest and to accommodate their changing abilities.</li> <li>◆ Offer choices of food when this is possible.</li> <li>◆ Continue to be available as a safe home base for mobile infants.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ An appropriate food choice for children would be their choice of fruit or choice of dry cereal.</li> <li>□ Have available children’s favorite food item when offering a new food at lunch.</li> </ul>	
<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Offer toddlers opportunities to make choices when there is a choice possible.</li> </ul>	<p><b>Toddlers</b></p> <p><b>Offer choices:</b></p> <ul style="list-style-type: none"> <li>□ Ask toddlers if they want square or round crackers for snack.</li> <li>□ Place on the table two puzzles that a toddler is familiar with and offer a choice of the two. Say, “Would you like the dog puzzle or the horse puzzle?”</li> <li>□ “It is time to come inside. You may walk like me, or hop like a bunny.”</li> </ul>	

SE3.2 DEMONSTRATES COMPETENCE AND CONFIDENCE		
SENSE OF AUTONOMY	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide young infants with opportunities to explore and experiment with materials.</li> <li>◆ Give infants an opportunity to develop new skills on their own.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Provide toys that make noise when children shake them.</li> <li>□ Watch for cues from the infant to decide when she is ready to hold her own bottle during feeding.</li> <li>□ Place infants on their back on a quilt or pad on the floor and watch and observe them as they begin to roll to one side then to roll over on their own, and later to begin to crawl in their own timing.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Create an environment where infants are free to explore with safe boundaries.</li> <li>◆ Help mobile infants become more independent by: <ul style="list-style-type: none"> <li>• Placing toys of similar types, spaced so that mobile infants can make choices, on low open shelves within their reach.</li> </ul> </li> <li>◆ Provide stable objects for mobile infants to pull up to, to cruise around, and later to take steps away from.</li> <li>◆ Notice and give encouragement and support as needed, while allowing infants to do things successfully on their own.</li> <li>◆ Respond to the need of mobile infants to remain connected to you while testing their own independence.</li> <li>◆ Support infants sense of autonomy so that they have the confidence to later shape their own ideas and plans.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Provide safe toys that mobile infants can play with independently and successfully: <ul style="list-style-type: none"> <li>○ Push and pull toys</li> <li>○ Three to five piece puzzles (with knobs, chunky, or textured)</li> <li>○ Cars and trucks</li> <li>○ Light-weight blocks.</li> </ul> </li> <li>□ Position yourself where infants can see you as they play on their own.</li> <li>□ Respond to their strategies for staying connected to you. For example, as Winona turns from stacking two blocks to look at you, say, “Winona, I saw you put one block on top of the other.”</li> </ul>



**Toddlers**

- ◆ Understand this about toddlers:
  - They have a need for independence and control over themselves and the world around them in things such as what they will wear, putting on own clothes and deciding what they will eat.
  - They alternate between doing things independently and wanting help or comfort.
  - They like to explore and push boundaries.
  - They sometimes express strong emotions. They struggle with the limits adults set for them and by their own inability to do things they want to do.
- ◆ Consider these strategies to help toddlers develop a sense of autonomy:
  - Create an environment that is as free of frustrations as possible. This means an environment that toddlers are free to explore so that the adult is not constantly saying “No” to the child. Only leave out things that the toddler can safely touch and explore.
  - Provide toys and materials that match the abilities of the toddlers in your care. Have available familiar materials plus new materials to match the changing abilities of the children.
  - Have more than one of the toys that are children’s favorites to reduce struggles between children.
  - Provide time for children to do things on their own instead of rushing in to help them. If you notice a child struggling, offer to help.
  - Give toddlers plenty of opportunities to be competent.
  - Ask a child if he would like to do something on his own or if he needs you to help him.
  - Anticipate children’s physical needs.
  - Give toddlers advance notice of a transition from one activity to another so that they have time to complete what they are doing.
  - Handle strong emotions as calmly as possible.

**Definition:**

**Sense of Autonomy** – A belief in one’s ability to accomplish tasks independently and successfully.

**Toddlers**

- Ask children to help you with everyday chores such as setting the table, putting dirty dishes in the bin, throwing away their trash, and picking up toys.
- Label shelves with pictures so children can find what they want and help put materials away.
- Offer to help the child if he struggles with putting on his coat. Say, “Would you like me to help you with your coat, or can you put it on by yourself?” Comment on the child’s accomplishments by saying, “You put on your coat all by yourself,” or “You just needed a little help putting on your coat.”
- Schedule lunch before children become too hungry, plan rest time before they become overly tired, and give them time to play outdoors when they are ready for active play.
- If a child becomes agitated:
  - Keep the child from hurting himself or herself or someone else.
  - Assure the child that you are there to help him.
  - Acknowledge the child’s feelings after he has calmed down. For example, say, “Did having to come in from outdoors make you angry?”

*This Strand Begins at 19 Months*

**Teaching Strategies**

**Toddlers**

- ◆ Have a dependable schedule so toddlers know what to expect.
- ◆ Prepare them for transitions, which are times of change or moving children from one activity to another.
- ◆ Give toddlers lots of opportunities to be competent.
- ◆ Share a toddler's pleasure in new skills.
- ◆ Help toddlers develop a positive and realistic sense of confidence.

**Activities and Examples**

**Toddler**

Opportunities for children to become competent:

- Invite toddlers to help you with everyday chores
- Label shelves and storage containers with picture and word labels so toddlers can find what they want and help with putting materials away
- Provide opportunities for toddlers to repeat successful tasks over and over again until they are ready to move on to something more difficult. For example, working the same puzzle or continuously filling the pegboard with pegs helps them gain confidence in what they can do.
- Provide opportunities for toddlers to learn to help themselves. For example, taking off their own jacket and hanging it on a hook or putting it in a cubby. Have the hooks for the coat or the cubby low enough for toddlers to reach.

SELF-CONFIDENCE

# RESOURCES

## Social and Emotional Development

### SE1. RELATIONSHIPS WITH OTHERS

#### SE1.2 INTERACTS WITH PEERS

##### Strand: Develops Friendships

###### Make a “We Are Friends” book

- Take a photo of each child in your group as he or she is engaged in an activity.
- Put the photos into a small, one-photo-per-page album.
- Invite children to join you in looking at the book.
- Turn the pages and describe what each child is doing. Be sure to include the child’s name.
- Invite toddlers to look at the book, saying the child’s name and saying what the child is doing.
- Place the book in the library center and observe to see if children look at the book and if they look at the book together.

### SE2. EMOTIONAL EXPRESSION AND UNDERSTANDING

#### SE2.1 EXPERIENCES, EXPRESSES, AND REGULATES A RANGE OF EMOTIONS

##### Strand: Emotion Expression

- Read with toddlers picture book such as “If You’re Happy and You Know It” by Annie Kubler.
  - Involve children in singing the song “If You’re Happy and You Know It.” Add verses accompanied by actions and facial expressions such as:
    - ◆ If you’re angry and you know it, stomp your feet. (*Stomp feet and make an angry face.*)
    - ◆ If you’re sad and you know it, cry “boo hoo.” (*Pretend to cry, rub your eyes and make a sad face.*)

- ◆ If you’re scared (*or frightened*) and you know it, yell “I’m scared.” (*Make a scared face.*)
- ◆ If you’re proud and you know it, do like this (shoulders back, thumbs under arm pits and make a proud face.)
- Create a feelings and emotions picture book and use it as follows:
  - Collect and cut out pictures of people expressing feelings and emotions such as joy and sadness and other emotions and paste each one on a cardboard square or index cards.
  - Laminate or cover each square with self-adhesive paper, punch holes in each square and tie together with yarn to make a “Feelings Picture Book.”
  - Look at the pictures with a small group of toddlers and talk about each one.
  - Encourage children to imitate the feeling or emotion the person in the picture is expressing.
  - Talk with the child about why the person might be laughing or crying, for example.
  - Use words such as angry, happy, sad or frightened.
  - Label your own feelings. Tell the children about some things that make you happy or frightened. Say, for example, “I feel so happy when you give me a big hug.” “I was frightened when I heard the thunder and saw the lightning last night.”



## SE2.2 INTERPRETS AND RESPONDS TO THE FEELINGS OF OTHERS

### Strand: Empathy

- Understand the following about empathy:
  - The child must be developmentally capable of seeing a situation from someone else's perspective to be fully capable of experiencing and demonstrating empathy.
  - The ability to feel empathy typically begins to emerge in the preschool years.
  - Infants and toddlers have some ability to pick up on the feelings of others. For example:
    - ◆ An infant smiles back at a smiling face.
    - ◆ An infant becomes quiet when she sees that you have a concerned expression.
    - ◆ An infant begins to cry when hearing an adult use a stern tone of voice.
    - ◆ An infant turns his head to look at a person who is laughing.
    - ◆ A young infant sees another child crying and may look worried and suck his thumb to comfort himself.
    - ◆ A mobile infant or toddler moves close to an adult while watching another child have a tantrum.
    - ◆ A toddler brings a crying child's blanket to him.
    - ◆ A toddler hugs a child who has fallen down.



## Cognitive Development

A child's brain has been called "the most powerful learning machine in the universe."<sup>1</sup> Cognitive development refers to the way in which a child takes in, stores, processes, and uses information. Early childhood researchers have made major advances in this area in recent years, and now better understand both what supports and hinders successful cognitive development. This area is particularly important to other areas of development and learning because of what researchers call executive function—the way the brain helps children to plan, focus attention, remember instructions, and juggle multiple tasks successfully.<sup>2</sup> These skills are vital to a child's future success because learning requires that a child focus on specific tasks to take in information, connect different pieces of information, and use information to solve problems or build new knowledge. Equally important, cognitive development is critical to social and emotional development in that it helps children understand and appropriately respond to the feelings and behaviors of others as well as adjust their behavior depending on the context of social situations. Positive relationships with adults, secure environments, and developmentally appropriate learning opportunities foster cognitive development. Arkansas's early childhood professionals must understand and support all of the different dimensions of cognitive development to promote school readiness and later success.


### Potential Warning Signs of Behavioral Issues or Development Delay

- **By 9 months**, a child doesn't play any games involving back-and-forth play, doesn't respond to his or her own name, doesn't recognize familiar people, or doesn't look where you point.
- **By 18 months**, a child doesn't point to show things to others, doesn't know what familiar things are, doesn't have at least 6 words or doesn't gain new words, or loses skills that he or she once had.
- **By 3 years old (36 months)**, a child drools or has unclear speech, can't work simple toys like pegboards or simple puzzles, doesn't understand simple instructions, or loses skills he or she once had.

<sup>1</sup>Gopnik, A., Meltzoff, A., & Kuhl, P.K. (1999). *The scientist in the crib: Minds, brains, and how children learn*. New York, NY: William Morrow.

<sup>2</sup>Center on the Developing Child. (2012). *Executive function (InBrief)*. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).

CD1. APPROACHES TO LEARNING	
CD1.1 SHOWS CURIOSITY AND A WILLINGNESS TO TRY NEW THINGS	
EXPLORATION & INVESTIGATION	<p><b>Teaching Strategies</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>◆ Create an environment in which infants experience responsive care from familiar teachers they trust and whom they are attached.</li> <li>◆ Recognize that basic trust and attachment are prerequisites for the cognitive development of young infants.</li> <li>◆ Understand that your initial role in the cognitive development of young infants is to be their primary educator to whom they feel attached and know they can trust.</li> <li>◆ Understand that it is from this sense of safety and security that infants are willing to explore and investigate their environment. From this continued exploration and investigation comes cognitive development.</li> <li>◆ Select materials that invite young infants to explore and investigate with all of their senses.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide an environment that focuses on play as the main ingredient for cognitive development; an environment that is safe, offers freedom to explore, and gives opportunities for choice and self-direction.</li> <li>◆ Provide toys that mobile infants can explore independently and with all of their senses.</li> </ul>
	<p><b>Activities and Examples</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>□ Add toys that they can grasp, shake, squeeze, mouth and can hold in their fists: small rattles, teethingers, set of plastic keys, grasping balls, and cloth toys.</li> <li>□ Hang a mobile over the infant’s crib or play area about 14 inches from the child’s eyes so that is clearly visible when the infant is lying on his back. Infants especially like mobiles with patterns, high contrast, and those that make music.</li> </ul>
	<p><b>Mobile Infants</b></p> <p><u>Toys to explore:</u></p> <ul style="list-style-type: none"> <li>□ Balls that they can hold, roll, and throw, balls of various sizes and textures, and balls with chimes or visible objects rolling inside</li> <li>□ Manipulative toys that infants can dump and fill, stack and knock down, shake, and pull apart and put together: nesting cups, stacking rings, and shape sorters</li> <li>□ Puzzles with only two or three pieces and pieces that can be held by knobs; puzzles that are colorful and depict objects, people and animals that are familiar to children</li> <li>□ Activity boxes with doors that open, dials to turn, buttons to push, and knobs to pull</li> <li>□ Push-and-pull toys such as child-size shopping carts, plastic lawn mowers and carpet sweepers, toys that play music or other sounds as they move</li> <li>□ Transportation toys such as small and sturdy plastic or wooden cars, buses, trucks, trains and airplanes that they can push across the floor and ride-on toys that children can scoot with their feet</li> <li>□ Cloth-covered and small plastic blocks that mobile infants can pick up, pile and knock down</li> </ul>


EXPLORATION & INVESTIGATION, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Select toys for toddlers that stimulate their understanding of themselves in relationship to the world around them and that they can play with independently.</li> </ul>	<p><b>Toddlers</b></p> <p><u>Toys to stimulate toddlers investigation:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Push-and-pull toys such as a stroller for carrying dolls, child-size tools for mopping and sweeping, and a wagon to pull</li> <li><input type="checkbox"/> Soft and fluffy animals</li> <li><input type="checkbox"/> Rubber, wood, plastic, and vinyl figures</li> <li><input type="checkbox"/> Chunky wooden puzzles with 4 to 5 pieces in which each piece is a complete picture and puzzles with 6 to 12 pieces</li> <li><input type="checkbox"/> Games in which children match giant dominoes or match simple and familiar picture pieces to lotto boards</li> <li><input type="checkbox"/> Manipulate toys such as more challenging shape sorters, pegboards with large pegs, large plastic snap beads, large wooden beads for stringing, large plastic or wooden nuts and bolts</li> <li><input type="checkbox"/> Transportation toys such as sturdy plastic, wooden and metal vehicles, vehicles with some movable parts such as doors that open and steering wheels that turn, and trains that couple easily</li> <li><input type="checkbox"/> Blocks that range from colored wooden table-top blocks that are uniform in size, large interlocking plastic blocks, cardboard brick blocks, to hardwood unit blocks and hollow blocks</li> <li><input type="checkbox"/> Simple props such as small wooden and plastic animals and people and small vehicles</li> <li><input type="checkbox"/> Gross motor toys such as tunnels to crawl through, riding toys that toddlers can propel with their feet, and later tricycles that some children near three can pedal, climbers, balls of various sizes, colors and textures that children can throw, catch, kick and bat</li> </ul>
INTEREST IN NEW EXPERIENCES	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Consider providing at least one new toy each week for young infants. The toys can be either commercial or teacher-made.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <p><u>Provide infants with a variety of materials and toys:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jack-in-the-Box toy</li> <li><input type="checkbox"/> Scarves</li> <li><input type="checkbox"/> Sensory bottles</li> </ul> <div style="background-color: #c8e6c9; padding: 5px; margin-top: 10px;">  <p>For more information on making a Jack-in-the-Box toy or sensory bottles, and using the scarf activity, see the Resources (p. 35).</p> </div>

**Mobile Infants**

- ◆ Create an environment where mobile infants can make choices between clear alternatives.

**Mobile Infant**

- Display toys on shelves rather than in boxes.
- Develop sensory bottles and display them for mobile infants to play with. Make sound bottles, shiny bottles, and confetti bottles.
- Place on a carpeted area of the room three or four pots and pans and wooden spoons that are used for cooking.
  - Observe the children to see what they do with the objects.
  - Turn the pots and pans over. Do the children use the utensils like drum sticks?
  - Add lids to the collection of pots and pans and observe what the children do with them.
- Involve children in a “What’s in the Bag?” activity.
- Create a texture basket using a variety of different fabrics and wallpaper samples.
- Add boxes, some with lids, and clear plastic jars, some with lids.


 For more information on making sensory bottles and the “What’s in the Bag?” activity, see the Resources (p. 35).

**Toddlers**

- ◆ Offer a variety of open ended objects that will encourage toddlers to investigate and experiment with various materials.
- ◆ Store items in a clear, plastic container labeled with a picture of the item. This will make it easier for children to independently select toys for play and to be involved in putting them away.
- ◆ Add new items to enhance a learning center or outdoor play center.

**Toddlers**

- Add sensory bottles or to the environment, especially for the younger toddlers.
- Make egg shakers. Invite toddlers to help you find the two eggs that are alike. Begin by selecting an egg and saying, “Deandra, can you find a yellow egg like this one? That’s right. Now shake the two yellow eggs. Do they sound alike?”
- Place a large piece of bubble wrap on the wheeled toy path or another area of the playground.
  - Invite a child to pull, push or ride a toy over the bubble wrap.
  - Observe to see if the child notices and/or comments about the noise made when the bubbles pop. Ask a question such as, “Ben, what happened when you pushed that cart over the bubble wrap? Did it pop?”
- Add crayons, markers, and chalk, and involve toddlers in finger painting activities.

 For more information on making egg shakers see the Resources (p. 36).



<b>CD1.2 SHOWS PERSISTENCE IN APPROACHING TASKS</b>	
<b>DETERMINATION</b>	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Let infants and toddlers determine when they are ready to move on from one activity to something new.</li> <li>◆ Understand that infants and toddlers repeat actions to produce similar results and practice activities until they have mastered them. For example: <ul style="list-style-type: none"> <li>• Young infants will repeatedly shake a rattle to produce noise.</li> <li>• Mobile infants will put objects in a container and dump them out over and over again.</li> <li>• Toddlers will choose the same puzzle every day until they are able to assemble each piece quickly and easily.</li> </ul> </li> <li>◆ Give children many opportunities to engage with the same toy or material until they are ready to move on to something new.</li> <li>◆ Have available new toys or materials for children when their interest in the favored toy or material diminishes.</li> </ul>
<b>TASK COMPLETION</b>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Provide infants and toddlers with dump and fill toys, puzzles, stacking and nesting toys.</li> </ul>
<b>TASK COMPLETION</b>	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Adjust the time you spend interacting with young infants based on each child’s attention span during games and back-and-forth verbal interactions.</li> <li>◆ Be sensitive to the signals that an infant gives you that he remains interested in or is growing tired of an activity. Ask yourself, does the infant smile and invite you to continue or does he begin to fidget or turn his head away from you?</li> </ul>
<b>TASK COMPLETION</b>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Use finger puppets to sing songs, dance, or talk to the infant.</li> <li>□ Play games such as “This Little Piggy” or Peek-a-boo with the infant.</li> <li>□ Lie the infant on the floor and roll a ball across her line of vision. Roll the ball close enough to encourage her to stretch towards it.</li> <li>□ Sit facing the infant and repeat sounds or vocalizations he makes. Do motions such as clapping hands or touching your nose to encourage him to imitate you.</li> </ul>
<b>TASK COMPLETION</b>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Encourage mobile infants to select toys and to decide how long they want to stay engaged with them.</li> <li>◆ Avoid trying to distract them with a new activity you have planned when they are actively engaged with a toy of their own choosing.</li> </ul>
<b>TASK COMPLETION</b>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Set-up new activities at the table such as playdough or puzzles and wait for infants engaged in other activities to come and choose to play with the new materials.</li> </ul>
<b>TASK COMPLETION</b>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Plan extended periods of time of at least sixty minutes at a time for toddlers to be involved with toys and materials of their choosing.</li> <li>◆ Let toddlers decide how long they want to engage in tasks.</li> <li>◆ Give toddlers advance notice before it is time for them to transition from one activity to another.</li> </ul>
<b>TASK COMPLETION</b>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Say to children who are involved in various activities, “It’s almost time for lunch. You have two more minutes to play and then we’ll help each other put the toys away.”</li> <li>□ Have available blocks for building, puzzles to work, and playdough to shape and mold.</li> </ul>

<b>ACCEPTANCE OF CHALLENGES</b>	<b><i>This Strand Begins at 9 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Take time, be patient, and listen carefully as you try to understand children’s attempts to communicate with you.</li> <li>◆ Know children and their tolerance when challenges arise. Give children time to work on a challenging task before stepping in to help them.</li> <li>◆ Support children’s efforts during a challenging task by providing specific verbal feedback when you see that they are becoming frustrated with the task.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Direct the mobile infant who is struggling to fit a square block through the circle hole in the shape shorter to try the square hole.</li> <li>□ Suggest that the toddler keep turning the puzzle piece to figure out how it fits.</li> </ul>
<b>CD2. EXECUTIVE FUNCTION</b>		
<b>CD2.1 FOCUSES AND SUSTAINS ATTENTION</b>		
<b>ATTENTION &amp; ENGAGEMENT</b>	<p><b>Teaching Strategies</b></p> <p><b><u>Young Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Limit the number of adults involved in the care of young infants. This allows them to form attachments with a few trusted adults. This basic trust and attachment are prerequisites for the cognitive development of young infants.</li> <li>◆ Provide one or two toys or materials at a time. Exchange them when the child’s attention diminishes.</li> <li>◆ Provide visual stimuli to stimulate children’s focus and attention.</li> <li>◆ Keep the environment relatively quiet and not visually overloaded so the infant can notice sounds and changes in stimuli.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b><u>Young Infant</u></b></p> <ul style="list-style-type: none"> <li>□ Provide infants with black and white picture books while you hold the child. Or while holding the infant in your lap, look at black and white picture books.</li> <li>□ Lay infant on mat and place things such as a scarf, a soft teether and toys to squeeze, grasp, mouth and touch.</li> </ul>
	<p><b><u>Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Read short storybooks with pictures of familiar objects to mobile infants. Involve them in pointing to specific objects in the book such as a ball.</li> <li>◆ Avoid playing music while the children are involved with toys and materials because this can be distracting to some children.</li> </ul>	<p><b><u>Mobile Infant</u></b></p> <ul style="list-style-type: none"> <li>□ Provide infants with stacking cups, boxes, nesting bowls, scoops, and pegboards with pegs.</li> </ul>
	<p><b><u>Toddlers</u></b></p> <ul style="list-style-type: none"> <li>◆ Extend the toddler’s attention and engagement by adding a new element to what the child is doing.</li> <li>◆ Use visuals to present stories to toddlers and follow up by allowing them to manipulate the visuals.</li> <li>◆ Help the toddler stay focused by singing about an activity.</li> </ul>	<p><b><u>Toddler</u></b></p> <ul style="list-style-type: none"> <li>□ Story and visuals: <ul style="list-style-type: none"> <li>○ Say to the toddler who is involved with blocks, “Here are some farm animals. Is there something you can do with these animals and the blocks?”</li> <li>○ Use felt or magnet figures to present Old MacDonald.</li> <li>○ Retell the story and invite children one at a time to add a figure to the board.</li> </ul> </li> <li>□ At clean up time sing to children in the home living center, “This is the way we hang up the clothes, hang up the clothes, hang up the clothes.”</li> </ul>

***This Strand Begins at 19 Months***


SELECTIVE ATTENTION	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Avoid playing music while toddlers are engaged with toys and materials. This may be distracting to some children.</li> <li>◆ Put out a few toys at a time so that children are not overwhelmed by too many choices.</li> <li>◆ Provide some toys and materials that focus on solitary play.</li> <li>◆ Use the child’s name to get his attention, especially when there is a lot of noise in the environment.</li> <li>◆ Avoid interfering with a child who is focused on an activity of his choosing unless it is time to transition to another activity.</li> </ul> <p><b>Teacher Note:</b> <i>Selective attention is affected by distractions in the environment.</i></p> <p><b>Definition:</b>  <b>Selective attention</b> – The ability to focus on something specific while ignoring irrelevant information</p>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Add toys such as:             <ul style="list-style-type: none"> <li>○ Large plastic snap beads</li> <li>○ Large wooden beads for stringing</li> <li>○ Large plastic or wooden nuts and bolts.</li> <li>○ Puzzles</li> </ul> </li> <li>□ As you notice a child engaged in an activity say, “Halle, we are getting ready to wash our hands for lunch. You have a few more minutes to finish up your block structure and then we will clean up.”</li> </ul>
<b>CD2.2 SHOWS FLEXIBILITY IN ADJUSTING THINKING AND BEHAVIOR TO DIFFERENT CONTEXTS</b>		
FLEXIBLE THINKING	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Notice and comment when children use materials in new or unanticipated ways.</li> <li>◆ Appreciate creative use of materials as a part of cognitive development.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Provide recyclables that can be used in a variety of ways for mobile infants and toddlers.</li> <li>□ Add boxes of different sizes, some with lids, cardboard tubes, items from the kitchen such as plastic measuring cups and spoons, pots and pans, some with lids.</li> <li>□ Say to the infant who drops his rattle, “Joseph, you found something new to do with the rattle.”</li> <li>☒ Say to Mischa, an older mobile infant, who puts small wooden blocks in a shoebox rather than in the intended container, “Mischa, you found a new container for the blocks.”</li> <li>□ Say to Ronaldo, a toddler who is using a block as a phone, “Ronaldo, I see you’re talking on the phone. Who are you talking to?”</li> </ul>

<b>ADJUSTING BEHAVIOR TO MATCH CONTEXT</b>	<b><i>This Strand Begins at 19 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Have a dependable schedule so that toddlers know what to expect.</li> <li>◆ Plan ahead and be organized for transitions, which are times of change or for moving children from one activity to another.</li> <li>◆ Have supplies prepared for the next activity so you do not have to search for them while children wait.</li> <li>◆ Prepare children for transitions.</li> <li>◆ Be consistent in routines. Let children know when there will be a change in routine.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Have books and props ready for story time or music devices in the area where you and the children will enjoy music together.</li> <li>□ During times of transition: <ul style="list-style-type: none"> <li>○ Give children advance notice of a transition. Tell them what is coming.</li> <li>○ Be aware of children who may need even more advance notice of a transition and speak to them earlier and individually.</li> <li>○ Give children clear directions that are appropriate for the developmental level of the children. For toddlers, one and two-step directions are most appropriate.</li> <li>○ Avoid having children wait.</li> <li>○ Use special songs or fingerplays for clean-up time or for getting children ready for lunch, for example. They will soon know what is about to happen when they hear the song or the fingerplay.</li> </ul> </li> <li>□ When there is a change in routine, explain to children that they will not be going outdoors because it is raining. Let them know what they will be doing instead.</li> </ul>


**CD2.3 REGULATES IMPULSES AND BEHAVIORS**

<b>IMPULSE CONTROL</b>	<b><i>This Strand Begins at 9 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Use positive guidance techniques, both indirect and direct, to guide children’s behavior.</li> <li>◆ Take steps to prevent dangerous or unacceptable behavior before it occurs.</li> <li>◆ Redirect children’s behavior by providing an acceptable alternative to an unacceptable behavior in which they are engaged.</li> <li>◆ Respect a toddler’s desire to be independent by offering two acceptable choices.</li> <li>◆ Model the language you want children to use with each other rather than saying “Use your words.”</li> <li>◆ Use statements that let children know the expected sequence of behavior.</li> <li>◆ Be observant of children’s play and interactions with one another.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Remind a toddler to climb on the climber instead of on the table.</li> <li>□ When offering choices, say to Carson who wants to run down the hallway to the door leading to the playground, “You may walk to the door by yourself, or you may hold my hand while we walk to the door together.”</li> <li>□ Children sometimes don’t know the words to use with peers when they want something. Model for a child to say to another child who is holding two balls, “Say, ‘I want a ball, too, please.’ Now you say it.”</li> <li>□ To demonstrate the order of events to children say to Ivan, “When you put on your coat, then you may go outside.”</li> </ul> <p style="text-align: right;"><i>continued...</i></p>

IMPULSE CONTROL, CONTINUED		<p><u>Prevention techniques:</u></p> <ul style="list-style-type: none"> <li>❑ Cover electrical outlets when they are not in use so children are not tempted to explore them.</li> <li>❑ Provide duplicates of children’s favorite toys to reduce conflict between children who both want the same toy.</li> <li>❑ Provide a sufficient number of toys and materials in each area of the room for the number of children in your group and to prevent children from grabbing a toy from another child.</li> <li>❑ Adjust your daily schedule to minimize the amount of time children are expected to wait between activities or participate in large group activities.</li> <li>❑ Discuss appropriate ways to engage with other children when a child is grabbing a toy from or hitting another child.</li> <li>❑ Talk to children about using gentle touch with other children in their school family to prevent a child from hitting another child.</li> <li>❑ Be observant and step in to prevent children from engaging in unacceptable behavior such as grabbing a toy from another child or hitting someone.</li> </ul>
DELAY OF GRATIFICATION	<p style="text-align: center;"><b><i>This Strand Begins at 19 Months</i></b></p> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Give children reminders for events that will take place later.</li> <li>◆ Comment positively to children who are waiting.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>❑ Use words such as <i>later</i> and <i>after</i> with children after they request something or if there will be a wait time for an activity or event.</li> <li>❑ Comment to children who are waiting, “I know it is hard to wait to play with the cars. After you finish your snack we can play with the cars.”</li> </ul>
<b>CD2.4 HOLDS AND MANIPULATES INFORMATION IN MEMORY</b>		
SHORT-TERM & WORKING MEMORY	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Be consistent in how you respond to infants. This consistency will help them create memories and expectations and to see the world as a predictable place.</li> <li>◆ Provide opportunities for infants to search for objects as they develop an awareness of object permanence.</li> <li>◆ Comfort infants who may experience separation anxiety.</li> </ul> <p><b>Definition:</b></p> <p><b>Object permanence</b> – The ability to understand an object or person still exists even when it is not seen. Somewhere between seven and nine months infants begin to understand that objects and people still exist even when they cannot see them.</p>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>❑ Hold an interesting toy for the infant to see. Move the toy from side to side and up and down as the child watches and follows or tracks the toy with her eyes.</li> <li>❑ Play peek-a-boo with the infant. This helps him develop object permanence.</li> <li>❑ Hide a stuffed toy under a blanket while the infant watches. Does the infant pull the blanket off to find the toy?</li> <li>❑ To the child who is crying after their special person left, comfort the child with a soft touch or pick him up and say, “I can see you are sad because your Mommy left, but she will be back later.”</li> </ul>

SHORT-TERM & WORKING MEMORY, CONTINUED	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Support children in their emotional expression during separation times.</li> <li>◆ Play games with infants who are beginning to understand object permanence.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Put a ball in a box or container as the child watches you. Ask the child, “Where is the ball? Can you find it?” Help the child take the ball out of the container, then encourage the child to put the ball back in the container and ask again, “Can you find it?” Repeat this activity as long as the child remains interested.</li> <li>□ Hide an object such as a stuffed animal somewhere in the room as the child watches you. Say to the child, “Vivian, can you find the bear?” When the child finds it say “Vivian! You found the bear.” Repeat this activity as long as the child remains interested. <ul style="list-style-type: none"> <li>○ Extend the activity by putting the bear in a different place and ask the child to go and find the bear. Observe to see if the child goes back to the first hiding place. If so, encourage the child to look again, giving her clues as to where to find the new hiding place for the bear.</li> </ul> </li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Talk with toddlers about children who are absent from the group.</li> <li>◆ Involve children in looking for missing objects such as a puzzle piece.</li> <li>◆ Invite toddlers to recall what happened in a story that you have just read to them.</li> <li>◆ Give toddlers two step directions as well as play games with toddlers that involve two step directions.</li> </ul> <p><b>Definition:</b>  <b>Working memory</b> – The capacity to hold and manipulate information in our heads over short periods of time.</p> <div style="background-color: #c8e6c9; padding: 5px; border: 1px solid #ccc;">  <p>For more information on short-term and working memory for infants see the Resources (p. 36).</p> </div>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ During group time say, “Leonardo is not here today. He is staying home with his grandmother.”</li> <li>□ Discuss with a toddler that Mommy is at work and she will come back this afternoon.</li> <li>□ Give toddler small two step directions. <ul style="list-style-type: none"> <li>○ “Touch your nose, and then touch your ear.” “Touch your eyes and then touch your mouth.”</li> <li>○ “Put all of the crayons in the basket and then put the basket on the shelf.”</li> </ul> </li> <li>□ Sing a song such as “Where is Thumpkin?” with toddlers.</li> </ul>
LONG-TERM MEMORY	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Be consistent in your caregiving routines with infants.</li> <li>◆ Reinforce steps in your routines by talking about what you are doing and what will happen next.</li> <li>◆ Give an infant a toy she has played with a day or two earlier. Does she show excitement when she sees the toy?</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Follow the same steps each time you diaper children and encourage the infant to help during the process. The infant may begin to raise her legs when you are preparing to change her diaper.</li> </ul>

LONG-TERM MEMORY, CONTINUED	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Sing songs and say rhymes with mobile infants, repeating the ones they seem to enjoy the most.</li> <li>◆ Read over and over again the stories that mobile infants seem to most enjoy.</li> <li>◆ Ask families for photos of family members.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Show and discuss with mobile infant the photos of family members.</li> <li>□ Invite children to point to the picture of a family member as you name each one. If children are saying words, point to the picture of a family member and invite the child to say who that is.</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide predictable routines and daily schedules for toddlers. This will help them remember what happens at certain times.</li> <li>◆ Provide an orderly environment where toys and materials are stored in the same place each day.</li> <li>◆ Remind toddlers during clean-up time to put the toys back where they belong.</li> <li>◆ Read books with toddlers and involve them in recalling some of the events or details in the story.</li> <li>◆ Do fingerplays with toddlers. Once they have heard you say the fingerplay and perform the accompanying actions several times, invite them to say the fingerplay and do the actions with you.</li> <li>◆ Sing songs with toddlers often.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Organize the environment in an orderly fashion such as all the manipulatives are in one area and the blocks in another.</li> <li>□ Place picture labels on the storage shelves to indicate where toys belong.</li> <li>□ Place the each children’s cots or mats in the same location each day for rest time.</li> </ul> <p><u>Story recall:</u></p> <ul style="list-style-type: none"> <li>□ Read <i>The Very Hungry Caterpillar</i> by Eric Carle to the children two or three times and invite them to recall the different things that happened to the caterpillar in the story.</li> <li>□ Read <i>The Three Bears</i> by Paul Galdone to the children two or three times and invite them to recall some things that happened in the story. For example, what happened to Baby Bear’s chair when Goldilocks sat in it, or what did Goldilocks do when she woke up and saw the bears staring at her?</li> <li>□ Reread the books in a couple of months and observe to see if children seem to recall having the book read to them previously. For example, do they seem excited when you show them the cover of the book? Do they remember the name of the dog in the story?</li> <li>□ Sing songs such as “Old Macdonald Had a Farm” and invite toddlers to sing along with you.</li> </ul>
<p><b>CD3. LOGIC AND REASONING</b></p>		
<p><b>CD3.1 USES REASONING AND PLANNING AHEAD TO SOLVE PROBLEMS AND REACH GOALS</b></p>		
PROBLEM SOLVING	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Give infants adequate space to move and use their bodies to problem solve or reach goals.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <p><u>Assisting children through problem-solving:</u></p> <ul style="list-style-type: none"> <li>□ Observe an infant who is trying to reach a toy just out of her reach. Encourage her by saying “Can you get it? Reach for it.” Move the toy closer to her and say, “Now see if you can get it.” If the child is getting frustrated, say “I can help” and give the toy to her.</li> </ul>

 For more information on current research regarding long-term memory in infants and toddlers, see the Resources (p. 36).

PROBLEM SOLVING, CONTINUED	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Get to know each child’s tolerance for frustration and developing abilities and tailor your actions accordingly.</li> <li>◆ Give mobile infants time to learn how to solve problems through play and offer words of encouragement.</li> <li>◆ Assist children in problem-solving by taking your cues from them. If they do not want help, give the child some space.</li> </ul>	<p><b>Mobile Infants</b></p> <p><u>Assisting children through problem-solving:</u></p> <ul style="list-style-type: none"> <li>□ Show the mobile infant how to sign “more” when she bangs her empty cereal bowl on the table.</li> <li>□ Sit next to a mobile infant who is stuck putting pieces in a three-piece puzzle. Give verbal hints about how to turn the pieces so they will fit rather than showing the child how they will fit. By doing this you have promoted problem-solving.</li> <li>□ Say to Juanita who is dropping clothes pins into a plastic milk bottle, “You’re dropping all those clothes pins into that bottle. Just two more and they will all be in the bottle.”</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Observe toddlers as they work to solve problems and comment on what you see them doing.</li> <li>◆ Model problem-solving by offering children opportunities to help you solve problems.</li> <li>◆ Identify the ways toddlers use problem solving strategies such as trial-and-error, applying knowledge from previous experiences, asking for help, or using objects as tools to reach their goal.</li> </ul>	<p><b>Toddlers</b></p> <p><u>Assisting children through problem-solving:</u></p> <ul style="list-style-type: none"> <li>□ Wait until a toddler indicates a need for help before helping, and help only as needed.</li> <li>□ Say to a toddler who is upset because he got paint on his pants, “What do you think we should do?” If the child shrugs his shoulders or says, “I don’t know” say to him “We can go to the sink and wash the paint out with water. Or, you have another pair of pants in your cubby that you can put on. What would you like to do?”</li> <li>□ When a toddler figures out how to get a ball from under the table, say “You solved the problem and figured out how to get the ball all by yourself.”</li> <li>□ Verbalize the problem-solving activity. Say to the toddlers, “Someone tore a page in this book. What can we do to fix the page?”</li> </ul>
PLANNING	<p><b><i>This Strand Begins at 37 Months</i></b></p>	



**CD3.2 ENGAGES IN SYMBOLIC AND ABSTRACT THINKING**

*This Strand Begins at 9 Months*

PRETEND PLAY

**Teaching Strategies**

**Mobile Infants**

- ◆ Provide a variety of realistic toys for mobile infants reflecting their home culture.

**Toddlers**

- ◆ Provide props that encourage role playing, especially the roles of parents, and familiar people in the community such as medical personnel and firefighters.
- ◆ Set up a home living center for pretend play.
- ◆ Develop and add to the home living center work-related prop boxes with a few simple items that represent specific profession such as medical.
- ◆ Take time to encourage toddler’s interest in pretending.

**Activities and Examples**

**Mobile Infants**

- Model taking care of a baby and talk about what you are doing. For example, say, “I think this baby is hungry. I’m going to give her a bottle.”
- Add materials such as:
  - Lifelike baby dolls with a variety of different skin tones, doll bottles, baby blankets, and a baby bed
  - Baby strollers, carts and other wheeled toys
  - Toy or real phones with batteries removed
  - Purses and wallets
  - Pots, pans, and plastic dishes
  - Plastic, wood or rubber vehicles

**Toddlers**

- Talk about what they are doing and join in their play. For example, join them in the home living center and say that you would like a cup of coffee.

**Consider adding these materials:**

- Dress-up clothes such as jackets, shirts, dresses and hats
- Small suitcases, tote bags, purses, wallets, and lunch boxes
- Baby dolls, doll bottles, a doll bed, stroller, and baby blankets
- Child-size dishes, pots, pans, broom and mop
- Plastic containers and empty food boxes reflecting children’s home culture
- Sink and stove, and small table and chairs

<b>SYMBOLIC REPRESENTATION</b>	<b><i>This Strand Begins at 9 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Read books with children that have illustrations of objects, animals and people with which they are familiar.</li> <li>◆ Invite infants to point to pictures in books.</li> <li>◆ Have photographs of family members and other children in the group. Invite children to point to and name the people.</li> </ul> <p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide opportunities for children to begin to understand that symbols have meaning and that print carries a message.</li> <li>◆ Read books and have pictures of objects, animals and people that are familiar to toddlers and invite children to name them.</li> <li>◆ Involve children in discussing their family members and their pets.</li> <li>◆ Be familiar with the stores and restaurants with which toddlers are familiar.</li> <li>◆ Have children’s names and photos on their cubbies and write their names on their art work.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ While reading books to an infant, ask the child to point to the dog, the ball or the baby.</li> <li>□ Make a photo cube or family board including each child’s photos.</li> <li>□ Hang photos on the wall at children’s eye level.</li> </ul> <p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Collect environmental print such as the logo of a restaurant or store and invite children to name the store or restaurant.</li> <li>□ Add an illustrated menu to the home living center; a menu that has the written name of familiar food items and a picture of each one.</li> <li>□ After reading <i>Spot’s First Walk</i> by Eric Hill, ask the toddlers, “Who has a dog at home?”</li> <li>□ When Lillian comes to the easel, hang up her paper and spell out her name as you write it on the top left hand side of the page, “L-I-L-L-I-A-N. That’s how to spell your name Lillian.”</li> </ul>
<b>ABSTRACT THINKING</b>	<b><i>This Strand Begins at 49 Months</i></b>	

# RESOURCES

## Cognitive Development

### CD1. APPROACHES TO LEARNING

#### CD1.1 SHOWS CURIOSITY AND A WILLINGNESS TO TRY NEW THINGS

##### Strand: Interest in New Experiences

#### Young Infant

- Involve infants in a Jack-in-the Box toy, either commercial or a teacher-made one:
  - Push a stuffed toy into a plastic container with a lid, or an oatmeal box with lid.
  - Put the cover on the container.
  - Sing a short song with an infant, and then open the lid when the song is over. The song, “Pop Goes the Weasel,” might be appropriate, with an emphasis on Pop! when you open the lid.
  - Show excitement when you see the animal.
  - Observe the infant to see her reaction.
  - Do it again and again.
- Involve young infants who are beginning to crawl with the following activity with scarves:
  - Tie three or four colorful scarves together and stuff them into an empty tissue box or a plastic box with a hinged lid that has a small opening.
  - Leave one corner of a scarf sticking out of the box and place the box near where an infant is sitting.
  - Observe the infant’s reaction as he pulls the scarves out of the box, especially when he pulls out scarf after scarf.
  - Make comments about what the infant is doing, “I see you pulling the scarf out of the box.” “Now what’s happening? There were three scarves in the box.”
  - Observe to see if the infant attempts to put the scarves back in the box.

#### • **Sensory bottles:**

- Collect clear, sturdy plastic bottles such as Gatorade, whipping cream or single serve juice. (soft drink and water bottles are too flimsy)
- Wash bottles and remove all labels.
- Have a collection of items to place in the bottles: sequins, beads, small jingle bells, paper clips, shiny satin ribbon, confetti, and buttons, for example.
- Make a sound-making bottle by placing items such as buttons, jingle bells, or paper clips in a bottle. Make 3 bottles, one with each of the sound-making items.
- Superglue the caps on securely and cover with strong clear tape.
- Place bottles on low open storage shelf so a crawling infant can reach them.
- Check bottles each day to make sure the caps are securely glued and taped.
- Sanitize bottles after infants have played with them.

#### Mobile Infant

- **Shiny Bottles:** Fill a bottle with shiny objects such as sequins, beads, or satin ribbons, leaving enough space so that the objects will move when mobile infants shake or roll the bottle.
- **Confetti Bottles:** Put several spoonful of metallic or glitter confetti in the bottle, add water and food coloring.
- Superglue the caps on securely.
- Involve mobile infants in a “What’s in the Bag?” activity as follows:
  - Gather familiar objects such as a rattle, a soft toy, a set of plastic keys, wooden cube block, ball, a big spoon, or a small car.
  - Encourage mobile infants to explore the toys.
  - Begin by letting the child see you place a couple of the familiar objects into the bag, and then shake up the objects.

*continued...*



- Say to the child, “I wonder what’s in my bag.”
- Let the child touch the bag, and then let him put his hand down in the bag without peeking and feel the toys. As the child touches the objects, say “Oh my! I wonder what you’re touching?”
- Let the child take the object out and show to you. Encourage him with your enthusiasm. “Surprise, there’s your keys!”
- Encourage the child to continue to explore the contents of the bag. Name and talk about each object.
- Vary the objects from time to time. Use household and personal objects such as measuring spoons, a small whisk, a small unbreakable mirror or brush.
- Create a textures basket as follows:
  - Collect different textures of fabric such as velvet, satin, corduroy, fake fur, and flannel. Cut fabric into 3 inch squares.
  - Use rubber cement to securely attach each fabric square to an index card and allow the cement to dry.
  - Put the cards in a basket and place the basket on a low, open shelf where mobile infants can easily reach it.
  - Join the child and talk with him about how the fabrics feel. Use words such as smooth, soft and bumpy.

### **Toddlers**

#### ● **Egg Shakers**

- Using large plastic eggs, place items such as salt, beans, paper clips, rice, buttons, and small bells in the eggs, one type of item per egg.
- Superglue the two halves of the eggs together and cover the closing with strong clear tape.
- Place the container on a low storage shelf or on a table and allow children to discover it.
- Make identical pairs of eggs, using the same color of eggs and the same number or amount of items for each pair.
- Encourage children to match the two eggs by color and then to shake them to determine if they sound alike.

## **CD2. EXECUTIVE FUNCTION**

### **CD2.4 HOLDS AND MANIPULATES INFORMATION IN MEMORY**

#### **Strand: Short-term and working memory**

- Understand these things about young infants and their development of short-term and working memory:
  - Research suggests that newborns have no understanding that they are separate and apart from everything else in the world.
  - Young infants’ understanding of objects is “out of sight, out of mind.”
  - Then they develop the ability to follow with their eyes or track objects as they move into their field of vision and will continue to look for the object for a few seconds after it disappears from view.
  - Then infants begin to hold events and objects in memory for a short time.
  - With this ability to remember objects and people who are no longer present may come separation anxiety, which may cause distress or uneasiness when separated from a special person.

#### **Strand: Long-term memory**

- Begin with this understanding about what current research confirms about long-term memory:
  - Infants as young as 6 months are able to recall actions from 24 hours in the past. (Young Infants)
  - By 9 months an infant can recall information from up to one month in the past. (Mobile Infants)
  - At about 20 months children can remember events that happened a year earlier. (Toddler)
  - Thus as children get older, the better and more reliable the ability to remember and recall memories becomes.
  - Many people remember very little about their lives from before they were 3 years of age.
  - Long-term memory allows us to remember events over a lifetime.
- Understand that memory allows us to learn. It is essential to cognitive development.



# Physical Development and Health

A child’s mind and body develop together in an interrelated way.<sup>1</sup> From the time they are born, children use their bodies to learn, making physical development and health vitally important to all areas of child development and learning. Children begin exploring the world by using their hands and mouths immediately after birth. As they grow older, the ability to crawl and walk provides new possibilities for exploration and discovery. Although physical development will largely happen on its own, there are ways in which early childhood professionals can encourage physical growth and coordination to help children play confidently, engage in fun physical activities, and develop a strong foundation for a healthy, active lifestyle that carries into adulthood.

## Potential Warning Signs of Physical Developmental Delay

- **By 9 months**, a child doesn’t bear weight on legs with support, doesn’t sit with help or doesn’t transfer toys from one hand to the other.
- **By 18 months**, a child can’t walk or doesn’t point to show things to others.
- **By 3 years old (36 months)**, a child falls down a lot or has trouble with stairs, drools or has very unclear speech, or loses skills he or she once had.

<sup>1</sup>Sanders, S. & Courson, D. (2004). *Helping young children become physically active for life*. Little Rock, AR: Arkansas Department of Human Services, Division of Child Care and Early Childhood Education.

PH1. GROSS MOTOR	
PH1.1 DEMONSTRATES LOCOMOTOR SKILLS	
<i>This Strand Contains Birth Through 18 Months</i>	
<b>BODY MOVEMENT</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Teaching Strategies</b></p> <p><u>Young Infants</u></p> <ul style="list-style-type: none"> <li>◆ Provide support under young infant’s heads until they strengthen the muscles to hold up their head.</li> <li>◆ Keep young infants in the position in which they can move their bodies freely during their waking hours.</li> <li>◆ Place a variety of washable objects within reach of infants to stretch for and look at.</li> <li>◆ Recognize that the process of getting into a position such as sitting without support is more important than being in that position. Avoid putting an infant in a position that he cannot get into himself.</li> <li>◆ Infants need many opportunities to raise themselves by their arms from a prone position in preparation for creeping and crawling.</li> </ul> <p><b>Teacher Note:</b> <i>If you place young infants on their tummies, it is extremely important that you stay near them until they are able to lift their head and chest off firm surfaces. Avoid restrictive devices such as infant seats, baby carriers or swings (car seats in vehicles are the exception).</i></p> </div> <div style="width: 45%;"> <p><b>Activities and Examples</b></p> <p><u>Young Infants</u></p> <ul style="list-style-type: none"> <li>□ Place infants on a mat or blanket in a protected area of the room so they can explore body movement while lying on their backs and stomachs.</li> <li>□ Place infant on a blanket on a firm surface. If infant rolls onto her tummy, get in front of the infant so she can see your face and talk with her about what she is seeing.</li> <li>□ Try this activity with a young infant who is beginning to lift his head:               <ul style="list-style-type: none"> <li>○ Spread a blanket on a firm surface and lay the infant on his stomach on the blanket.</li> <li>○ Place a bright toy in front of the infant and talk with him about the toy.</li> <li>○ Observe the infant’s attempt to lift his head and shoulders.</li> <li>○ Provide encouragement by saying, “Look at this blue bunny. You’re looking at the blue bunny.”</li> <li>○ Observe the infant for signs that he is becoming tired or frustrated, stop the activity and move him to another position.</li> <li>○ Place interesting toys nearby an infant who is playing on the floor to encourage her to roll to her side to reach for the object.</li> <li>○ Offer a toy to an infant who is on his tummy to encourage him to reach for an object with one hand while supporting himself with the other hand.</li> </ul> </li> </ul> </div> </div>

BODY MOVEMENT, CONTINUED	<p><b><u>Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Encourage infants to practice what they know how to do rather than trying to teach gross motor skills. This practice helps them get ready for the next stage.</li> <li>◆ Place objects far enough from mobile infants so they must work to get them.</li> </ul>	<p><b><u>Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>□ Provide tunnels, cardboard boxes for mobile infants to crawl through.</li> <li>□ Place large vinyl foam blocks for children to crawl over.</li> <li>□ Encourage children to independently explore the climbing structures to gain gross motor skills.</li> </ul>
TRAVELING	<p><b><i>This Strand Begins at 9 Months</i></b></p>	
	<p><b><i>Teaching Strategies</i></b></p> <p><b><u>Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Arrange the indoor and outdoor space so that there are safe, open spaces where mobile infants can develop and practice the traveling skills of crawling, cruising, and walking.</li> <li>◆ Provide sturdy, low furniture for pulling up, standing and cruising.</li> <li>◆ Be alert for children who stand up but can't sit back down and help them when they indicate they need help.</li> <li>◆ Allow mobile infants to decide when they are finished with crawling and are ready to walk rather than trying to push them to begin walking.</li> </ul> <p><b>Teacher Note:</b> <i>Young infants may develop some of the traveling skills, especially crawling.</i></p> <p><b>Definitions:</b></p> <p><b>Traveling</b> – Moving from one location to another.</p> <p><b>Cruising</b> – Taking sliding steps while holding onto something for support. Some children progress from sideways cruising (e.g. taking sideways steps while holding on to furniture) to frontward cruising (e.g. taking steps forward with a push toy or one hand on furniture) whereas other children may move from sideways cruising directly to independent walking.</p>	<p><b><i>Activities and Examples</i></b></p> <p><b><u>Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>□ Involve a mobile infant who is beginning to use her hands and elbows to slide her body forward or is beginning to crawl in the following activity: <ul style="list-style-type: none"> <li>○ Spread a blanket out in the area you have selected, lay the infant on her stomach on the blanket, and place the toy on the far edge of the blanket.</li> <li>○ Gain the infant's attention by showing her the toy and saying, "Kathleen, can you crawl over here and get your puppy?"</li> <li>○ Provide positive encouragement. Say, "Kathleen, you are crawling. Keep crawling, you're almost there."</li> <li>○ Watch the infant explore the toy once she has reached it.</li> <li>○ Sit at the edge of the blanket and encourage the infant to crawl to you.</li> </ul> </li> </ul>

TRAVELING, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide time each day for outdoor play.</li> <li>◆ Involve toddlers in indoor and outdoor activities that invite them to use their traveling skills.</li> <li>◆ Use traveling movements to transition children from one activity to another.</li> <li>◆ Arrange space so children in wheelchairs or with walkers can safely move around the room.</li> </ul>	<p><b>Toddlers</b></p> <p><u>Outdoor traveling skills:</u></p> <ul style="list-style-type: none"> <li>□ Hold your arms out wide and invite toddlers to join you as you pretend to fly around the playground. This activity can be done indoors if space permits.</li> <li>□ Blow bubbles on the playground and invite children to try and catch them.</li> <li>□ Hold a hoop vertically with it touching the ground and have children step in and out of it and then jump through it.</li> <li>□ Use traffic cones or two-liter bottles weighted down with sand to create an obstacle course. Invite children to walk through the obstacle course, first slowly, then faster, and then to run through the course.</li> </ul> <p><u>Indoor traveling skills:</u></p> <ul style="list-style-type: none"> <li>□ Play a marching tune and invite children to march around the room with you.</li> <li>□ Invite toddlers to dance around the room with you while listening to a lively dance tune.</li> <li>□ Place a hoop on the floor and invite toddlers to follow you as you walk around the hoop.</li> <li>□ Suggest to children to walk slowly, walk fast, or march to the playground.</li> </ul>
CLIMBING	<p><b><i>This Strand Begins at 19 Months</i></b></p>	
	<p><b>Teaching Strategies</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide opportunities for mobile infants to practice safe climbing.</li> <li>◆ Consider purchasing climbing equipment designed for mobile infants from school supply companies if funds are available. <i>See teacher notes in toddler section below.</i></li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Use pillows and/or covered foam cushions to create a structure for children to climb. <ul style="list-style-type: none"> <li>○ Consider the steepness and height of the structure based on your observations of the mobile infants in your care.</li> <li>○ Provide a soft protective surface around the structure for children who may roll off.</li> <li>○ Stay near the activity to insure the safety of the children.</li> </ul> </li> <li>□ Provide boxes for children to climb in and out. Make sure the height of the boxes allows the children to safely climb in and out.</li> </ul>

CLIMBING, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Consider purchasing an indoor and outdoor climbers designed for toddlers from school supply companies if funds are available. Sets of low steps are also available. See teacher note below.</li> <li>◆ Provide the required protective surface around the structures.</li> <li>◆ Discuss with toddlers the safe use of climbers.</li> <li>◆ Provide opportunities for toddlers to practice safe climbing.</li> </ul> <p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• <i>Make sure that the items you purchase meet the standards included in the U.S. Product Safety Commissions Public Playground Safety Handbook (12/29/15). Request from the company a statement to that effect. Child care playgrounds are considered public playgrounds and are covered by the standards.</i></li> <li>• <i>Check your Licensing Specialist if you have any questions about equipment you plan to purchase.</i></li> <li>• <i>Mobile infants have a strong urge to climb. They will attempt to climb on anything in the room: chairs, tables, slanted book shelves, or storage shelves, for example. They will pull a chair up to the counter and climb on the chair and onto the counter.</i></li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Provide boxes for toddlers to climb in and out.</li> <li>□ Stay near when children are using climbers to prevent unsafe play and to remind them of the appropriate way to use the climbers.</li> </ul>
COMPLEX MOVEMENT	<p><b><i>This Strand Begins at 19 Months</i></b></p>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Plan activities and provide toys that encourage toddlers to experiment with different ways of moving.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Present different situations and suggest ways the toddler should move. For example: <ul style="list-style-type: none"> <li>○ We are walking on our tiptoes so we don't wake the sleeping babies.</li> <li>○ We are walking backward to get away from the big brown bear.</li> <li>○ We are marching in a parade.</li> </ul> </li> <li>□ Include appropriate wheeled toys that toddlers can steer and push with their feet or can pedal. For example: <ul style="list-style-type: none"> <li>○ Vehicles with four wheels that toddlers push forward with their feet.</li> <li>○ Tricycles without pedals that toddlers push forward with their feet.</li> <li>○ Tricycles with pedals.</li> </ul> </li> </ul>



PH1.2 SHOWS STABILITY AND BALANCE		
CORE STABILITY	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Sit near the young infants when they are first learning to sit because balance is required for an infant to sit independently.</li> <li>◆ Place infants who are just beginning to sit unsupported on soft surfaces so they can play safely.</li> <li>◆ Place toys to each side of infants as they become more stable in supporting themselves while sitting. This will encourage them to lean, stretch and reach while maintaining balance.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Place easy to grasp toys such as scarves, teethers, soft books on either side of infants to pick up and examine while sitting up.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Encourage mobile infants who are beginning to walk with some stability to copy your actions such as leaning from side to side, reaching way up high, and bending way down low.</li> <li>◆ Notice balance is required when a mobile infant who is cruising along furniture stops, bends down to retrieve a toy, and returns to standing while holding onto furniture with one hand.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Provide push toys such as toy shopping carts and doll strollers to help mobile infants who are learning to walk maintain balance.</li> <li>□ Read the book from <i>Head to Toe</i> by Eric Carle and model the movement from the book.</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Understand balance is required for a toddler to stoop to pick up a toy and stand up again without tipping over.</li> </ul> <p><b>Teacher Note:</b></p> <ul style="list-style-type: none"> <li>• Refer to <i>Minimum Licensing Requirements for Child Care Centers (Rev. 01/01/15) – 903 Balance Beams</i> for information about the use of balance beams for children.</li> <li>• Children with certain special needs that influence their balance may need adaptations to assist them with balancing tasks. Or they may need to participate for shorter times in activities that require balancing.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Play games with toddlers that involve balancing. For example, play “Freeze” as follows: <ul style="list-style-type: none"> <li>○ Provide sufficient space for children to move about without touching each other.</li> <li>○ Explain to children that as you play a drum they are to march around the room without bumping into other children. When you stop playing the drum and say “freeze” they are to stop marching and stand still. When you start playing the drum again, they are to begin marching.</li> <li>○ Realize that toddlers are learning to keep their balance and it may take them a few seconds to freeze. Therefore, limit the freeze to no more than 5 to 10 seconds.</li> <li>○ Involve children in playing the freeze game with music. Explain to children that “We are going to dance to music. When there is no music, stop dancing, or freeze.” This works best when two adults are present; one person to control the music and the other to be involved with the children to insure safety and minimize conflicts.</li> </ul> </li> <li>□ Play “freeze” outdoors where toddlers have more room to move without bumping into furniture and each other.</li> </ul> <p style="text-align: right;"><i>continued...</i></p>

<b>CORE STABILITY, CONTINUED</b>		<ul style="list-style-type: none"> <li>□ Place a few beanbags several feet away from a large bucket. Encourage a child to walk from the bucket to the beanbags, pick up one beanbag, walk back to the bucket, and drop it in the bucket. Continue this activity until the child has picked up all of the beanbags and dropped them in the bucket.</li> <li>□ Place a 4 foot length of wide masking tape on the floor and encourage older toddlers to practice balancing by walking on the tape. Show children how to hold out their arms to steady themselves.</li> </ul>
<b>JUMPING, HOPPING, &amp; LEAPING</b>	<p style="text-align: center;"><b><i>This Strand Begins at 19 Months</i></b></p> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Involve older toddlers in activities where they practice jumping up and down in place.</li> <li>◆ Encourage toddlers to jump off a low climber onto the protective surfacing around the climber.</li> <li>◆ Place a low free-standing basketball goal on the playground and add a ball for toddlers to use. Encourage children to jump as they attempt to toss the ball into the basket.</li> </ul> <p><b>Teacher note:</b> <i>Only the jumping skill is included. Hopping and leaping typically starts at 37 months.</i></p>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Suggest that toddlers jump off a 2" thick mat onto the floor.</li> <li>□ Observe children to see if they are capable of jumping forward a short distance, using a two-footed takeoff and landing with arm swing. If so: <ul style="list-style-type: none"> <li>○ Invite them to jump over a taped line on the floor.</li> <li>○ Place a hoop on the floor and invite them to jump in and out of the hoop.</li> </ul> </li> </ul>
<b>PH1.3 DEMONSTRATES GROSS-MOTOR MANIPULATIVE SKILLS</b>		
<b>CATCHING</b>	<p style="text-align: center;"><b><i>This Strand Begins at 19 Months</i></b></p> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide toddlers with opportunities to develop the gross motor manipulative skill of catching. Toddlers catch balls and similar objects by trapping the ball against their body with arms straight out.</li> <li>◆ Play catch with toddlers indoors if space permits.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Provide medium-to-large size balls for toddlers to practice catching. Beach balls and rubber balls are recommended.</li> <li>□ Involve toddlers in this catching activity: <ul style="list-style-type: none"> <li>○ Take a beach ball outdoors and invite one or two children to play catch with you.</li> <li>○ Experiment with the distance needed between you and the children and adjust to allow them to be successful in catching the ball.</li> <li>○ Toss the ball to a child. Encourage the child to hold out her hands and arms to catch the ball.</li> <li>○ Invite the child to throw the ball back to you.</li> </ul> </li> </ul>
<b>THROWING</b>	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide infants with a variety of balls to hold and manipulate.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Appropriate ball choices for young infants: <ul style="list-style-type: none"> <li>○ Soft balls to grasp</li> <li>○ Sound balls that chime or jingle</li> <li>○ Sensory balls made of soft vinyl</li> </ul> </li> </ul>

<b>THROWING, CONTINUED</b>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide mobile infants with balls of different sizes and textures.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Add a variety of balls such as: <ul style="list-style-type: none"> <li>○ Clutch balls with easily grasped, indented surfaces</li> <li>○ Balls with chimes or visible objects rolling inside</li> <li>○ Balls that roll in unpredictable ways such as weighted balls</li> </ul> </li> <li>□ Involve the child in a rolling the ball activity as follows: <ul style="list-style-type: none"> <li>○ Sit with a child with legs apart.</li> <li>○ Say to the child, “Jacque, I’m rolling the ball to you. Reach out your hands and catch it. Can you roll the ball back to me?”</li> </ul> </li> <li>□ Consider this activity that involves a bucket and medium size rubber balls (about the size of a tennis ball): <ul style="list-style-type: none"> <li>○ Place the bucket in a clear area inside or outside and place balls on the floor or ground next to the bucket.</li> <li>○ Observe to see what the child does with the balls and bucket.</li> <li>○ Say to the child, “Holly, let’s see if you can drop the balls in the bucket.”</li> <li>○ Demonstrate dropping the balls in the bucket and encourage the child to try.</li> <li>○ Comment on what she is doing. For example, “Holly, you dropped three balls in the bucket. Now let’s see if you can drop this ball in the bucket” as you hand her another ball.</li> <li>○ Bean bags or rolled up sock balls may be substituted for the rubber balls.</li> </ul> </li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide toddlers with beanbags and different types of balls to practice throwing.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Involve toddlers in throwing balls as follows: <ul style="list-style-type: none"> <li>○ Gather balls that are soft and a box or basket with a large opening.</li> <li>○ Observe children. Guide toddlers to move closer to the basket if needed and drop the balls in the basket.</li> <li>○ Provide beanbags or bath sponge that children can throw into a basket or box.</li> <li>○ Place a child-size free standing basketball hoop on the playground and add a large rubber ball.</li> </ul> </li> </ul>
<b>STRIKING</b>	<p><b><i>This Strand Begins at 19 Months</i></b></p>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Give toddlers opportunities to begin to develop the gross motor manipulative skill of striking.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Place a large rubber ball on the playground out of the flow of traffic and demonstrate striking the ball with your hand. Then invite a toddler to do the same.</li> <li>○ Demonstrate striking the ball with a short-handled, oversized foam paddle. Then invite a toddler to do the same.</li> <li>○ Make sure other children are safely away from the activity.</li> <li>○ Encourage this activity when there is sufficient supervision on the playground and only have the paddle available when this activity is supervised.</li> </ul>

***This Strand Begins at 19 Months***

<b>KICKING</b>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide many opportunities for toddlers to begin to develop the gross motor manipulative skill of kicking.</li> </ul> <p><b>Teacher note:</b> <i>Some children may have a lack of balance making kicking a difficult task. In those instances, model kicking the ball, holding your arms out to your side. Say to children, “Holding out my arms helps me keep my balance. Hold your hands out like that when you kick the ball.”</i></p>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Place a beach ball or another lightweight ball on the playground, out of the way of the flow of traffic.</li> <li>□ Invite a child to kick the ball to you. Suggest that the child walk to the ball and kick it.</li> <li>□ Encourage children many opportunities to practice kicking the ball.</li> <li>□ Discuss with children keeping everyone safe during kicking activities.</li> </ul>
	<b>PH2. FINE MOTOR</b>	
<b>PH2.1 DEMONSTRATES FINE-MOTOR STRENGTH, CONTROL, AND COORDINATION</b>		
<b>HAND-EYE COORDINATION</b>	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Hang a simple mobile over the infant’s play area about 14 inches from the child’s eyes so that is clearly visible when the infant is lying on his back. Infants especially like mobiles with patterns, high contrast, and those that make music.</li> <li>◆ Place infants the floor with a variety of materials to encourage reaching, touching and batting objects.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Provide a textured mat or quilt for infants to explore. (See Note below.) <ul style="list-style-type: none"> <li>○ Select an area of the room you can supervise, lay out the carpeted mat and lay an infant who is able to hold up his head on the mat.</li> <li>○ Touch the infant’s hand to each section and describe how the mat feels. For example, say, “Luke, this feels soft. This part feels rough.”</li> <li>○ Reposition the mat so that the infant can feel the different textures and observe to see his reaction to the different textures.</li> </ul> </li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Textured mats are available from school supply catalogs, or consider making one. Collect identical-size pieces of carpet of different textures. Sew together the four pieces to make a large square.</li> <li>• Sew a textured quilt made of cloth of varying textures and colors. Follow the same procedures as with the textured mat.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide toys that have dials to turn, knobs to pull and buttons to push.</li> <li>◆ Provide toys of different textures.</li> <li>◆ Introduce mobile infants to simple fingerplays.</li> <li>◆ Read a story to mobile infants and then ask them to point to different characters in the story.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ While reading a story with an infant say, “Show me the dog” to encourage the child to point to the dog.</li> <li>□ Add materials such as: <ul style="list-style-type: none"> <li>○ Busy boxes and surprise toys with things that pop up.</li> <li>○ Textured books, balls and plush toys.</li> <li>○ Peek-a-boo board with pictures of child or animals.</li> </ul> </li> </ul> <p><b>Fingerplays:</b></p> <ul style="list-style-type: none"> <li>□ “Eensy Weensy Spider”</li> <li>□ “Where is Thumbkin?”</li> <li>□ “Open Them, Shut Them”</li> </ul>

HAND-EYE COORDINATION, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Involve toddlers in simple fingerplays on a daily basis.</li> <li>◆ Give toddlers opportunities to place storytelling figures on a story board as you tell the story.</li> <li>◆ Demonstrate and explain to toddlers the correct way to turn the pages in a book and ask them to help you turn the pages as you read with them. Observe as they look at books in the library center.</li> <li>◆ Support toddlers developing skills of hand-eye coordination with a variety of materials.</li> </ul> <p><b>Teacher Note:</b> <i>Some of the strategies and activities listed here and in some of the Strands that follow may be included in other domains of child development and early learning because the domains are interrelated and overlapping.</i></p>	<p><b>Toddlers</b></p> <p><u>To support development of hand-eye coordination:</u></p> <ul style="list-style-type: none"> <li>□ Place plastic measuring cups and containers in the water table to encourage toddlers to pour water from one container to another.</li> <li>□ Add pegs with pegboards and puzzles.</li> <li>□ Take buckets of water and paintbrushes to playground for children to paint with water on a chalkboard or fence.</li> <li>□ Provide large wooden beads and dowel rod for stringing.</li> <li>□ Place pipe cleaners with an upside down colander for young children to lace through the holes.</li> </ul>
GRASP AND MANIPULATION	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Avoid putting a rattle or other toy in the hands of very young infants because they can't let go of them (grasp reflex).</li> <li>◆ Provide toys that are responsive and make a noise as young infants go from reflexive action to grabbing, grasping and manipulating objects; toys that are scaled to a size so that young infants can manipulate them.</li> <li>◆ Make sure that toys are large enough so that infants cannot swallow or choke on them. The toys must also be washable so they can be washed and/or disinfected after each infant has mouthed them.</li> </ul> <hr/> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide toys that a mobile infant can pull apart and fit together.</li> <li>◆ Provide foods such as dry cereal that require infants to use index finger and thumb (pincer grasp) to pick up.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Include toys such as rattles, plastic toys, soft cloth books and squeeze toys.</li> <li>□ Create a ring of ribbons and use with the infant as follows: <ul style="list-style-type: none"> <li>○ Use plastic bracelet or a small hoop and ribbons of several colors and textures to make a ring of ribbons.</li> <li>○ Tie the ribbons securely to the ring so that each strand is a single length of ribbon tied to the ring at one end only.</li> <li>○ Hold the infant on your lap and dangle the ribbons in front him so he can see and reach for them.</li> <li>○ Move the ribbon lightly across the palm of the infant to see if he will grasp it.</li> <li>○ Understand that this ring of ribbon is to be used by the infant only with adult supervision.</li> </ul> </li> </ul> <hr/> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Include toys such as stacking rings, nesting cups, snap-lock beads or blocks, and linking toys.</li> <li>□ Provide playdough and playdough toys at a table for children to explore. Make sure to tell children what they can do with the playdough. Encourage mobile infants to keep the playdough on the table and to roll it, squish it, or pound it. Avoid telling children, "don't eat the playdough." Children at this age will not hear the word "don't" and only hear "eat the playdough."</li> <li>□ Collect plastic bowls of different sizes and with matching lids and store in a clear container. Place the container within children's reach. Observe to see what the child does with the bowls and lids.</li> <li>□ Introduce two and three piece puzzles with knobs for mobile infants to grasp. Discuss what the puzzle pieces represent.</li> </ul>

GRASP AND MANIPULATION, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide toys that toddlers can manipulate and explore.</li> <li>◆ Observe children to determine when they are ready for more challenging materials.</li> </ul>	<p><b>Toddlers</b></p> <p><i>Toys for exploration:</i></p> <ul style="list-style-type: none"> <li>□ Knobbed puzzles with three or four pieces. Increase the number of pieces to 6-12 and pieces without knobs for toddlers who may need more challenging puzzles to work.</li> <li>□ Linking toys, large connecting blocks, large beads to string, and wooden or plastic nuts and bolts.</li> <li>□ Playdough to squeeze, roll and pound.</li> <li>□ Items such as cotton balls for toddlers to pick up with tongs or large tweezers.</li> <li>□ Dress-up clothes with large buttons in the home living center.</li> <li>□ Provide building materials for older toddlers such as heavy cardboard blocks and the basic shapes of hardwood unit blocks.</li> </ul>
<b>PH2.2 ADJUSTS GRASP AND COORDINATES MOVEMENTS TO USE TOOLS</b>		
UTENSILS	<p><b><i>This Strand Begins at 9 Months</i></b></p>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide mobile infants and toddlers with appropriate child-sized eating utensils and cups. It may take longer for children to eat and drink, especially for mobile infants. However, this is an important part of the development of self-help skills.</li> <li>◆ Be prepared for spills and messes during meal and snack times. Have washcloths readily available.</li> </ul> <p><b>Teacher Note:</b> <i>Be aware that children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture and use of utensils may vary across cultures.</i></p>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Provide child-size spoons for eating.</li> <li>□ When mobile infants start drinking from a cup, pour only a small amount into unbreakable cups.</li> <li>□ Give toddlers small unbreakable glasses for drinking.</li> <li>□ Give older toddlers child-size forks for eating.</li> </ul>

<b>WRITING &amp; DRAWING TOOLS</b>	<b><i>This Strand Begins at 9 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide mobile infants with drawing tools. They cannot hold the drawing tools with thumb and fingers and they do not draw using wrist movements. At this stage, drawing usually involves a lot of arm movements.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infants</b></p> <p><u>Crayon activity:</u></p> <ul style="list-style-type: none"> <li>□ Cover a low table with butcher paper, secure it with masking tape, and place a container of large, chunky crayons on the table. They can grasp these crayons using their whole hand.</li> <li>□ Demonstrate using the crayon if the child does not seem to know how.</li> <li>□ Observe and make comments about what the children are doing with the crayons; the colors they are using, the marks they are making.</li> <li>□ Stay near this activity and encourage infants to mark on paper with crayons.</li> </ul> <p><b>Teacher Note:</b> <i>Crayons are best kept away from mobile infants except for closely supervised activities such as this one.</i></p>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Understand that toddlers are gradually developing greater wrist control.</li> <li>◆ Provide toddlers with appropriate writing and drawing tools.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Provide children with large crayons, chalk and water-based markers to draw.</li> </ul>
<b>SCISSORS</b>	<b><i>This Strand Begins at 19 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide child-size safety scissors for older toddlers to use in a small group with close supervision.</li> <li>◆ Keep scissors out of the reach of toddlers when you are not able to supervise their use.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Provide paper such as newspaper that is easy to snip.</li> <li>□ Offer to help by holding the newspaper while child attempts to use the scissors to snip the paper.</li> </ul>
<b>VARIETY OF TOOLS</b>	<b><i>This Strand Begins at 19 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide a variety of tools for toddlers to encourage toddlers grasping skills.</li> </ul>	<p><b>Activities and Examples</b></p> <p><u>Tools to add:</u></p> <ul style="list-style-type: none"> <li>□ Add a small shovel or scoop to the sandbox.</li> <li>□ Add tools such as a turkey baster or an egg beater to the water table.</li> <li>□ Add a small rolling pin for playdough.</li> <li>□ Involve toddlers in painting the fence or outside wall with water, using a painter's brush.</li> </ul>

**PH3. HEALTH AND WELL-BEING**

**PH3.1 DEMONSTRATES INTEREST IN ENGAGING IN HEALTHY EATING HABITS AND MAKING NUTRITIOUS FOOD CHOICES**

COMMUNICATING NEEDS	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Be aware of the cues that each infant gives you to indicate he or she is hungry or full. Watch and listen for those cues and feed each infant as soon as possible.</li> <li>◆ Use sign language for simple words to help infant communicate needs.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ After infant turns head away during feeding ask, “Are you all done?” or use sign for “done.”</li> <li>□ Have food ready for mobile infants and toddlers when they come to the table in order to keep waiting times as brief as possible.</li> <li>□ Have everything needed, including food, beverages, dishes and spoons so that you do not have to leave the table for missing items.</li> </ul>
EXPLORATION OF FOOD EXPERIENCES	<p><b><i>This Strand Begins at 9 Months</i></b></p>	
	<p><b>Teaching Strategies</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide opportunities for infants to pick up food with their hands as they begin to learn to eat with a spoon and drink from a cup. When they are able to sit comfortably, they can sit in low, sturdy chairs at a low table. They need to be able to rest their feet on the floor.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Add unbreakable plates, cups and glasses, and utensils in the home living center so children can reenact mealtime events.</li> <li>□ Add real-life empty food box containers into the home living center.</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide toddlers with small servings of food throughout the day. They often have strong food likes and dislikes. They may eat one favorite food for a while, then refuse that food at a later time. Provide opportunities for infants and toddlers to feed themselves to refine their fine-motor skills and eye-hand coordination.</li> <li>◆ Provide older toddlers with child-size utensils.</li> <li>◆ Offer small servings and a variety of nutritious food choices.</li> <li>◆ Encourage but do not force children to try new foods.</li> <li>◆ Serve new foods in attractive ways, serve them more than once, and taste everything yourself.</li> <li>◆ Let children decide how much to eat.</li> <li>◆ Food should not be used as a reward or punishment.</li> </ul> <p><b>Teacher Note:</b> <i>The United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) provides guidelines for nutritious meals and snacks for children birth to age 3.</i></p>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Continue to provide home living materials such as those listed above for mobile infants.</li> <li>□ Involve children in cooking experiences to make healthy snack choices:             <ul style="list-style-type: none"> <li>○ Applesauce</li> <li>○ Muffins</li> <li>○ Fruit salad</li> <li>○ Mashed potatoes</li> </ul> </li> </ul> <p><b>Teacher Note:</b> <i>Always supervise children closely during cooking experiences. Try to have extra staff or volunteers available to assist.</i></p>



FOOD KNOWLEDGE	<b><i>This Strand Begins at 19 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Name the foods that children are being served during snack and meals.</li> <li>◆ Involve toddlers in activities that give them opportunities to learn the names of foods.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Refer to apples and bananas as fruit and carrots and peas as vegetables.</li> </ul> <p><u>Food activities:</u></p> <ul style="list-style-type: none"> <li>□ Collect pictures of foods that are familiar to children. Laminate or cover the pictures with clear adhesive paper for durability. Place them face up on a table and invite a child to find the picture of a specific food. Or show them a picture and invite them to name the food.</li> <li>□ Have three fruits such as a banana, an apple and an orange and allow children to explore them. Name each fruit and talk about how it feels. Then place them in a feely bag and invite one child at a time to reach in the bag, pull out one of the items and name it.</li> </ul>
<b>PH3.2 SHOWS AWARENESS OF SAFE BEHAVIOR</b>		
AWARENESS OF SAFE BEHAVIOR AND SIGNALS OF DANGER	<p><b>Teaching Strategies</b></p> <p><b><u>Young and Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Young and mobile infants use sensory information and cues from teachers to assess safety of the environment. For example: <ul style="list-style-type: none"> <li>• They startle when they hear a loud noise.</li> <li>• They show awareness of steep drop-offs when crawling or walking.</li> <li>• They look to educators when approached by an unfamiliar adult.</li> <li>• Mobile infants and toddlers stop unsafe behavior when prompted by an adult, though they may often need additional support and redirection.</li> </ul> </li> </ul>	<p><b>Activities and Examples</b></p> <p><b><u>Young and Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>□ Comfort children when they are startled by a loud noise by offering a gentle touch.</li> <li>□ Comfort children who begin to show distress when they see an unfamiliar adult. Assure them that you are there to keep them safe.</li> <li>□ To a child who has been climbing on the bookshelf say, “It’s not safe for you to climb on the bookshelf. You can climb through the tunnel.” Guide child away from the bookshelf and to the tunnel.</li> </ul>
	<p><b><u>Toddlers</u></b></p> <ul style="list-style-type: none"> <li>◆ Be aware at all times of the children in your care and be ready to stop and redirect unsafe behavior.</li> <li>◆ Explain to children, especially toddlers, why certain behaviors are not safe.</li> </ul>	<p><b><u>Toddlers</u></b></p> <ul style="list-style-type: none"> <li>□ Say to a child who is climbing on the table, “My job is to keep you safe and when you climb on the table, I am afraid you may fall and get hurt. It is safe for you to climb on the foam cushions.”</li> </ul>
UNDERSTANDING OF SAFETY RULES AND PRACTICES	<b><i>This Strand Begins at 19 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Establish with co-workers the safety rules, practices, and routines that will be followed by everyone involved in the care of toddlers.</li> <li>◆ Explain the safety rules, practices and routines and the reasons for each in words that toddlers can understand.</li> <li>◆ Remain calm during emergency drills or actual emergencies and follow the established procedure. This will help children remain calm.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Prepare children for emergency drills by explaining the sound they will hear when there is a fire drill. Show them where they will go when the alarm sounds.</li> <li>□ Show them the rope with knots they are to hold when moving from indoors to outdoors, for example. Explain that this will help you know that everyone is with you. Practice with the rope in the classroom before using it to go outdoors.</li> <li>□ Explain that they are sit or lie on their cots to keep them safe.</li> </ul>

PH3.3 ENGAGES IN A VARIETY OF DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITIES	
PARTICIPATION IN PHYSICAL ACTIVITY	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Involve all children in a variety of developmentally appropriate physical activities.</li> <li>◆ Participate in physical activities with the children.</li> </ul> <p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Encourage children to dance with scarves to both fast and slow music.</li> <li>□ Provide egg shakers for children to shake to the beat of the music.</li> <li>□ Chant “Going on a Bear Hunt” from the book <i>Going on a Bear Hunt</i> by Michael Rozen and Helen Oxenbury with children around the playground.</li> <li>□ Add tricycles, riding toys, and helmets to the playground.</li> </ul>
KNOWLEDGE OF BENEFITS OF PHYSICAL ACTIVITY	<p><b><i>This Strand Begins at 37 Months</i></b></p>
PH3.4 TAKES APPROPRIATE ACTIONS TO MEET BASIC NEEDS	
COMMUNICATING NEEDS	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Become aware of the ways that infants and toddlers communicate their needs and be responsive to those needs.</li> <li>◆ Respond consistently to infants and toddlers cues.</li> </ul> <p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Talk with the infant before a caregiving routine takes place. For instance, “Jamie, you need a dry diaper. I’m going to pick you up so I can change you now.”</li> <li>□ As Marco walks over to his cubby and points to his blanket, Ms. Rose knows Marco is tired and ready for nap.</li> </ul>
PERSONAL CARE ROUTINES	<p><b>Teaching Strategies</b></p> <p><b><u>Young Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Make caregiving routines of diapering and feeding a pleasant time for you and the infant.</li> <li>◆ Be consistent in the way you diaper and feed her so she knows what to expect and will be more likely to anticipate and cooperate with you. For example: <ul style="list-style-type: none"> <li>• The infant will open her mouth when food is offered.</li> <li>• She will raise her leg when diaper is changed.</li> </ul> </li> </ul> <p><b>Activities and Examples</b></p> <p><b><u>Young Infants</u></b></p> <ul style="list-style-type: none"> <li>□ Recite chants, fingerplays, and short songs to infant during caregiving routines.</li> </ul>

PERSONAL CARE ROUTINES, CONTINUED	<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Establish a routine with children for personal hygiene and self-care routines so that the child knows what to expect and takes increasing responsibility during routines such as handwashing, tooth brushing and toileting. For example: <ul style="list-style-type: none"> <li>• The child holds his hand under the faucet and waits for you to turn it on.</li> <li>• The child holds her toothbrush with adult while brushing her teeth.</li> </ul> </li> <li>◆ Post an illustrated handwashing chart above the sink where children will be washing their hands. Review the steps with toddlers.</li> <li>◆ Explain step-by-step the routines and be there to remind and support toddlers as needed.</li> </ul> <p><b>Teacher Note:</b> <i>Children may show variation in these skills based on whether early self-help skills are expected and taught in their family and culture.</i></p>	<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Hand washcloth to mobile to wipe face after eating snack.</li> <li>□ Talk with toddler during routines. “Carlos, you got your hand wet, what comes next? Soap, that’s right.”</li> </ul>
HEALTH HABITS	<p><b><i>This Strand Begins at 19 Months</i></b></p>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Understand that toddlers need adult support, guidance and modeling as they engage in healthy habits, the younger the toddler the more support is needed and children will eventually become more independent in engaging in these healthy habits.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Guide a child through the steps of blowing nose, throwing away tissue in the appropriate receptacle, and washing and drying hands.</li> <li>□ Model covering your mouth with your arm when coughing.</li> </ul>

# Language Development

Early childhood researchers refer to young children as linguistic geniuses.<sup>1</sup> From a very young age children have the capacity to learn language. Research shows that children are processing the sounds of language even before they are born and engage in an immense amount of language learning long before they learn to speak.<sup>2</sup> Children’s language learning is largely driven by the language environment to which they are exposed. For example, at birth children can discriminate the sounds of any language, but this ability quickly becomes specific to the language or languages to which they are most exposed.<sup>3</sup> Furthermore, a child’s “language nutrition”—the quantity and quality of language children experience—is as critical to a young child’s brain development as healthy food is to physical growth. Unfortunately, too many children are “linguistically malnourished.” For example, by age 3, children from lower in-come homes hear an estimated 30 million fewer words than their peers in higher income homes. Children also experience disparities in the quality of language exposure, in terms of the richness and variety of vocabulary words they hear, the types of questions that are asked of them that encourage thinking skills, and encouraging versus discouraging conversations (“What does that feel like?” versus “Don’t touch that,” for example).<sup>4</sup> However, research shows that high-quality, language-rich interactions in early childhood classrooms can have a profound impact on children’s language abilities, and that these effects can overcome the word gap. Language is essential to all areas of development and learning.<sup>5</sup> It is important to social interaction, with skilled communicators more likely to demonstrate social competence, and is a key foundational component of a child’s emergent literacy skills.

## Potential Warning Signs of Developmental Delay

- **By 9 months**, a child doesn’t babble (“mama,” “baba,” “dada”) or doesn’t respond to own name.
- **By 18 months**, a child doesn’t gain new words or doesn’t have at least 6 words.
- **By 3 years old (36 months)**, a child doesn’t speak in sentences or doesn’t understand simple instructions.

<sup>1</sup>Kuhl, P. (2010) “The linguistic genius of babies.” *Ted talk*. Retrieved from: [https://www.ted.com/talks/patricia\\_kuhl\\_the\\_linguistic\\_genius\\_of\\_babies?language=en](https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies?language=en)


<sup>2</sup>Moon, C., Lagercrantz, H., & Kuhl, P. K. (2013). Language experienced in utero affects vowel perception after birth: A two-country study. *Acta Paediatrica*, 102(2), 156 – 160.


<sup>3</sup>Kuhl, P. K. (2010). Brain mechanisms in early language acquisition. *Neuron*, 67(5), 713–727.

<sup>4</sup>Hart, B. & Risley, T. R. (1995). Meaningful differences in the everyday experiences of young American children. Baltimore, MD: Brookes Publishing.

<sup>5</sup>Dickinson, D. K., & Porche, M. V. (2011). Relation between language experiences in preschool classrooms and children’s kindergarten and fourth- grade language and reading abilities. *Child Development*, 82, 870–886.


LD1. RECEPTIVE LANGUAGE		
LD1.1 UNDERSTANDS AND RESPONDS TO LANGUAGE (IN CHILD’S HOME LANGUAGE)		
VOCABULARY & LANGUAGE COMPREHENSION	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Converse with young infants to provide them with rich language experiences.</li> <li>◆ Listen to and return the coos and babblings of young infants.</li> <li>◆ Use <b>parentese</b> with young infants.</li> <li>◆ Talk to, sing to and read to infants.</li> <li>◆ Choose books from the list of books that support strategies and activities for young infants (pg. 95).</li> </ul> <p><b>Definition:</b></p> <p><b>Parentese</b> – Commonly referred to as <i>baby talk</i> and sometimes referred to as <i>motherese</i>, it is a form of speaking used by adults in most cultures when speaking with very young children. When adults speak in parentese, they use real words but at a higher pitch, elongating words, and use longer pauses between words (e.g., “Wheeeeeere’s baby? Heeere you are!”)</p>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <p><u>Communicating with young infants:</u></p> <ul style="list-style-type: none"> <li>□ Ask yourself what sounds I am hearing. By seven or eight months, infants typically make four basic sounds: “ba, ba”, “da, da”, “ma, ma” and “wa, wa.”</li> <li>□ Imitate the same sounds the baby is making. For example, if the infant says “ba, ba, ba”, then you respond back “ba, ba, ba.”</li> <li>□ Talk with infants about what you are doing as you diaper and dress them.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Talk with, sing to, read to and say fingerplays and nursery rhymes with mobile infants.</li> <li>◆ Choose books from the list of books that support strategies and activities for mobile infants (pp. 96-97).</li> <li>◆ Use short phrases and repeat the names of objects as you talk with children who are beginning to use language.</li> <li>◆ Place yourself face-to-face, eye-level, when speaking to a child.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ As children to begin to use more language, repeat back to them the correct pronunciation of words. As Isaac points and says, “My ba ba” repeat back, “That’s right Isaac. That’s your bottle.”</li> </ul>

VOCABULARY & LANGUAGE COMPREHENSION, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Talk with, sing with, read to and say fingerplays and nursery rhymes with toddlers.</li> <li>◆ Prompt children to point to and, as they develop language, to name people, animals and objects in a story being read.</li> <li>◆ Speak to toddlers at their eye level and in close proximity.</li> <li>◆ Use language that is easy for the toddler to understand. Explain new vocabulary as you use it. When appropriate, use gestures and concrete objects to explain new vocabulary.</li> </ul> <div style="background-color: #90EE90; padding: 5px; margin-top: 10px;">  <p>For more information regarding language development in infants and toddlers, see the Resources (p. 59).</p> </div>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Read <i>Barnyard Banter</i> by Denise Fleming to children. Show pictures of animals such as a rooster and donkey that children may not be familiar with and point out and describe their special characteristics. Explain that a paddock has a fence around it and is where horses are kept or exercised.</li> <li>□ Introduce new materials such as a medical prop box to toddlers and show and name the items such as a stethoscope that are included. Demonstrate how the stethoscope is used and encourage children to examine it.</li> <li>□ Choose books from the list of books that support strategies and activities for toddlers (pp. 97-98).</li> <li>□ Talk with toddlers about the daily routines. Say “It’s time for us to go outside. First we need to put on your jacket because it is chilly. Then we’ll be ready to go to the playground.”</li> <li>□ Walk over to a child instead of speaking to the child across the room. The child can attend much better to what you are saying if you are nearby.</li> </ul>
	FOLLOWS DIRECTIONS	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide opportunities for face-to-face interactions.</li> </ul>
<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Give mobile infants and toddlers opportunities to follow simple one-or-two word requests or directions.</li> <li>◆ Invite mobile infants to assist with a simple task.</li> <li>◆ Be clear and specific when making requests or giving directions.</li> </ul>		<p><b>Mobile Infants and Toddlers</b></p> <p><i>Giving directions:</i></p> <ul style="list-style-type: none"> <li>□ Say to a mobile infant, “Wave bye bye to your grandmother.” “Blow daddy a kiss.”</li> <li>□ Say to the child, “Andre, the baby is cold. Please get her blanket and bring it to me.”</li> <li>□ Instead of saying to a toddler “Put away the toys” be specific about what you want the child to do. Say “Ramona, put the red crayons in the red can.”</li> </ul>
<b>LD2. EXPRESSIVE LANGUAGE</b>		
<b>LD2.1 USES INCREASINGLY COMPLEX VOCABULARY, GRAMMAR, AND SENTENCE STRUCTURE (IN CHILD’S HOME LANGUAGE)</b>		
EXPRESSIVE VOCABULARY	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Hold infants so they can watch your mouth move as you make sounds.</li> <li>◆ Pay attention to the infant’s non-verbal expressions and respond to them both verbally and nonverbally.</li> <li>◆ Respond to infants’ different forms of verbal communication.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <p><i>Respond to:</i></p> <ul style="list-style-type: none"> <li>□ A smile and say, “Look at Joseph’s big smile.”</li> <li>□ A coo and say, “Blaze, I hear you cooing. You sound like you’re happy.”</li> <li>□ A cry and say, “Jamella, I hear you crying. I think you would like someone to pay attention to you. Let’s sit in this glider together and snuggle.”</li> </ul>

EXPRESSIVE VOCABULARY, CONTINUED	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Be tuned into each child’s non-verbal requests such as pointing or grunting and respond by using words to help them express his or her needs.</li> <li>◆ Show excitement when children say words.</li> </ul>	<p><b>Mobile Infants</b></p> <p><i>Responding to infants:</i></p> <ul style="list-style-type: none"> <li>□ “I see you pointing to the ball on the shelf. Would you like the ball? Here’s the ball.” and hand it to him.</li> <li>□ “Riley you wanted me to pick you up and you said, ‘Up.’ Thank you for letting me know what you needed.”</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Share books with toddlers that have pictures of their family members, family pets and familiar objects. Encourage toddlers to name and talk about what they see in the book.</li> <li>◆ Provide opportunities for lots of peer interactions during play.</li> </ul> <p><b>Teacher Note:</b> Refer to <i>Potential Warning Signs of Developmental Delay in the introduction to this domain as a guide for determining that a child may have a language delay. Document your concerns, discuss them with the director of your program and consider with her the next steps to take.</i></p> <div style="background-color: #90EE90; padding: 5px; margin-top: 10px;">  <p>For more information regarding the use of language, see the Resources (p. 59).</p> </div>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Include toys that encourage toddlers to talk with each other. For example, phones, dolls, cooking utensils, dishes, trucks and cars.</li> </ul>
GRAMMAR & SENTENCE STRUCTURE	<b><i>This Strand Begins at 9 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>◆ Speak clearly and model correct grammar.</li> <li>◆ Respond by modeling the correct language and expanding on what the child said.</li> </ul> <p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Avoid correcting the toddlers’ incorrect pronunciation and grammar.</li> <li>◆ Respond by modeling the correct language and expanding on what the child said.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>□ When children say things such as “go side” respond with, “Are you telling me that you want to go outside?”</li> </ul> <p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ If the child says “He goed,” say, “Yes, Phillipe left with his father.”</li> </ul>

CLARITY OF COMMUNICATION	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>♦ Pay attention to young infants' vocalizations such as cooing and gestures to communicate needs, interests, and emotions.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ As infant vocalizes and makes cooing noises, mimic back what you hear.</li> <li>□ Isabel is crying indicating she has a need. Say, "Isabel, I hear you and know you are hungry. Your bottle is coming."</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>♦ Realize mobile infants use a small number of real and made-up words that can be understood by familiar adults who speak the same language.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Talk with families about nicknames of objects infants may use. For instance, when Samuel says "Binkie" he wants his pacifier.</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>♦ Talk with or sign with toddlers during interactions. Toddlers speak or sign clearly enough most of the time that unfamiliar adults who speak the same language can understand; still mispronouncing many words.</li> <li>♦ Be patient and listen carefully while toddlers talk with you. Their language will become more understandable.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ As Phoenix says "buhsggetti" say, "Yes, we are having spaghetti for lunch."</li> </ul>
<b>LD3. COMMUNICATION SKILLS</b>		
<b>LD3.1 COMMUNICATES USING SOCIAL AND CONVERSATIONAL RULES</b>		
CONVERSATIONS	<i>This Strand Begins at 9 Months</i>	
	<p><b>Teaching Strategies</b></p> <p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>♦ Engage infants in a back-and-forth interactions by imitating the sounds they make.</li> <li>♦ Respond verbally to the non-verbal and/or verbal or signing attempts by mobile infants to initiate a conversation with you.</li> </ul> <p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>♦ Try to maintain conversations with toddlers for extended exchanges.</li> </ul> <p><b>Definition:</b></p> <p><b>Conversational exchanges</b> – Each exchange is a "turn" taken by someone participating in a conversation.</p>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>□ Say to a child who points to a ball, you and he played with on the previous day, "Nate, you want me to get the ball so you and I can roll it back and forth like we did yesterday?"</li> </ul> <p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>□ When a toddler points to a dog in the photo of the child's family and says "My dog", respond by saying, "That's your dog in this picture. Can you tell me your dog's name?" If the child responds with the name of the dog, extend the conversation by inviting the child to tell you what the dog eats and then where the dog sleeps.</li> </ul>



SOCIAL RULES OF LANGUAGE	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Take time to have <i>conversations</i> with infants and engage in turn-taking in the conversation.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>□ Sit on the ground with infants and watch for their facial expressions and listen to their sounds. If the baby coos, coo back to her taking turns, creating a <i>conversation</i>.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Learn as much as you can about the communication styles of the families in your program and make a concentrated effort to honor those styles.</li> <li>◆ Model appropriate social rules of language to each culture.</li> <li>◆ Model for children polite terms when communicating.</li> </ul>	<p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>□ Take time to listen to children and take turns with them during conversations.</li> <li>□ Go to a child to speak to her personally, rather than speaking loudly across the room to get the child’s attention.</li> <li>□ Use polite terms when communicating with children such as “Thank you” and “Please.”</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Give children a positive feedback comment when you observe a child using polite terms.</li> </ul> <div style="background-color: #90EE90; padding: 5px; margin-top: 10px;">  <p>For more information regarding social and conversational rules, see the Resources (p.60).</p> </div>	<p><b>Toddler</b></p> <ul style="list-style-type: none"> <li>□ Prompt children to speak using the appropriate volume. Say in a soft voice, “Josie, use a soft voice so that you do not wake the other children who are sleeping.”</li> <li>□ Say “Thank you, Rochelle, for saying “please” when you asked Ms. Linda for another cracker.”</li> </ul>

**LD4. ENGLISH LANGUAGE DEVELOPMENT** (Unlike the other developmental progressions outlined for other learning goals, English Language Development is not dependent on a child's age, but on a child's exposure to English. Therefore, 4.1 and 4.2 are grouped together.)

**LD4.1 DEMONSTRATES PROGRESS IN ATTENDING TO, UNDERSTANDING, AND RESPONDING TO ENGLISH**

**LD4.2 DEMONSTRATES PROGRESS IN SPEAKING AND EXPRESSING SELF IN ENGLISH**

ENGLISH LANGUAGE DEVELOPMENT AND HOME LANGUAGE DEVELOPMENT

**Teaching Strategies**

- ◆ Support children as they progress in listening, understanding and speaking English.
- ◆ Treat all children's home language as equally important.
- ◆ Get to know the child's family. Learn the names of all family members and how to correctly pronounce them.
- ◆ Obtain information about a child's home language development from parents and other educators through a qualified interpreter.
- ◆ Learn and use key words in each child's home language.
- ◆ Be alert to children's use of non-verbal communication.
- ◆ Establish classroom routines and use consistent language when referring to activities such as clean up time and objects such as cubby, bottle, crib or cot throughout the day.
- ◆ Provide a daily schedule with pictures that illustrate each scheduled activity, especially for toddlers.
- ◆ Use repetitive songs and fingerplays with mobile infants and toddlers. Children who are English language learners often say their first words in English when singing familiar songs or saying fingerplays.
- ◆ Choose books, music and other materials that reflect the range of cultures and languages of participating families so all children can see images and hear words and music with which they are familiar.
- ◆ Utilize teaching assistants, volunteers or other members of the community who may speak the child's home language to read books, tell stories, and sing songs in the child's home language.



For more information regarding English and home language development, see the Resources (p. 60).

**Activities and Examples**

- Consider these guidelines when speaking English with an English-language learner:
  - Speak slowly as a way to help children hear and learn the individual words.
  - Keep your language simple. Avoid jargon, slang and idioms. For example, "It's raining cats and dogs." This would apply to all children from birth to five because they are so literal and would be looking for cats and dogs when it rained.
  - Maintain eye contact so children can see how words are formed.
  - Reinforce the verbal message with gestures, actions and visual aids. For example, when it is time to go outdoors, get your coat and put it on to encourage toddlers to get their coats.
  - Talk through what you are doing. "I am going to wipe your mouth with this washcloth."
  - Describe the actions of the child. "You are stacking the blocks one on top of the other."
- Learn words for:
  - Greetings and goodbyes
  - Food
  - Toileting
  - Clothing
  - Family members
- When an English language learner is pointing silently to the tub of snap beads on the shelf, supply the words in English for what the child is trying to communicate. "You want the snap beads. Here are the snap beads."
- Read books with repetitive patterns and phrases to toddlers. For example, read *Brown Bear, Brown Bear, What Do You See?* By Bill Martin, Jr. to children so they are familiar with the story. Then read it again and pause and let children fill in the next word. Observe to see if children who are English language learners join the other children in filling in the missing word.

# RESOURCES

## Language Development

### LD1. RECEPTIVE LANGUAGE

#### LD1.1 UNDERSTANDS AND RESPONDS TO LANGUAGE (IN CHILD'S HOME LANGUAGE)

##### Strand: Vocabulary & language comprehension

- Understand these things about vocabulary and language comprehension:
  - Language is essential to all areas of development and learning.
  - Language is the principal tool that children have for establishing and maintaining relationships with adults and other children.
  - Language development begins at birth.
  - Some children do not receive the experiences that support their language development.
  - Children who are read aloud to regularly develop a foundation for reading, including the motivation to learn to read.
  - Adults in an infant and toddler care setting are very important in helping children develop a strong foundation in language.
  - Young infants smile or coo when “parantese” is used and they show excitement at familiar words such as *mommy* and *bottle*, and *bebe'* (baby in Spanish.)
  - Young infants can begin to associate books with the pleasant feeling they have when you hold them in your lap and share a book.
  - Mobile infants and toddlers understand an increasing number of words, especially for objects encountered in daily life and can identify people, animals and objects in books when prompted.

### LD2. EXPRESSIVE LANGUAGE

#### LD2.1 USES INCREASINGLY COMPLEX VOCABULARY, GRAMMAR, AND SENTENCE STRUCTURE (IN CHILD'S HOME LANGUAGE)

##### Strand: Expressive Vocabulary

- Understand this about use of language:
  - Children all over the world follow the same developmental sequence as they learn to speak.
  - They go from babbling and cooing in infancy to forming words and sentences as mobile infants and toddlers.
  - Some children use other forms of communication such as sign language.
  - Young infants experiment with making sounds, often repeating consonant sounds such as *da da* and *ba ba*. They coo and squeal when they are happy.
  - Mobile infants begin to say a number of simple words such as *go*, *nana*, *hi*, and *leche* which is milk in Spanish for dual language learners.
  - Toddlers begin to use two- and three-syllable words and name special people, animals and toys.



### LD3. COMMUNICATION SKILLS

#### LD3.1 COMMUNICATES USING SOCIAL AND CONVERSATION RULES

##### Strand: Conversations

- Begin with these understandings about conversations with young infants, mobile infants and toddlers:
  - Children acquire vocabulary and other language skills by participating in frequent and meaningful conversations with adults.
  - Young infants use eye contact, facial expressions, gestures, and sounds to engage in turn-taking “conversations” with adults.
  - Mobile infants initiate interaction or conversation with adults by pointing at objects, speaking or signing a word, sharing a toy, or calling attention to an object or person.
  - Toddlers engage in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults.

##### Strand: Social rules of language

- Begin with an understanding of what are usually considered the **social rules of language**:
  - Making eye contact while speaking
  - Taking turns in conversations
  - Keeping an appropriate distance from the conversational partner
  - Speaking with appropriate voice volume for the situation
  - Using polite forms of communication by saying “please,” “thank you,” and “excuse me.”
- Note that the **conversational rules** can vary by culture and family. For example:
  - In some cultures, eye contact with an adult is a sign of disrespect or rudeness.
  - In some cultures people tend to stand very close together during conversations.
  - In some cultures a touch on the shoulder or arm may be offensive.
  - In some families, children may be expected to listen to adult conversations and speak only when asked to contribute.

### LD4. ENGLISH LANGUAGE DEVELOPMENT OF DUAL LANGUAGE LEARNERS

#### LD4.1 DEMONSTRATES PROGRESS IN ATTENDING TO, UNDERSTANDING, AND RESPONDING TO ENGLISH

#### LD4.2 DEMONSTRATES PROGRESS IN SPEAKING AND EXPRESSING SELF IN ENGLISH

##### Strands: English language development

##### Home language development

- Begin by reviewing English Language Development on pages 50 and 51 of the *Arkansas Child Development and Early Learning Standards: Birth through 60 months* (2016). Here you will find expectations for English language development outlined in three stages:
  1. Early-stage English language development
  2. Mid-stage English language development
  3. Late-stage English language development
- Use the indicators in these stages as a guide for planning appropriate experiences for the children in your room as they are learning English as a second language. The indicators can help you have reasonable expectations for children to become fluent in English. It is important to note that there is no set time for how long it will take a child to progress through these stages.
- Review the information with the understanding that the standards are intended for children from birth through 60 months and that the children in your room are in the six weeks to 36 month age range. Therefore, some of the indicators may not apply.
- Accept that children will learn to speak the language of the family in which they were raised.



## Emergent Literacy

The most important predictor of high school graduation is a child’s ability to read by the third grade.<sup>1</sup> Yet, by age 3, there are already dramatic differences in the development of emergent literacy skills between children from low- and higher-income families. It is very difficult for a child who starts behind to catch up after entering school.<sup>2</sup> These facts make achieving the goal of reading by the third grade more challenging for children from low-income families.

### Potential Warning Signs of Reading Difficulties or Delay

- **By 9 months**, a child doesn’t babble (“mama,” “baba,” “dada”), doesn’t play any games involving back-and-forth interaction, doesn’t respond to own name or doesn’t look where you point.
- **By 18 months**, a child doesn’t gain new words or doesn’t have at least 6 words.
- **By 3 years old (36 months)**, a child drools, has very unclear speech, doesn’t speak in sentences, or doesn’t understand simple instructions.

<sup>1</sup>The Annie E. Casey Foundation. (2012). *Double jeopardy: How third-grade reading skills and poverty influence school graduation*. Baltimore, MD Retrieved from <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>.

<sup>2</sup>See, for example, National Early Literacy Panel. (2008). *Developing early literacy; Report of the national early literacy panel*. Washington DC: National Institute for Literacy and National Center on Family Literacy.

<b>EL1. ENGAGEMENT IN LITERACY EXPERIENCES AND UNDERSTANDING OF STORIES AND BOOKS</b>	
<b>EL1.1 SHOWS INTEREST IN LITERACY EXPERIENCES</b>	
ENGAGEMENT IN LITERACY EXPERIENCES	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Teaching Strategies</b></p> <p><b>Involve children in a variety of literacy experiences. For example:</b></p> <ul style="list-style-type: none"> <li>◆ Read with infants and toddlers on a daily basis.</li> <li>◆ Say rhymes and sing songs with children each day.</li> <li>◆ Tell stories to mobile infants and toddlers, sometimes using visuals such as puppets and storytelling figures.</li> <li>◆ Provide writing and drawing materials for mobile infants and toddlers.</li> </ul> </div> <div style="width: 45%;"> <p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Include the following:                             <ul style="list-style-type: none"> <li>○ Fat, stubby crayons for mobile infants</li> <li>○ Large crayons, chalk and water-based markers for toddlers</li> <li>○ Books with colorful pages with real life characters</li> <li>○ Finger puppets children can use to tell stories.</li> </ul> </li> </ul> </div> </div>
VARIETY OF INTERESTS	<p><b><i>This Strand Begins at 37 Months</i></b></p>

**EL1.2 ENGAGES IN READ-ALOUDS AND CONVERSATIONS ABOUT BOOKS AND STORIES**

ENGAGEMENT WITH BOOKS AND STORIES

***Teaching Strategies***

**Young Infants**

- ◆ Read with young infants each day.
- ◆ Make sure the infant is rested and alert before beginning the reading experience.
- ◆ Read books to individual infants.
- ◆ Read books an infant loves again and again. Infants like familiar things.

**Mobile Infants**

- ◆ Sit low to the ground or on the floor as you read with mobile infants.
- ◆ Invite a mobile infant to sit on your lap or next to you as you read with him.
- ◆ Involve the child literature experiences.
- ◆ Be prepared to read the same book over and over with mobile infants. They like repetition and things that are familiar.
- ◆ Introduce new books to children and then read again later that same day.

***Activities and Examples***

**Young Infants**

Reading books with infants:

- Make comments about the pictures and make the animal sounds. Listen for a response.
- Find a position that is comfortable for both of you. Place an infant on your lap so her head is supported.
- Hold the book within the infant’s visual range, about 12”.
- Observe the infant’s interest in the book. Read the book if she shows interest. If not, try again another day.
- Show her the pictures. Name and point to each object on the page.
- Let the infant handle and explore the book. It’s okay for young infants to mouth books just as they do with other toys and objects, this is how they learn.

**Mobile Infants**

- While reading to an infant say, “Angelo, I picked out a special book for us to read today. It’s a book about going to sleep.”
- Ask infant to help you turn the pages of the story you are reading, and point to and name things in the book.
- Use actions or different tones of voices while reading to mobile infants.
- Show a book to a mobile infant and encourage the mobile infant to hold the book and turn the pages if he is interested.

<p>ENGAGEMENT WITH BOOKS AND STORIES, CONTINUED</p>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Create a cozy place for reading that is free of distractions. Consistently use this area for reading so that toddlers know that reading occurs each day in this special place.</li> <li>◆ Make reading a pleasant and cozy social experience.</li> <li>◆ Read to one child or to a small group. Toddlers usually function best in small groups of two to four children.</li> <li>◆ Be prepared for children to come and go during the reading experience, especially young toddlers.</li> <li>◆ Make sure all children are comfortable and can see the pictures in the book.</li> <li>◆ Model and describe the reading process as you present the story.</li> <li>◆ Involve older toddlers in telling the story when they are familiar with a book.</li> <li>◆ Adjust for a mixed-age toddler group.</li> <li>◆ Be prepared to read the same books over and over again.</li> <li>◆ Read to toddlers throughout each day.</li> <li>◆ Take advantage of book reading opportunities as they occur. For example, a child may bring you a book to read or come to listen to the story you are reading to another child.</li> <li>◆ Include a book reading area for toddlers and display books for toddlers to select and look at independently.</li> </ul> <p><b>Teacher Note:</b> Refer to the list of books at the end of this publication for infants, mobile infants and toddlers for information on what to look for in books for each age group (pp. 95-98).</p>	<p><b>Toddlers</b></p> <p><u>Reading with toddlers:</u></p> <ul style="list-style-type: none"> <li>□ Add softness with a rug and/or pillows, plus soft animals for hugging and reading to.</li> <li>□ Display books on a low slanted book shelf.</li> <li>□ Create wall pockets made of heavy-duty fabric and clear vinyl. This will look like a shoe bag with one pocket for each book.</li> <li>□ Fan out books on low, open shelves so that toddlers can look for and identify their favorite.</li> <li>□ Be on the floor with toddlers. Invite them to sit on your lap or next to you.</li> <li>□ Engage with children as the read and model how to use books appropriately using words such as “help me take care of our books and turn the pages gently.”</li> <li>□ Show the cover and ask, “I wonder what this book is about?” Talk about turning the pages to see what is happening next, and invite children to look at the pictures on the page.</li> <li>□ Slow down while you read. Take time to listen to toddler’s comments.</li> <li>□ Ask open-ended questions during reading experiences, “What do you think the farmer will do?”</li> <li>□ Change your voice for different characters in the story.</li> <li>□ If you are reading a story more appropriate for older toddlers, have other books available for younger toddlers to handle.</li> </ul>
<p>STORY COMPREHENSION</p>	<p><b>This Strand Begins at 19 Months</b></p>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Allow children to be actively involved in the reading process; to point to and name objects or characters, and to ask questions.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Invite children to touch objects in textured books such as <i>The Very Busy Spider</i> by Eric Carle. Toddlers can feel the raised threads on the page.</li> <li>□ Involve toddlers in making the sounds of the animals in books such as <i>Old MacDonald</i> illustrated by Pam Adams. They can also manipulate the shapes/holes in the pages.</li> <li>□ Encourage toddlers to chant a book’s repetitive phrases. For example, from the book, <i>Jump Frog, Jump!</i> by Robert Kalan, invite children to say the repetitive phrase, “Jump frog, jump!”</li> <li>□ Pause as you are reading the story and allow toddlers to fill in missing words when you read a book that children have heard many times. For example, when reading <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin, Jr., read “I see a blue _____” pause and invite toddlers to say “horse.”</li> </ul>

STORY STRUCTURE	<b><i>This Strand Begins at 19 Months</i></b>	
INFORMATIONAL TEXTS	<b><i>This Strand Begins at 37 Months</i></b>	
<b>EL2. PHONOLOGICAL AWARENESS</b>		
<b>EL2.1 NOTICES AND MANIPULATES THE SOUNDS OF LANGUAGE</b>		
EXPLORATION OF SOUNDS OF LANGUAGE	<b><i>This Strand Contains Birth Through 18 Months</i></b>	
RHYME	<b><i>This Strand Begins at 9 Months</i></b>	

**Teaching Strategies**

- ◆ Involve older toddlers in helping to retell a story.
- ◆ Support story retelling by taking turns telling parts of the story. Encourage children to tell more of the story as they are able.

**Activities and Examples**

- Show toddlers pages from *Goodnight Moon* by Margaret Wise Brown and invite them to tell you what is happening on each page.

**Teaching Strategies**

There are no indicators beyond 18 months but children will continue to benefit from a variety of listening activities.

- ◆ Talk with infants during caregiving routines, explaining what you are doing.
- ◆ Listen to and respond to the young infant’s babbling and the mobile infant’s attempts to say words.

**Teacher Note:** Refer to the **Domain: Language Development** for specific information about the language development of infants and mobile infants.

**Activities and Examples**

- Have children listen to different sounds in their environment.
- Read and sing Picture-Song Storybooks to children, such as *B-I-N-G-O* by Rosemary Wells and *Pajama Time* by Sandra Boynton.
- Use rhyming fingerplays, chants, and songs with children.
- Read nursery rhymes, poems, and stories with rhyming texts with children.

**Teaching Strategies**

- ◆ Invite children to join you in singing and saying the fingerplays, nursery rhymes and poems.

**Definition:**

**Alliteration** – The repetition of the initial or beginning sounds of words such as ball, basket and baby.

**Activities and Examples**

- Sing songs, say fingerplays, nursery rhymes, and poems with rhyming and *alliterative phrases*.
  - “Jack and Jill” is a rhyme (Jill and hill rhyme) and Jack and Jill both begin with the same sound (alliteration).
  - “Wee Willie Winkle” is a rhyme and the three words in the title all begin with the same sound (alliteration).
  - “I’m Taking Home a Baby Bumble Bee” is a song that includes the words baby, bumble and bee that each begin with the same sound (alliteration).
- Share nursery rhyme books with mobile infants. Suggested titles are:
  - *Humpty Dumpty and Other Rhymes* by Iona Opie, illustrated by Rosemary Wells
  - *Marc Brown’s Favorite Hand Rhymes* by Marc Brown



ALLITERATION	<i>This Strand Begins at 37 Months</i>	
MANIPULATING UNITS OF LANGUAGE	<i>This Strand Begins at 37 Months</i>	
<b>EL3. KNOWLEDGE AND USE OF BOOKS, PRINT, AND LETTERS</b>		
<b>EL.3.1 RESPONDS TO FEATURES OF BOOKS AND PRINT</b>		
BOOK KNOWLEDGE	<p><b><u>Teaching Strategies</u></b></p> <p><b><u>Young and Mobile Infant</u></b></p> <ul style="list-style-type: none"> <li>◆ Provide opportunities for infant and toddlers to show beginning book handling skills. <ul style="list-style-type: none"> <li>• Holding book right-side-up</li> <li>• Turning pages one at a time from front to back</li> </ul> </li> </ul>	<p><b><u>Activities and Examples</u></b></p> <p><b><u>Young and Mobile Infant</u></b></p> <ul style="list-style-type: none"> <li>□ Provide books that are easily cleaned such as soft or hard back books.</li> </ul>
	<p><b><u>Toddler</u></b></p> <ul style="list-style-type: none"> <li>◆ Understand that toddlers are observers, followers and imitators of adults. This includes your book handling skills.</li> <li>◆ Invite a toddler to help you put a book on a shelf or in a book pocket. Observe to see if the child places the book so that it is right-side up and the cover is facing forward.</li> </ul>	<p><b><u>Toddler</u></b></p> <ul style="list-style-type: none"> <li>□ Add comments to toddlers about what you are doing during their book handling skills. For example, say, “Let’s turn to the next page to see what Brown Bear sees.”</li> <li>□ If a toddler needs help putting the book away say, “Let’s put the book this way so you can see the cover of one of the books you really like to read.”</li> </ul>
PRINT KNOWLEDGE	<i>This Strand Begins at 37 Months</i>	

EL3.2 SHOWS KNOWLEDGE OF THE SHAPES, NAMES, AND SOUNDS OF LETTERS	
ALPHABET KNOWLEDGE	<p style="text-align: center;"><i>This Strand Begins at 19 Months</i></p> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Offer opportunities for toddlers to be involved in simple activities that introduce them to the alphabet.</li> <li>◆ Prepare an environmental print book with easily recognizable logos of places in the community that are familiar to toddlers.</li> <li>◆ Invite families to bring in the front panel of the box of their child’s favorite cereal.</li> </ul> <p><b>Definition:</b>  <b>Environmental Print</b> – Print found in the natural environment of the child, including print on food containers and other kinds of product boxes, store and restaurant signs, road, street and traffic signs, commercial signs, billboard, advertisements, and the logos of products we use every day. It is the print we recognize not so much because of the letters or words, but because of the colors, pictures and shapes surrounding the print.</p> <p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Sing the alphabet song with older toddlers.</li> <li>□ Create an environmental print book: logo for Walmart® and Cheerios®, or other familiar stores. Involve toddlers in looking at the book and identifying (with help as needed) the store logos.</li> <li>□ Add a few recycled cereal boxes to the home living center. Talk to the children about the name on the cereal boxes. Say, “Jeremiah, this says Cheerios®. Is that your favorite cereal?”</li> </ul>
LETTER-SOUND CONNECTIONS	<p><i>This Strand Begins at 37 Months</i></p>
EL3.3 DEMONSTRATES EMERGENT WRITING SKILLS	
PRE-WRITING EXPLORATION	<p style="text-align: center;"><i>This Strand Begins at 9 Months</i></p> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Give mobile infants and toddlers the tools to use as they explore pre-writing skills.</li> <li>◆ Provide children with writing materials they can hold and scribble and make marks with on paper.</li> <li>◆ Provide ample time and space for children to write throughout the day.</li> </ul> <p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Give mobile infants large chunky crayons and large pieces of paper for scribbling.</li> <li>□ Give toddlers fat crayons, chalk and water-based felt tip markers for scribbling and making marks.</li> <li>□ Add stationary and envelopes to the dramatic play center and talk about the postmen and women at the post office.</li> <li>□ In addition to providing paper indoors, encourage children to write with chalk on the sidewalk or chalkboard on the playground.</li> </ul>

LETTER AND PRINT WRITING CONCEPTS	<p style="text-align: center;"><b><i>This Strand Begins at 19 Months</i></b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><i>Teaching Strategies</i></b></p> <ul style="list-style-type: none"> <li>◆ Support children’s developing understanding that writing carries a message.</li> <li>◆ Make picture and word labels for materials in the room and label children’s cubbies, belongings, and artwork with their names.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><i>Activities and Examples</i></b></p> <ul style="list-style-type: none"> <li>□ Let children see you write:               <ul style="list-style-type: none"> <li>○ Say “I’m writing a note to your families inviting them to our Thanksgiving luncheon.”</li> <li>○ Say to children, “A new boy is going to join us tomorrow. His name is Raoul. I’m going to write his name to go on his cubby.” Print the child’s name clearly, using upper-case and lower-case letters. Say each letter as you write the name.</li> </ul> </li> <li>□ Ask toddlers about the marks they are making. For example, say to a child who is beginning to control the writing utensil, “Elbert, I see that you have made lots of little lines. Tell me about your writing?”</li> </ul> </td> </tr> </table>	<p><b><i>Teaching Strategies</i></b></p> <ul style="list-style-type: none"> <li>◆ Support children’s developing understanding that writing carries a message.</li> <li>◆ Make picture and word labels for materials in the room and label children’s cubbies, belongings, and artwork with their names.</li> </ul>	<p><b><i>Activities and Examples</i></b></p> <ul style="list-style-type: none"> <li>□ Let children see you write:               <ul style="list-style-type: none"> <li>○ Say “I’m writing a note to your families inviting them to our Thanksgiving luncheon.”</li> <li>○ Say to children, “A new boy is going to join us tomorrow. His name is Raoul. I’m going to write his name to go on his cubby.” Print the child’s name clearly, using upper-case and lower-case letters. Say each letter as you write the name.</li> </ul> </li> <li>□ Ask toddlers about the marks they are making. For example, say to a child who is beginning to control the writing utensil, “Elbert, I see that you have made lots of little lines. Tell me about your writing?”</li> </ul>
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EARLY WORD WRITING	<p><b><i>This Strand Begins at 49 Months</i></b></p>		

# Mathematical Thinking

Young children love to think mathematically. They enjoy building block towers, comparing quantities, and creating patterns. Children have an inherent interest in mathematics and can learn mathematical concepts at a very young age. The years before a child enters school are called the “years of promise” for mathematics because they are particularly important for mathematics development.<sup>1</sup> Children who demonstrate strong prekindergarten math skills are more advanced in mathematics achievement in 10th grade.<sup>2</sup> Furthermore, the complexity of children’s block play in preschool has been linked to future success in junior high and high school, predicting the number of mathematics courses taken, the number of honors classes taken, the grades received in mathematics, and mathematics achievement scores.<sup>3</sup> Children’s mathematical abilities as they enter kindergarten predict their mathematics achievement throughout school and are even related to later reading achievement.<sup>4</sup>

<sup>1</sup>Clements, D. H., & Sarama, J. (2014). *Learning and teaching early math: The learning trajectories approach* (2<sup>nd</sup> ed.). New York, NY: Routledge.

<sup>2</sup>Stevenson, H., & Newman, R. (1986). Long-term prediction of achievement and attitudes in mathematics and reading. *Child Development*, 57, 646-59.

<sup>3</sup>Wolfgang, C., Stannard, L., & Jones, I. (2001). Block play performance among preschoolers as a predictor of later school achievement in mathematics. *Journal of Research in Childhood Education*, 15(2).

<sup>4</sup>Duncan, G.J., et al. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6).

MT1. NUMBER CONCEPTS AND OPERATION		
MT1.1 DEMONSTRATES NUMBER SENSE AND AN UNDERSTANDING OF QUANTITY		
NUMBER NAMES & COUNT SEQUENCE	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Count aloud the hands, fingers, feet and toes of an infant as you are dressing him.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>□ Show an infant two rattles. Count and say, “I have one, two rattles. Which one do you want?” If infant reaches for both, say “Oh, you want two rattles, not just one.”</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Sing songs and rhymes that include numbers.</li> <li>◆ Read to mobile infants stories that have numbers. Count the items you see.</li> <li>◆ Use number names when talking with mobile infants.</li> </ul>	<p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>□ Sing songs such as, “1, 2, 3, 4, 5, I caught a fish alive” or “Six little ducks that I once knew.”</li> <li>□ During play use number names with children. Say, “I see that you are playing with two balls.”</li> </ul>


NUMBER NAMES & COUNT SEQUENCE, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide materials and experiences to help children begin to know number names and to count in sequence.</li> <li>◆ Talk with a child about her age.</li> <li>◆ Count with children and listen as toddlers count. They may say “one, two, three, five.” Do not correct the child. In time and with continued counting experiences, the child will learn to count in the correct sequence.</li> <li>◆ Continue to read stories that have numbers and items to count.</li> <li>◆ Sing songs and say rhymes that include numbers.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Read the book, <i>Big Fat Hen</i> by Keith Baker. <ul style="list-style-type: none"> <li>○ Follow up the reading by involving children in counting with you the items for each numeral.</li> <li>○ Make or purchase an illustrated wall chart with the rhyme. Post it on the wall at child’s eye level and recite it with children who show an interest.</li> </ul> </li> <li>□ Invite the children to join in the singing. “Here is the Beehive” and “Five Little Monkeys Sitting in a Tree.”</li> </ul> <p><u>Counting experiences:</u></p> <ul style="list-style-type: none"> <li>□ Say “Yolanda, today is your birthday. You are two years old.” Hold up two fingers and count them. Invite the child to show you two fingers and count her fingers.</li> <li>□ “Let’s see how many red cars we have. One, two, three. We have three red cars.” Touch each car as you count.</li> </ul>
COMPARISON OF QUANTITY	<b><i>This Strand Begins at 9 Months</i></b>	
<p><b>Teaching Strategies</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide materials and experiences to help children begin to compare quantities of objects.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Say to a mobile infant who holds out her empty cup to you, “Do, you want more milk? Is that right?”</li> <li>□ Teach mobile infants to sign the word “more.”</li> </ul>	
<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Use the concept of more or less during play.</li> <li>◆ Provide toddler with materials in groups/sets to enhance toddlers’ knowledge of quantity.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Say to a child, “Elijah, can you hand me two more pieces of track? One, two pieces. Thank you. Now I can finish the track for the train you want to play with.”</li> <li>□ Place three blue counting bears in one group and two blue counting bears in another group and ask a toddler which group has more. If the child is able to do this without counting, this means she is able to visually determine which group of objects has more.</li> </ul>	


CONNECTION OF NUMBER, NUMERAL, & QUANTITY	<b><i>This Strand Begins at 9 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Support mobile infants as they begin to make connections between objects and numbers.</li> </ul> <p><b>Definitions:</b></p> <p><b>One-to-one correspondence</b> – Matching each item in a set to one-and only-one in another set or, in counting, matching one number word to each object in a set being counted.</p>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Offer a mobile infant a muffin tin and the same number of plastic eggs as there are indentations in the tin. <ul style="list-style-type: none"> <li>○ Observe the child to see how they explore the eggs and tin.</li> <li>○ Model placing one egg in one indentation if the mobile infant does not.</li> <li>○ Observe the child to see if he follows your model and begins to place eggs in indentations.</li> </ul> </li> <li>□ Say to the mobile infant as you are putting on her socks, “Here is one sock for this foot and here is one sock for this foot.”</li> </ul>
CHANGES IN QUANTITY	<b><i>This Strand Begins at 9 Months</i></b>	
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Involve children in a variety of activities to determine if he or she can recognize without counting (subitize) the number of objects in a set.</li> </ul> <p><b>Definitions:</b></p> <p><b>Subitize</b> – The ability to instantly recognize without counting the number of objects in a set (for toddlers, sets of one to three objects).</p>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Offer a toddler a pegboard and large pegs. <ul style="list-style-type: none"> <li>○ Observe the child in play with the pegs and board.</li> <li>○ Model placing one peg in a hole if toddler does not.</li> <li>○ Observe to see if the child follows your model and begins to place one peg in a hole.</li> </ul> </li> </ul> <p><b><u>Counting (subitize) the number of objects in a set:</u></b></p> <ul style="list-style-type: none"> <li>□ Cover three cars with a cloth.</li> <li>□ Remove the cloth and ask a child how many cars he sees. If he instantly says “three” he can subitize.</li> <li>□ Try this activity with two items if a child is unable to recognize three items without counting.</li> </ul>
<b>MT1.2 EXPLORES COMBINING AND SEPARATING GROUPS (NUMERICAL OPERATIONS)</b>		
CHANGES IN QUANTITY	<b><i>This Strand Begins at 9 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Use words and phrases that refer to changes in quantity as you interact with children.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b><u>Interactions involving quantity:</u></b></p> <ul style="list-style-type: none"> <li>□ “Manuel, would you like one more cracker?”</li> <li>□ “There are more boys here today than there are girls.”</li> <li>□ “There are no more babies in Ms. Heather’s room. They have all gone home.”</li> <li>□ “Yuri, you have just one more clothespin to drop into the bottle.”</li> </ul>

<b>ADDITION &amp; SUBTRACTION</b>	<b><i>This Strand Begins at 9 Months</i></b>	
<b>EARLY DIVISION AND FRACTIONS</b>	<b><i>This Strand Begins at 37 Months</i></b>	
<b>MT2. ALGEBRAIC THINKING</b>		
<b>MT2.1 USES CLASSIFICATION AND PATTERNING SKILLS</b>		
<b>CLASSIFICATION</b>	<p><b><i>Teaching Strategies</i></b></p> <p><b><u>Young and Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Provide infants with a variety of objects to explore and classify by their different characteristics.</li> </ul>	<p><b><i>Activities and Examples</i></b></p> <p><b><u>Young and Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>□ Add materials such as: <ul style="list-style-type: none"> <li>○ Balls with bumps</li> <li>○ Different sized cups</li> <li>○ Textured material</li> <li>○ Pots, pans, and utensils</li> <li>○ Color bags with same colored objects inside</li> </ul> </li> </ul>
	<p><b><u>Toddlers</u></b></p> <ul style="list-style-type: none"> <li>◆ Involve toddlers in sorting and classifying objects based on a single characteristic such as color, shape or size.</li> </ul>	<p><b><u>Toddlers</u></b></p> <ul style="list-style-type: none"> <li>□ Invite a toddler to put all of the red crayons in the red container and all of the yellow crayons in the yellow container.</li> <li>□ Add sorting toys such as counting bears of various colors and shapes.</li> <li>□ Assist children in putting all of the toy cars in one container and all of the toy animals in another container. Older toddlers should be able to do this independently if the containers have picture labels.</li> </ul>

PATTERNING	<p><b>Teaching Strategies</b></p> <p><b>Young and Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Be consistent in the daily caregiving routines such as diapering so children know what to expect.</li> <li>◆ Establish and consistently follow a daily schedule.</li> <li>◆ Play games and sing songs that have repetition.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young and Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Sings songs such as, “Round and round the garden goes the bear. One step, two steps, peek-a-boo under there.”</li> <li>□ Consistent routines: <ul style="list-style-type: none"> <li>○ While mobile infants are finishing up their meals, dim the lights and put down cots so that older mobile infants know that nap time comes after lunch.</li> <li>○ Diapering is consistent so infants know what comes next and they are able to help during the process.</li> </ul> </li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide a consistent and predictable schedule for toddlers.</li> <li>◆ Involve older toddlers in simple movement patterns.</li> <li>◆ Sing songs and do fingerplays that have patterns.</li> <li>◆ Read books that have a language pattern.</li> <li>◆ Model and describe a pattern you are making with large stringing beads.</li> <li>◆ Point out patterns so children become aware of them.</li> <li>◆ Provide toys that toddlers can use to make patterns.</li> </ul> <p><b>Teacher Note:</b> <i>In repeating patterns, the core unit such as green, yellow, green, yellow, is repeated a minimum of five times.</i>  <i>Understanding patterns is a foundational skill in mathematics.</i>  <i>Exploring patterning helps children understand some basic algebraic ideas.</i></p> <p><b>Definition:</b>  <b>Patterning</b> – A regular arrangement of something such as numbers, objects, shapes, colors, sounds, or movement. Patterns help children know what comes next and make predictions about things they cannot yet see. Some children’s books such as <i>Brown Bear, Brown Bear, What Do You See?</i> are classified as pattern books because of the repeated language pattern.</p>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Perform simple patterns with children such as clap, stomp, clap, stomp, clap, stomp.</li> <li>□ Say, “I’m putting on a green bead, then a yellow bead, green bead, yellow bead, green bead, yellow bead...”</li> <li>□ Say to a child, “Mike, look at the stripes in your shirt. A blue stripe, and then a yellow one. Blue then yellow again.”</li> </ul> <p><u>Simple fingerplays:</u></p> <ul style="list-style-type: none"> <li>□ “If You’re Happy and You Know It”</li> <li>□ “Open, Shut Them”</li> </ul> <p><u>Books with patterns:</u></p> <ul style="list-style-type: none"> <li>□ <i>Brown Bear, Brown Bear, Who Do You See?</i> by Bill Martin, Jr., illustrated by Eric Carle</li> <li>□ <i>Polar Bear, Polar Bear, What Do You Hear?</i> by Bill Martin, Jr., illustrated by Eric Carle.</li> <li>□ <i>I Went Walking</i> by Sue Williams, illustrated Julie Vivas</li> </ul> <p><u>Add toys such as:</u></p> <ul style="list-style-type: none"> <li>□ Colored wooden blocks</li> <li>□ Pegboards and pegs</li> <li>□ Large stringing beads</li> </ul>



MT3. MEASUREMENT AND COMPARISON		
MT3.1 PARTICIPATES IN EXPLORATORY MEASUREMENT ACTIVITIES AND COMPARES OBJECTS		
MEASUREMENT AND COMPARISON	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Introduce measurement and comparative words to mobile infants and toddlers.</li> <li>◆ Weigh and measure toddlers, talk with them about how tall they are and how much they weigh. Record the information in a child’s portfolio.</li> <li>◆ Draw children’s attention to how one object compares to another.</li> </ul>	<p><b>Activities and Examples</b></p> <p><u>Add to the classroom:</u></p> <ul style="list-style-type: none"> <li>□ Measuring cups and other containers to the water table or tub.</li> <li>□ Large empty containers and boxes for nesting.</li> <li>□ Various sized cars, blocks and cups.</li> <li>□ Respond to a child who says “I tall” with, “Yes, you sure are tall.”</li> </ul> <p><u>Make comparisons:</u></p> <ul style="list-style-type: none"> <li>□ “We’re going to take the big balls to the playground today and leave the small balls in the classroom.”</li> <li>□ “Richard, can you please give me the bigger block.”</li> <li>□ “There are three big trucks and two small ones.”</li> <li>□ Read to toddlers books such as <i>The Three Bears</i> by Paul Galdone and talk with them about the comparative size of the bears, the bowls, chairs and the bed, and the porridge as being too hot and too cold.</li> </ul> <div style="background-color: #90EE90; padding: 5px; margin-top: 10px;">  <p>For more information on creating a comparison activity, see the Resources (p. 75).</p> </div>
SERIATION	<p><i>This Strand Begins at 37 Months</i></p>	
MT4. GEOMETRY AND SPATIAL SENSE		
MT4.1 EXPLORES AND DESCRIBES SHAPES AND SPATIAL RELATIONSHIPS		
SHAPE KNOWLEDGE	<p><b>Teaching Strategies</b></p> <p><u>Young Infants</u></p> <ul style="list-style-type: none"> <li>◆ Give children opportunities to explore and manipulate shapes.</li> </ul>	<p><b>Activities and Examples</b></p> <p><u>Young Infants</u></p> <ul style="list-style-type: none"> <li>□ Add small blocks and rings to the environment.</li> <li>□ Create a shape sorter for the young infant: <ul style="list-style-type: none"> <li>○ Use a plastic coffee container with lid.</li> <li>○ Cut out a large slit in the lid.</li> <li>○ Collect frozen juice concentrate lids for infants to put lids in slit or shake the container.</li> </ul> </li> </ul>

SHAPE KNOWLEDGE, CONTINUED	<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Discuss with children the various sizes and shapes you see throughout the day.</li> </ul>	<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Offer mobile infants shape sorters and shape puzzles with from 3 to 5 pieces. For very young children, start with just the circle shape and gradually add the square, the triangle and the rectangle.</li> <li>□ Add 5-10 piece puzzles for toddlers to investigate.</li> <li>□ Blow bubbles on the playground and observe as children try and catch the different size bubbles (bubbles are round).</li> <li>□ Talk with children about the square and round crackers they are having for snack.</li> </ul>
SPATIAL SENSE	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Use positional words as you talk with young infants.</li> <li>◆ Lay an infant on his back on a blanket or mat so that he can explore his own spatial sense. When an infant is ready, he will roll to his side and eventually roll over.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Use positional words sounds like this, “I’m going to pick you <i>up</i> and lay you <i>on</i> the changing table so I can change your diaper.”</li> </ul>
	<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Involve children in activities that help them develop spatial relationships (spatial sense).</li> <li>◆ Use positional words when talking with children.</li> <li>◆ Give a toddler a two-step direction that uses positional words.</li> <li>◆ Observe children as they are putting objects in and taking them out of a container and comment about what they are doing.</li> </ul> <div data-bbox="191 841 1064 938" style="background-color: #90EE90; padding: 5px; margin-top: 10px;">  <p>For more information on spatial sense see the Resources (p. 75).</p> </div>	<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Provide large cardboard boxes and tunnels that children can crawl in and out of.</li> <li>□ Using positional words: <ul style="list-style-type: none"> <li>○ “Let’s put all the cars <i>in</i> the tub.”</li> <li>○ “You crawled <i>under</i> the table to get the ball and crawled back <i>out</i>.”</li> <li>○ “Tara, you’re standing <i>beside</i> Antonio.”</li> <li>○ “Put the animals <i>in</i> the tub and put the tub <i>on</i> the shelf.”</li> <li>○ “Scarlett, you put the clothespins <i>in</i> the bottle and then you took them <i>out</i>.”</li> </ul> </li> <li>□ Involve toddlers in stepping in and then out of a hoop and in walking around the hoop. Use the positional words such as <i>in</i>, <i>out</i> and <i>around</i>, to describe what children are doing.</li> </ul>
SHAPES MANIPULATION	<p><b><i>This Strand Begins at 37 Months</i></b></p>	

# RESOURCES

## Mathematical Thinking

### MT3. MEASUREMENT AND COMPARISON

#### MT3.1 USES CLASSIFICATION AND PATTERNING SKILLS

##### Strand: Measurement and comparison

- Collect three plastic containers such as clean yogurt, cottage cheese and sour cream containers that fit one inside of the other.
  - Invite a child who seems interested in the containers to come and join you. Give time for the child to play with the containers before starting the activity.
  - Begin the activity by pointing to each container and describing them as the “biggest”, the “medium size one” and the smallest one.”
  - Hand the child the smallest container and say, “I’m giving you the smallest one.”
  - Place the medium size container inside the largest container and invite the child to place the smallest container inside the medium container.
  - Extend the activity by placing the largest container on the floor and inviting the child to place the medium size container in the largest one, then the smallest in the medium container.
  - Encourage children to play with the containers independently and explore.

### MT4. GEOMETRY AND SPATIAL SENSE

#### MT4.1 EXPLORES AND DESCRIBES SHAPES AND SPATIAL RELATIONSHIPS

##### Strand: Spatial Sense

- An understanding of shapes and spatial relationships helps children build the foundation for the understanding of geometry.
- Spatial awareness develops as children begin to explore the relationship between their bodies and the things around them.
- Young infants explore their own spatial sense by rolling over and bumping into things.
- Children begin to learn about location and position. For example: on, off, in and out.
- Children begin to learn about direction. For example: up, down, forward and backward.
- Children begin to learn about distance. For example: near, far, and close.
- Children explore shapes long before they can name them.



# Science and Technology

Every young child is a natural scientist and engineer. Children strive to understand “the great mystery into which they are born” by observing the world around them and by experimenting. Even if a child doesn’t grow up to be a scientist, the process of identifying problems, thinking critically, observing, analyzing information, noticing patterns, and forming conclusions is important for success in adulthood. Researchers have identified three broad areas of science knowledge and skills that are important for future learning and success. The first is knowledge of scientific practices. These practices include asking questions, making predictions, and conducting investigations. The second area is an understanding of the big concepts of science like understanding parts of a whole, how structure relates to how something functions, and change over time. The final area is science content, which includes knowing about living things, the earth, space, and man-made objects.<sup>1</sup>

<sup>1</sup>NGSS Lead States. (2013). *Next generation science standards. For states, by states.* Washington, DC: The National Academies Press.

ST1. SCIENTIFIC PRACTICES		
ST1.1 ENGAGES IN THE SCIENTIFIC PROCESS TO COLLECT, ANALYZE, AND COMMUNICATE INFORMATION		
OBSERVATIONS, QUESTIONS, & PREDICTIONS	<p><b>Teaching Strategies</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>◆ Give young infants from about 3 months on, objects they can hold in their fists and can grasp, mouth, and shake.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Add toys such as, small rattles, teething rings, plastic key rings, and cloth toys such as washable one-piece dolls or stuffed animals.</li> </ul>
	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Provide different textured objects or fabrics for children to explore.</li> <li>◆ Talk with infants about their senses (what they are seeing, feeling, hearing, smelling, or tasting) as they explore.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Offer a basket with fabric pieces of different colors, patterns, and textures for mobile infants to explore. Invite the mobile infant to feel the fabric pieces and describe to them the textures and/or the colors or patterns of each piece.</li> <li>□ Provide balls of different colors and textures and balls with chimes or visible objects inside.</li> <li>□ Cut out giant feet from samples of textured wallpaper and tape the feet securely to the floor.               <ul style="list-style-type: none"> <li>○ Encourage the children to crawl or walk on the feet and observe to see their reaction to the different textures.</li> <li>○ Talk with the children about the different textures, describing how they feel.</li> </ul> </li> </ul>

OBSERVATIONS, QUESTIONS, & PREDICTIONS, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide toys and materials of different colors, textures, and sounds. (Sounds should be noises the toddler can make through investigation. Limit the number of toys with batteries).</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Have available for toddlers soft, fuzzy stuffed animals and rubber, wood, vinyl, and plastic figures.</li> <li>□ Provide balls of different colors and textures.</li> <li>□ Place a piece of bubble wrap on the floor in the block center and add small vehicles. <ul style="list-style-type: none"> <li>○ Observe to see if toddlers roll the vehicles over the bubble wrap and make any comments about the experience.</li> <li>○ Invite the child to touch the bubble wrap with their fingers and then to touch the floor.</li> <li>○ Make comments such as “This bubble wrap feels bumpy and the floor is smooth.”</li> <li>○ Add other surfaces such as a large strip of corrugated cardboard or a large piece of sandpaper.</li> </ul> </li> <li>□ Ask Elena who is playing in the water table with a whisk what she thinks will happen if a little bit of soap is squirted into the water. <ul style="list-style-type: none"> <li>○ Stand back and watch as she begins to use the whisk in the soapy water.</li> <li>○ Respond to her comments about what is happening. “Bubbles” she says with excitement. Reply “Yes, you’re making bubbles.”</li> </ul> </li> </ul>
INVESTIGATION & HYPOTHESIS TESTING	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Offer opportunities for infants to discover they can make things happen.</li> <li>◆ Add toys that are responsive to the actions of the infant.</li> </ul> <hr/> <p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>◆ Offer infants a variety of different materials to explore and compare the similarities and differences.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Observe an infant as he plays with a rattle. Watch as the young infant discovers he can move it to make noise or say, “You shook the rattle and it made noise.”</li> <li>□ Add rattles, scarves, push and pull boxes.</li> <li>□ Offer infants squeeze and squeak toys.</li> </ul> <hr/> <p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>□ Observe infants as they play with toys and materials. Does the infant pick up the toy? Shake it? Does she do this with other materials?</li> <li>□ Offer mobile infants busy boxes and surprise toys that pop up when they push buttons and make different things appear.</li> <li>□ Make sound bottles by placing sound-making items such as buttons, jingle bells and paper clips in bottles, one type item per bottle. Superglue the caps on securely and cover with strong clear tape.</li> </ul>

INVESTIGATION & HYPOTHESIS TESTING, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Add materials to the classroom that are opposites of one another (soft/hard, smooth/rough, loud/soft, wet/dry) for children to investigate.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Offer a sound bottles with bells inside to toddlers plus a bottle in which you have placed cotton balls. <ul style="list-style-type: none"> <li>○ Observe to see the toddler’s reaction to the bottle with cotton balls. Ask the toddler, “Could you hear the cotton balls when you shook the bottle? I wonder why the cotton balls didn’t make a sound?”</li> </ul> </li> <li>□ Add objects that can be used as molds to the sand table (cups, buckets, cookie cutters). Suggest to a toddler playing in the sand that he add a little water. Stand back and observe as he experiments with the sand and molds. Ask toddlers about the differences they are seeing in the wet and dry sand.</li> <li>□ Allow toddlers to experiment with musical instruments and discover the different sound each instrument makes. Show interest in their discoveries. Say, “You figured out how to make music with those bells. You just shake, shake, shake them.”</li> <li>□ Place a large piece of bubble wrap on the wheeled toy path and invite a child to push or ride a wheeled toy over the bubble wrap. Observe to see if the child notices and/or comments about the noise made when the bubbles pop. Ask a question such as, “Ben, what happened when you pushed that cart over the bubble wrap?”</li> </ul>
DATA ANALYSIS & COMMUNICATION	<p><i>This Strand Begins at 37 Months</i></p>	
<p><b>ST2. KNOWLEDGE OF SCIENCE CONCEPTS</b></p>		
<p><b>ST2.1 DEMONSTRATES KNOWLEDGE OF CORE SCIENCE IDEAS AND CONCEPTS</b></p>		
SYSTEM PARTS & WHOLE, AND STRUCTURES & FUNCTION	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Support infants as they begin to discover that their bodies have parts.</li> <li>◆ Play games and sings songs that involve parts of the body.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Play games such as This Little Piggy with young infants.</li> <li>□ Sing the following song to an infant (tune: “The Farmer in the Dell”): <ul style="list-style-type: none"> <li>Where are (John’s) toes?</li> <li>Where are (John’s) toes?</li> <li>Hi Ho, Hi Ho.</li> <li>Here are (John’s) toes. (point to infant’s toes)</li> </ul> </li> <li>○ Continue the song, substituting different body parts such as hands, arms, fingers, feet, and legs into the verse.</li> </ul>

SYSTEM PARTS & WHOLES, AND STRUCTURES & FUNCTION, CONTINUED	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Identify infant’s body parts and their functions.</li> <li>◆ Read children’s books that contain labeling body parts of the infant.</li> </ul>	<p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Play a game with an infant that involves parts of the body.           <ul style="list-style-type: none"> <li>○ Touch your nose and say “I’m touching my nose. Show me Cooper’s nose.”</li> <li>○ Give the child time to respond and then point to the child’s nose and say, “There’s Cooper’s nose.”</li> <li>○ Continue with the touch and name game by adding other parts such as ears, mouth and eyes. Then add hands, fingers, feet and toes, for example.</li> </ul> </li> <li>□ Use diapering time to play the touch and name game by naming parts of the child’s body such as feet, tummy, nose and ears. Continue the game as you wash the infant’s hands.</li> <li>□ Read touch and feel books such as:           <ul style="list-style-type: none"> <li>○ <i>Pat the Bunny</i> by Dorothy Kundhardt</li> <li>○ <i>That’s Not My Tractor</i> by Fiona Watt</li> </ul> </li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Support toddlers as they begin to show awareness that our bodies have parts.</li> <li>◆ Label basic parts of toys and materials as you play with toddlers.</li> <li>◆ Read and discuss with toddlers books that feature body parts and their function.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Read to toddlers the book <i>Head, Shoulders, Knees and Toes</i>, illustrated by Annie Kubler. Invite children to touch their head, shoulders, knees and toes as a follow up to the reading.</li> <li>□ Read additional books such as:           <ul style="list-style-type: none"> <li>○ <i>Ten Little Fingers and Ten Little Toes</i> by Mem Fox and illustrated by Helen Oxenbury.</li> <li>○ <i>Hands Can</i> by Cheryl Willis Hudson, photographs by John-Francis Bourke</li> <li>○ <i>From Head to Toe</i> by Eric Carle</li> </ul> </li> <li>□ Play parts of the body game with toddlers by beginning sentences and inviting them to finish each one. Select body parts that you know are familiar to the children. For example:           <ul style="list-style-type: none"> <li>“I can see with my ____ (eyes)”</li> <li>“I can hear with my ____ (ears)”</li> <li>“I can clap with my ____ (hands)”</li> <li>“I can run with my ____ (feet)”</li> </ul> </li> <li>□ Explore with toddlers a wheeled toy such as a ride-in vehicle or tricycle. Name the parts of the vehicle.</li> </ul>

<b>STABILITY AND CHANGE</b>	<p><b>Teaching Strategies</b></p> <p><b>Young and Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Be consistent in caregiving routines.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young and Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Keep mealtimes as consistent as you can. Infants will get into a routine and come to expect they are to eat or have a bottle at certain times of the day.</li> </ul>
	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Call attention to changes in the environment.</li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Explain to toddlers why you have moved certain things in the classroom. For example, you moved the block center because the children needed more room for building with the new blocks you added.</li> <li>□ Discuss changes: <ul style="list-style-type: none"> <li>○ Clouds that are changing shape and moving across the sky</li> <li>○ Wind blowing the leaves in the trees</li> <li>○ Rain hitting the windows</li> </ul> </li> </ul>
<b>ST3. KNOWLEDGE OF SCIENCE CONTENT</b>		
<b>ST3.1 DEMONSTRATES KNOWLEDGE OF THE CHARACTERISTICS OF LIVING THINGS, THE EARTH’S ENVIRONMENT, AND PHYSICAL OBJECTS AND MATERIALS</b>		
<b>LIVING THINGS</b>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide opportunities for children to respond to and explore characteristics of living things.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Take children outdoors to see and hear the birds singing, to touch the bark of a tree, and to chase or follow a butterfly.</li> <li>□ Talk with mobile infants and toddlers about the pets they have at home.</li> <li>□ Plant a small garden outdoors or have indoor plants that toddlers can help take care of.</li> <li>□ Have a fish tank or aquarium with a covered top and place it where children can watch the fish. Invite children to watch as you feed the fish.</li> </ul>
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide opportunities for children to experience nature and the environment.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Take infants outdoors each day so they can experience the wind and the sun, hear the birds and see the leaves blowing in the breeze.</li> <li>□ Involve toddlers in water and sand play.</li> <li>□ Hang wind chimes and windsocks on the playground.</li> <li>□ Provide natural materials such as large sea shells and pinecones for toddlers to explore and examine.</li> <li>□ Blow bubbles on the playground on a windy day and observe as older mobile infants and toddlers chase and try to catch the bubbles.</li> </ul>
<b>NATURE &amp; THE ENVIRONMENT</b>		



<b>PHYSICAL OBJECTS &amp; MATERIALS</b>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Offer objects and materials that children can explore with their senses.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Give infants rattles, teething rings, grasping balls and cloth toys that they can grasp, shake, and mouth.</li> </ul>
		<p><b>Mobile Infant</b></p> <ul style="list-style-type: none"> <li>□ Offer mobile infants balls of different sizes and textures. For example, clutch ball with easily grasped, indented surfaces, or balls with chimes or visible objects rolling inside.</li> <li>□ Offer mobile infants and toddlers a variety of blocks. For example, cloth covered blocks and small plastic blocks.</li> <li>□ Offer mobile infants small plastic or wooden transportation vehicles.</li> </ul>
		<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Offer toddlers soft, fuzzy animal figures as well as rubber, wood, plastic and vinyl animals.</li> <li>□ Offer toddlers cardboard blocks, colored table blocks and light-weight wooden blocks.</li> <li>□ Add water to an outside kitchen sink/tub for children to experiment with mud and water.</li> </ul>
<b>ST3.2 USES TOOLS AND ENGINEERING PRACTICES TO EXPLORE AND SOLVE PROBLEMS</b>		
<b>KNOWLEDGE &amp; USE OF TOOLS</b>	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide tools that are appropriate for toddlers.</li> <li>◆ Model the use of tools in a functional way.</li> <li>◆ Rotate the tools to keep play interesting.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Model for children the use of tools such as, using a stick to retrieve a puzzle piece that was lost under the cabinet or use a drum stick for striking a drum.</li> <li>□ Provide toys for toddlers that require a tool to operate. For example, a xylophone requires a mallet for playing and a pounding bench needs a rubber hammer for pounding.</li> <li>□ Have available the following tools for the water table or tub: whisk, funnel, sieve, and measuring cups.</li> <li>□ Add sifters, scoops, small rakes and funnels to the sand table.</li> <li>□ Include tools in the art center: large crayons, chalk, felt-tip markers, paint brushes, small rolling pins, and cookie cutters, for example.</li> <li>□ Add wooden spoons, measuring cups, and a child-size broom and mop to the home living center.</li> </ul>

ENGINEERING PRACTICES & THINKING	<p style="text-align: center;"><b><i>This Strand Begins at 19 Months</i></b></p> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Involve toddlers in simple engineering practices.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Gather a cardboard tube from wrapping paper or a mailing tube and balls that will fit through the tubes (Use a No Choke Tube to make sure the balls are not too small). <ul style="list-style-type: none"> <li>○ Allow a child to explore the tube and the balls. Observe to see if the child discovers how to put the ball in the tube and if so, his reaction when the ball comes out the other end.</li> <li>○ Suggest that the child put the ball into the tube if he doesn't discover this himself and watch for his reaction.</li> </ul> </li> <li>□ Help an older toddler build a ramp in the block center. Use a long block or a piece of stiff cardboard for the ramp. Provide cars or balls for toddlers to roll down the ramp.</li> </ul>
<b>ST3.3 ENGAGES IN DEVELOPMENTALLY APPROPRIATE INTERACTIONS WITH TECHNOLOGY AND MEDIA THAT SUPPORT CREATIVITY, EXPLORATION, AND PLAY</b>		
TECHNOLOGY HANDLING	<p style="text-align: center;"><b><i>This Strand Begins at 9 Months</i></b></p> <p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Add simple technology into the learning environment for mobile infants and toddlers.</li> </ul>	<p><b>Activities and Examples</b></p> <p>Add materials such as:</p> <ul style="list-style-type: none"> <li>□ Crayons</li> <li>□ Old Keyboards</li> <li>□ Toy phones</li> <li>□ Toy cameras</li> </ul>
DIGITAL LITERACY	<b><i>This Strand Begins at 37 Months</i></b>	
DIGITAL CITIZENSHIP	<b><i>This Strand Begins at 37 Months</i></b>	

## Social Studies

The area of social studies in early childhood consists of a child’s progression from “me” to “we.”<sup>1</sup> Young children show a gradual expansion in their understanding of the world, with infants and toddlers first interested primarily in themselves. During the preschool years, children begin to widen their circles to include their early learning setting, family and cultural heritage, and broader community. Children also become interested in the roles that people play in society. Social studies is a broad area of learning, incorporating concepts from the fields of history, geography, anthropology, sociology, civics, economics, and mathematics.<sup>2</sup> For example, understanding basic geographical concepts such as knowing where you are and how to get around in the world is related to the understanding of spatial relationships, a mathematical thinking skill.<sup>3</sup>

<sup>1</sup>Neill, P. (2015). Going from me to we: Social studies in preschool. *High Scope Extensions*, 29(1), 1–10.

<sup>2</sup>Seefeldt, C. (1997). Social studies in the developmentally appropriate integrated curriculum. In C. H. Hart, D. C. Burts, & R. Charlesworth (Eds.), *Integrated curriculum and developmentally appropriate practice: Birth to age eight* (pp. 171–199). Albany, NY: SUNY Press.

<sup>3</sup>Clements, D. H. & Sarama, J. (2009). Early childhood mathematics education research: Learning trajectories for young children. In *Learning and Teaching Early Math: The Learning Trajectories Approach*. New York, NY: Routledge.

SS1. FAMILY, COMMUNITY, AND CULTURE	
SS1.1 DEMONSTRATES POSITIVE CONNECTION TO FAMILY AND COMMUNITY	
LEARNING COMMUNITY	<p style="text-align: center;"><b><i>This Strand Begins at 19 Months</i></b></p> <p><b><i>Teaching Strategies</i></b></p> <ul style="list-style-type: none"> <li>◆ Discuss with children the classroom or groups name.</li> </ul> <p><b><i>Activities and Examples</i></b></p> <ul style="list-style-type: none"> <li>□ When headed in from the playground tell your children, “We are headed to our room, the <u>blue</u> room.”</li> </ul>
FAMILY & CULTURAL IDENTITY	<p style="text-align: center;"><b><i>This Strand Begins at 19 Months</i></b></p> <p><b><i>Teaching Strategies</i></b></p> <ul style="list-style-type: none"> <li>◆ Create an environment that supports the family and cultural identity of toddlers.</li> <li>◆ Ask families for pictures of their child with his or her family and to provide the names of each family member. Make sure you know how to pronounce the names correctly.</li> <li>◆ Engage older toddlers in talking about his or her family members.</li> <li>◆ Have available for children books and pictures that reflect the diversity of the families who are served in your program.</li> <li>◆ Include dolls that represent different ethnicities.</li> </ul> <p><b><i>Activities and Examples</i></b></p> <ul style="list-style-type: none"> <li>□ Post toddler’s family pictures on the wall at child’s eye level and involve toddlers in naming each member.</li> <li>□ Provide skin tone crayons and discuss each family member as they draw. “What color of crayon are you using for your grandmother’s hair?”</li> </ul>

AWARENESS OF ROLES IN SOCIETY	<b><i>This Strand Begins at 19 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Provide simple prop boxes that contain a collection of items related to the roles people play in society.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Add to the block center emergency vehicles and people figures that represent families and different roles in the community.</li> </ul> <p><u>Prop boxes:</u></p> <ul style="list-style-type: none"> <li>□ Prop box for medical office: white or green shirt or old scrubs (shorten length so toddlers do not trip), stethoscope (real or toy), gauze and adhesive bandages, a toy syringe, and a phone</li> <li>□ Prop box to bathe baby: small dish pan, washable doll, soft washcloth, empty shampoo bottle, and a towel for drying the baby</li> </ul>
<b>SS2. HISTORY AND GEOGRAPHY</b>		
<b>SS2.1 SHOWS AWARENESS OF SEQUENCE AND CHANGE OVER TIME</b>		
AWARENESS OF PAST & FUTURE	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Be consistent in the way you feed a young infant. When she sees her bottle, she may kick her feet and smile in anticipation of being fed.</li> <li>◆ Follow the same steps when you diaper an infant. He may anticipate this by raising his legs when you place him on the changing table.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Talk with infant before you feed her a bottle. “Did you see your bottle? Your legs started kicking when you saw your bottle.”</li> <li>□ During diaper time say and sign “All done.” Then say, “Now we wash our hands.”</li> </ul>
	<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Have a consistent schedule for routines such as eating, sleeping and diapering or toileting. Children will soon learn that hands are washed before snack and meals and that rest time comes after lunch.</li> </ul>	<p><b>Mobile Infants and Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Before going to the classroom from outside say, “When we get into the classroom we are going to wash our hands before lunch.”</li> </ul>
TIME CONCEPTS	<b><i>This Strand Begins at 19 Months</i></b>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Introduce toddlers to basic words related to time.</li> <li>◆ Talk with children about what they did before they came to the center this morning.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Explain to toddlers they cannot go outdoors now because it is raining.</li> <li>□ Read books such as <i>Goodnight Moon</i> by Margaret Wise Brown, illustrated by Clement Hurd, and follow up by inviting children to discuss what they do at night when it’s time for bed.</li> </ul>

**SS2.2 DEMONSTRATES SIMPLE GEOGRAPHIC KNOWLEDGE**

***This Strand Begins at 9 Months***

**AWARENESS OF  
LOCATION AND PLACE**

***Teaching Strategies***

- ◆ Provide an orderly environment in which toys and materials are stored in the same place each day.
- ◆ Place cots or mats in the same place each day for rest time.
- ◆ Suggest that families point out to their child and name some of the places they drive by on their way to and from the center each day.

***Activities and Examples***

- Encourage families to discuss places they see such as the grocery store where they shop, their favorite restaurant, or the school which an older sibling attends.
- Ask families to name some of the places they go with their child such as fishing at the lake, to the library, or to a park so that you can incorporate these places in your discussion with toddlers.

**GEOGRAPHY  
CONCEPTS**

***This Strand Begins at 37 Months***

# Creativity and Aesthetics

Young children love to express themselves through music, movement, visual arts, and drama. With the proper learning environment, engaging in artistic expression can foster a child’s creativity and support other areas of development and learning. Creativity and creative thinking are critical 21st century skills, important drivers of innovation in society, and key elements for success and happiness in school and adulthood.<sup>1</sup> At the same time, music, visual arts, and drama are serious fields of study much like mathematics and science. Sophisticated artistic expression requires an understanding of the specific concepts and processes of these art forms that begins in early childhood. Music, for example, requires an understanding of tempo, dynamics (loud and soft), and pitch. Visual art requires an understanding of shape, color, and texture. Arkansas’s early childhood professionals can help young children learn these concepts and provide a foundation for more advanced artistic expression.

<sup>1</sup>Partnership for 21<sup>st</sup> Century Skills. (2007). *The Intellectual and Policy Foundations of the 21<sup>st</sup> Century Skills Framework*.


CA1. MUSIC AND MOVEMENT	
CA1.1 EXPLORES THROUGH LISTENING, SINGING, CREATING, AND MOVING TO MUSIC	
EXPLORATION OF MUSIC & MOVEMENT	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Create an environment for music and movement for infants.</li> <li>◆ Sing soft, rhythmic songs to children.</li> <li>◆ Watch young infants’ cues for sensitivity to sounds and overstimulation to the music and respond accordingly.</li> </ul>
	<p><b>Activities and Examples</b></p> <p><b>Young Infant</b></p> <ul style="list-style-type: none"> <li>□ Recall or learn songs such as:               <ul style="list-style-type: none"> <li>○ “Hush Little Baby”</li> <li>○ “Rock-a-Bye Baby”</li> <li>○ “All the Pretty Horses”</li> <li>○ “Twinkle, Twinkle Little Star”</li> </ul> </li> <li>□ Provide a glider so that adults can be comfortable when rocking and singing to infants.</li> <li>□ Sing lullabies as you rock the infant and hold her close.</li> <li>□ Sing lullabies while gently swaying with the infant in your arms.</li> <li>□ Gently stroke the infant’s face as you sing a lullaby.</li> <li>□ Include the infant’s name in the lullaby. Sing, “Rock-a-bye Hector.”</li> <li>□ Consider these audio CDs for young infants:               <ul style="list-style-type: none"> <li>○ <i>A Child’s Gift of Lullabies</i> by Tonya Goodman</li> <li>○ <i>Wee Sing Nursery Rhymes and Lullabies</i> (Book and Audio CD) by Pamela Conn Beall and Susan Hagen Nipp</li> <li>○ <i>Classic Nursery Rhymes</i> by Hap Palmer</li> </ul> </li> <li>□ Repeat sounds an infant makes. For instance, say “Da, da, da. You’re singing your da-da song,”</li> <li>□ As you see Jessie begin to cry, you remember Jessie is more sensitive than others to the music playing. Say, “Jessie, I’m going to turn the music down for you.”</li> </ul>

**Mobile Infants**

- ◆ Sing short and familiar songs with children throughout the day.
- ◆ Include children's names in songs.
- ◆ Invite one or two children to listen with you for a few minutes to a song you play.
- ◆ Encourage children to respond to music physically.

**Mobile Infants**

- Create a safe space for mobile infants to move and dance. Make sure the space is large enough so that children do not bump into each other. Find a space that is carpeted, if possible, and a space that can be used for other activities.
- Learn songs that you think mobile infants will enjoy. For example:
  - "Itsy Bitsy Spider"
  - "Wheels on the Bus"
  - "Old MacDonald had a Farm"
  - "Where is Thumbkin?" (Substitute in children's names)
  - "Baa Baa Black Sheep"
- Sing songs when:
  - You are diapering and washing a child's hands
  - You are rocking a child
  - You are dressing children to go outdoors
  - You are dancing around the room with a child
  - Children are napping (soft music)
- Involve one or two children in playing simple rhythm instruments such as shakers and maracas.
- Notice and encourage mobile infants to join in as you sing. For example, when they repeat sounds such as "B-B-B-B" say, "Are you singing Baa, Baa, Black sheep?"
- When infants begin moving to music say, "You're moving slowly to this slow music."

EXPLORATION OF MUSIC & MOVEMENT, CONTINUED	<p><b>Toddlers:</b></p> <ul style="list-style-type: none"> <li>◆ Include music and movement experiences and activities throughout the day.</li> <li>◆ Support children’s response to, enjoyment of, and production of music with voice and simple instruments.</li> </ul> <p><b>Teacher Notes:</b></p> <ul style="list-style-type: none"> <li>• <i>Have a purpose for playing music. Avoid playing music constantly. It becomes background noise that children tend to ignore after a while. Also, if music is loud, noise level in the room may increase.</i></li> <li>• <i>Play music appropriate for young children.</i></li> <li>• <i>Purchase CDs from school catalogs or search for downloadable songs online.</i></li> </ul>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Create song charts with pictures to illustrate songs toddlers frequently sing.</li> <li>□ Consider the outdoor environment as another setting for music and movement experiences. In the outdoor environment children have space to move more freely and where there is room for simple circle games such as “Ring around the Rosie.”</li> <li>□ Exploration of music and movement: <ul style="list-style-type: none"> <li>○ Include songs or movement activities as part of group time.</li> <li>○ Use musical activities to transition children from one activity to another.</li> <li>○ Sing or use musical instruments during outdoor activities.</li> <li>○ Use soothing music to help toddlers transition to rest time.</li> </ul> </li> <li>□ Introduce toddlers to different musical instruments such as maracas, tambourines, castanets, bells and shakers.</li> <li>□ Introduce to toddlers songs such as “Six Little Ducks” that involve words and finger movements.</li> <li>□ Make homemade instruments for the children. For example: <ul style="list-style-type: none"> <li>○ Plastic eggs filled with rice, bells or buttons (glue and tape securely)</li> <li>○ Drums from oatmeal boxes</li> <li>○ Cymbals from metal pie pans</li> </ul> </li> <li>□ Read to children the book, <i>Pots and Pans</i> by Patricia Hubbell, illustrated by Diane deGroat.</li> <li>□ Add picture book versions of children’s favorite songs to your book collection such as: <ul style="list-style-type: none"> <li>○ “Wheels on the Bus” by Raffi</li> <li>○ “Hush Little Baby” by Marlee Frazee</li> </ul> </li> <li>□ Include songs and lullabies from different cultures.</li> </ul> <div style="background-color: #c8e6c9; padding: 5px; margin-top: 10px;">  <p><i>For more information on introducing toddlers to musical instruments and a follow-up activity for the book <i>Pots and Pans</i>, see the Resources (p. 93).</i></p> </div>
MUSIC & MOVEMENT CONCEPTS	<p><b><i>This Strand Begins at 9 Months</i></b></p>	
	<p><b>Teaching Strategies</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>◆ Introduce mobile infants to appropriate foundational components of music.</li> </ul> <p><b>Definition:</b></p> <p><b>Tempo</b> — How slow or fast a song should be sung or played.</p>	<p><b>Activities and Examples</b></p> <p><b>Mobile Infants</b></p> <ul style="list-style-type: none"> <li>□ Model and say to a mobile infant, “Let’s move slowly (tempo) to this slow music.”</li> <li>□ Chant or sing rhymes such as “Pat-a-Cake” with mobile infants; first singing and moving child’s hands slowly, then faster (tempo).</li> </ul>



MUSIC & MOVEMENT CONCEPTS, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Call attention to the way toddlers move.</li> <li>◆ Discuss with toddlers the difference between fast/slow or loud/soft in songs.</li> </ul> <p><b>Definition:</b></p> <p><b>Dynamics</b> — Loudness or softness of a piece of music.</p>	<p><b>Toddlers</b></p> <p><u>Music activities:</u></p> <ul style="list-style-type: none"> <li>□ Say, “Can you move quickly to the beat of the drum? (Pause). Now, can you move slowly?” (tempo)</li> <li>□ Involve children in activities that involve identifying and making loud and soft sounds (dynamics) with musical instruments. <ul style="list-style-type: none"> <li>○ Gather a drum, two cymbals or two pan lids and place them on the floor in an area large enough so that three or four children can join you.</li> <li>○ Explain to children that you are going to make a sound with each instrument and they are to tell you if the sound is soft or loud (dynamics).</li> <li>○ Tap the drum head softly with your hand and ask children, “Was that a loud or soft sound? Yes, that was a soft sound.” Now listen to this one? Is it soft or loud?”</li> <li>○ Encourage children to take turns to tap the drums with their hands and clang the cymbals together and involve them in answering if the sound is loud or soft.</li> <li>○ Extend this activity by adding other instruments such as bells, shakers and sound bottles and involve children in determining if the sound is soft or loud.</li> </ul> </li> </ul>
MUSICAL EXPRESSION & APPRECIATION	<p><b><i>This Strand Begins at 9 Months</i></b></p>	
	<p><b>Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>◆ Respect children’s preference for favorite songs while introducing new songs to them.</li> <li>◆ Avoid asking them if they want to learn a new song because they will probably respond “no.”</li> <li>◆ Introduce a new song by telling a story about it and/or relating it to a child’s personal experience.</li> </ul>	<p><b>Activities and Examples</b></p> <ul style="list-style-type: none"> <li>□ Ask children if they have a dog at home and if so, ask the name of their dog. Say to them, “We’re going to learn a new song about a dog named Bingo” and sing the song to them, clapping as you sing.</li> <li>□ Collect stuffed animals such as a dog, sheep, and duck and use them to introduce new songs. Show the children a sheep, ask children to name the animal, and say, “Now we’re going to learn a song about a sheep” and sing “Baa Baa Black Sheep” to them.</li> </ul>
<b>CA2. VISUAL ARTS</b>		
<b>CA2.1 EXPLORES, MANIPULATES, CREATES, AND RESPONDS TO A VARIETY OF ART MEDIA</b>		
EXPLORATION OF ART	<p><b>Teaching Strategies</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>◆ Offer sensory experiences for infants.</li> <li>◆ Read books with bright illustrations to infants.</li> <li>◆ Provide opportunities for infants to explore different textures.</li> </ul>	<p><b>Activities and Examples</b></p> <p><b>Young Infants</b></p> <ul style="list-style-type: none"> <li>□ Add to the classroom books with patterns and high contrast such as black and white.</li> <li>□ Provide finger paint for older infants who can sit up or sit in the lap of a teacher. Help infants keep paint on the paper by saying, “The paint stays on the paper.” Alternative activity—place paint in a clear zipped bag and tape it to the table. Encourage children to use their fingers to mix the paint.</li> </ul>

**Mobile Infants**

- ◆ Offer opportunities for infants to explore and participate in visual art activities.

**Toddlers**

- ◆ Introduce print making to toddlers by providing stamp pads and stamps with designs.
- ◆ In art for young children the process is more important than a finished product. Therefore, the following experiences would not be a part of a developmentally appropriate art program for children.

**EXPERIENCES THAT ARE NOT DEVELOPMENTALLY APPROPRIATE**

- using coloring books
- providing patterns or models for children to copy
- activities where adults do most of the work (e.g., cutting, taping, stapling, drawing)
- telling a child what to draw, paint or make
- expecting that a child will produce something recognizable
- finishing a child's work to make it better

**Teacher Note:** *The above listing is found in The Creative Curriculum for Infants, Toddlers & Twos (Third Edition), Volume 2, Routines and Experiences by Diane Trister Dodge, Kai-lee' Berke, Sherrie Rudick, Teaching Strategies, Bethesda, MD (2015)*

**Definition:**

**Visual art activities** – A broad category of art activities that include drawing, painting, printmaking, sculpture, graphic art, and other art forms



For more information on visual arts and storing and displaying art, see the Resources (pp. 93-94).

**Mobile Infants**


- Involve them in finger painting.
- Let children use stubby-handled brushes (5-6 inches long) to paint the fences and outside walls with water.
- Give mobile infants jumbo crayons and chalk for drawing.
- Provide paint at the easel for infants to paint with brushes, cars, or sponges.

**Toddlers**

- Provide opportunities for toddlers to paint using flat bristled brushes (5-6 inches long) with nylon hair and stubby handles.
  - Give toddlers large paper (about 24 inches x 36 inches) for painting.
  - Include newsprint, manila, and butcher paper.
- Continue to offer toddlers crayons and chalk for drawing and add water-based felt-tip markers.
- Provide both white and colored paper for children to draw on.
- Provide paint for toddlers to fingerpaint. Have wet washcloths on hand for easy clean up.
- Provide play dough for toddlers to squeeze, roll, and pat. Give them tools such as craft sticks and small rolling pins or a wooden dowel.
- Introduce collage making to toddlers.
  - Collect collage making materials such as colorful yarn, ribbons, recycled gift wrapping and greeting cards, papers with assorted textures and colors, and dried flowers.
  - Provide guidance to toddlers in how to use library paste to attach materials to a base.

**Teacher Note:** *Children will get paint on them at some point. Make sure families know to send children in clothes that can get dirty. Mix a small amount of Dawn dish soap in the paint to help get paint out of clothing.*

<b>ART CONCEPTS</b>	<b><i>This Strand Begins at 19 Months</i></b>	
<b>ART APPRECIATION &amp; EXPRESSION</b>	<b><i>This Strand Begins at 19 Months</i></b>	
<b>CA3. DRAMA</b>		
<b>CA3.1 EXPLORES FEELINGS, RELATIONSHIPS, AND CONCEPTS THROUGH IMITATION, PRETEND PLAY, AND SOCIODRAMATIC PLAY</b>		
<b>EXPLORATION OF DRAMA</b>	<p><b><i>Teaching Strategies</i></b></p> <p><b><u>Young Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Play games with repeating actions.</li> <li>◆ Provide materials for infants to grasp and hold.</li> </ul>	<p><b><i>Activities and Examples</i></b></p> <p><b><u>Young Infants</u></b></p> <ul style="list-style-type: none"> <li>□ Play games such as peek-a-boo and engage infants in repeating actions in a fingerplay such as “Pat-a-cake.” By doing this you are helping them learn how to play and how to interact with other children.</li> <li>□ Give infants soft dolls or animals they can grasp and hold.</li> </ul>
<b>EXPLORATION OF DRAMA</b>	<p><b><u>Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>◆ Provide duplicates of favorite play props to minimize waiting and conflicts.</li> <li>◆ Notice and respond to a child’s pretend play.</li> </ul>	<p><b><u>Mobile Infants</u></b></p> <ul style="list-style-type: none"> <li>□ Consider these suggestions of popular toys and props to promote their pretend play: <ul style="list-style-type: none"> <li>○ Lifelike dolls of vinyl or rubber that they can hold, carry, rock and feed</li> <li>○ Baby blankets and a cradle</li> <li>○ Purses, wallets and hats</li> <li>○ Toy or real phones</li> <li>○ Child-size pots, pans and plastic dishes</li> </ul> </li> <li>□ During pretend play, say to a mobile infant who is pretending to drink out of a cup, “You must have been really thirsty. You are drinking everything in that cup.”</li> </ul>

EXPLORATION OF DRAMA, CONTINUED	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>◆ Provide props that encourage toddlers to engage in role playing.</li> <li>◆ Encourage toddler’s interest in pretending by pretending with them.</li> </ul> <p><b>Teacher Note:</b> <i>Provide dolls that represent the ethnicities of the children.</i></p> <div style="background-color: #c8e6c9; padding: 5px; margin-top: 10px;">  <p>For more information on exploration of drama see the Resources (p. 94).</p> </div>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>□ Arrange an area in which toddlers can engage in pretend play. Include the following: <ul style="list-style-type: none"> <li>○ Sink and stove</li> <li>○ Small table and chairs</li> <li>○ Doll bed and carriage or stroller</li> </ul> </li> <li>□ During pretend play join a child who is pretending to stir something in a pot on the stove and ask her for a glass of water because you are very thirsty.</li> <li>□ Provide props that represent the roles of family members, doctors, and firefighters.</li> <li>□ Add materials to dramatic play such as: <ul style="list-style-type: none"> <li>○ Dress-up clothes such as jackets, hats and dresses</li> <li>○ Accessories such as purses, wallets and lunch boxes</li> <li>○ Work-related props such as firefighter hats, work gloves and stethoscopes</li> <li>○ Empty food boxes</li> <li>○ Child-size broom and mop</li> </ul> </li> </ul>
DRAMA CONCEPTS	<p><b><i>This Strand Begins at 37 Months</i></b></p>	
DRAMA APPRECIATION & EXPRESSION	<p><b><i>This Strand Begins at 37 Months</i></b></p>	

# RESOURCES

## Creativity and Aesthetics

### CA1. MUSIC AND MOVEMENT

#### CA1.1 EXPLORES THROUGH LISTENING, SINGING, CREATING, AND MOVING TO MUSIC

##### Strand: Exploration of music and movement

- Consider this strategy for introducing musical instruments:
  - Collect different instruments, place them in a bag and take them to an area with enough space for you and the children to experiment with the instruments.
  - Invite each child to reach inside the bag for an instrument.
  - Give children time to explore and experiment with the instruments.
  - Label each instrument and invite each child with that instrument to say the name with you. Then say, “Noah and Gabriel, you have a tambourine. Play the tambourine for us.”
  - Continue with the other children in the group.
- Follow up the reading of the book *Pots and Pans* by Patricia Hubbell with this activity:
  - Collect kitchen items that make a good sound such as one or two pots, a couple of pot lids, pie tins, wooden spoons and wooden spatula.
  - Place the items in a box and keep out of sight until after you have read the story to them.
  - Bring out the box after reading the story and say, “I wonder what is in this box. Do you think it might be pots and pans and things that make noise?”
  - Take the items out of the box, sit them on the floor for children to explore and experiment with them.

### CA2. VISUAL ARTS

#### CA2.1 EXPLORES, MANIPULATES, CREATES, AND RESPONDS TO A VARIETY OF ART MEDIA

##### Strand: Exploration of Art

#### Visual arts

- Art is mostly a sensory experience for young children.
- The sensory experiences you offer young infants are the foundation for later art experiences.
- Children are interested in exploring and experimenting with different materials to find out what they feel like and what they can do with them, rather than making a finished product.
- They learn that they can make a mark with tools such as crayons and markers.
- Older toddlers are beginning to understand that the pictures they create can represent people and things.

#### Storing and displaying art

- Begin with these understandings about infants and toddlers and then set up the learning environment to minimize messes. For example:
  - Locate the art area near a sink if possible.
  - Protect the floor from drips and spills by using an old shower curtain or a painter’s drop cloth.
  - Provide paint shirts or smocks to protect children’s clothing from messy materials.
- Consider these strategies for storing and displaying art materials:
  - Store materials such as glue, scissors, and paints out of reach of children.

*continued...*



- Display some art materials for toddlers on a low shelf so they can choose what they want to use. For example: crayons, paper, chalk, and play dough and props.
- Store the materials in containers labeled with pictures and words. Also use picture labels on shelves so children can find and return materials.
- Display some of the art work of toddlers where they can see them.

### CA3. DRAMA

#### CA3.1 EXPLORES FEELINGS, RELATIONSHIPS, AND CONCEPTS THROUGH IMITATION, PRETEND PLAY, AND SOCIODRAMATIC PLAY

##### Strand: Exploration of drama

- Begin with these understandings about infants and toddlers and their exploration of drama:
  - They explore drama through imitation and pretending.
  - Pretending is a way of learning, playing, and acting out life experiences.
  - Young infants imitate your facial expressions.
  - Mobile infants can remember actions they have seen others perform and are able to imitate these actions later.
  - Older mobile infants may pretend to be a dog or a cat.
  - Toddlers remember past experiences and often pretend to be something or someone else, such as a fire fighter, a daddy rocking a baby or a mother combing a child's hair.
  - Toddlers begin to substitute one object for another such as pretending a block is a phone.
  - Pretend play is one way that toddlers cope with fears about things such as large animals or being separated from their families.



# Books That Support Strategies and Activities For Birth – 36 months

## What to Look For in Books for Young Infants – Birth to 8 Months

### **Books for use with young infants should:**

- Be read often.
- Include simple realistic pictures on each page (photographs are better).
  - Contain pictures of familiar objects
  - Have one or two pictures on each page. It is hard to focus when there is too much happening on a page.
- Contain (or only read) a few words on each page.
- Include books with one picture with its name as well as those with rhyme and repetition.
- Reflect the child's own culture as well as expose the child to other cultures.
- Include sturdy books for children to hold, clutch, and mouth. For example, cloth, vinyl and board books should be available.
  - These books must be safe, durable, and easy to clean.
  - These books should be inspected often and removed when tattered or torn. Books were not meant to last forever when young children are allowed to play with them.
- Be read with an enthusiastic voice. Babies are fascinated with the human voice and they are learning the basics of language long before they can talk.

### **Books for Young Infants**

#### **Board Books**

*Baby Faces* (Look Baby! Books) by Margaret Miller  
*Baby Food* by Margaret Miller  
*Baby Signs: A Baby-Sized Introduction to Speaking with Sign Language* by Joy Allen  
*Black on White* by Tana Hoban  
*Global Babies* by The Global Fund for Children  
*Global Baby Boys* by The Global Fund for Children  
*Global Baby Girls* by The Global Fund for Children  
*Hugs & Kisses* (Baby Faces) by Roberta Grobel Intrater  
*I Can* by Helen Oxenbury  
*I Hear* by Helen Oxenbury  
*I Love Colors* (Look Baby! Books) by Margaret Miller  
*I See* by Helen Oxenbury  
*I Touch* by Helen Oxenbury  
*The Itsy-Bitsy Spider* by Rosemary Wells  
*Mama Mama* by Jean Marzollo, Illustrated by Laura Regan  
*My First Signs* (Signing Time) by Annie Kubler

*Peek-a-boo* (Baby Faces) by Roberta Grobel Intrater  
*Peekaboo Baby* by Margaret Miller  
*Sleep* (Baby Faces) by Roberta Grobel Intrater  
*Smile!* (Baby Faces) by Roberta Grobel Intrater  
*Splash* (Baby Faces) by Roberta Grobel Intrater  
*What's on My Head?* by Margaret Miller  
*White on Black* by Tana Hoban

#### **Board Books plus other formats**

*Five Little Ducks* by Raffi, illustrated by Jose Aruego and Ariane Dewey  
*Hug* by Jez Arborough  
*It Looked Like Spilt Milk* by Charles G. Shaw  
*Time for Bed* by Mem Fox  
*The Very Busy Spider* by Eric Carle (also available in Spanish)

#### **Cloth Books**

*Are You My Mother?* by P. D. Eastman

## What to Look for in Books for Mobile Infants – 9 to 18 Months

### **Include all young infant books plus:**

- Read on a regular basis.
- Include books for children to hold, manipulate, clutch, carry, and mouth
  - These books must be safe, durable, and easy to clean
  - These books should be inspected often and removed when tattered or torn.
- Include books in which children can participate.
  - This may include: fingerplay books, touch and feel books, and predictable books children can learn the words to.
- Have favorite books on hand as well as introduce new books on a regular basis.
- Look for books about animals, things around the house, and books with one picture and the name for it to increase an infant's vocabulary.

### **Books for Mobile Infants**

*Clifford's Puppy Days* by Norman Bridwell  
*Big Red Barn* by Margaret Wise Brown, illustrated by Felicia Bond (also available in Spanish)  
*Just Like Daddy* (A Frank Asch Bear Book) by Frank Asch  
*Row, Row, Row Your Boat* illustrated by Annie Kubler  
*This Old Man* by Pam Adams  
*The Three Bears* by Paul Galdone  
*The Wheels on the Bus* by Raffi, illustrated by Sylvie Kantorvitz Wickstrom  
*Where's Spot?* by Eric Hill  
*Who Sank the Boat* by Pamela Allen

### **Board Books**

*The Bear Went Over the Mountain* by Rosemary Wells  
*BINGO* by Rosemary Wells  
*Brothers* by Debbie Bailey Photo's by Susan Huszar  
*Getting Ready* (Sign About) by Anthony Lewis  
*Going Out* (Sign About) by Anthony Lewis  
*Grandma* by Debbie Bailey Photo's by Susan Huszar  
*Grandpa* by Debbie Bailey Photo's by Susan Huszar  
*Head, Shoulders, Knees and Toes* by Annie Kubler (also available in Spanish/English bilingual edition)  
*Humpty Dumpty and Other Rhymes* by Iona Opie and illustrated by Rosemary Wells  
*If You're Happy and You Know It* by Annie Kubler (also available in Spanish/English bilingual edition)  
*Max's Bath* by Rosemary Wells  
*Max's Bedtime* by Rosemary Wells

*Max's Birthday* by Rosemary Wells  
*Max's Breakfast* by Rosemary Wells  
*Max's First Word* by Rosemary Wells  
*Max's New Suit* by Rosemary Wells  
*Max's Ride* by Rosemary Wells  
*Max's Toys* by Rosemary Wells  
*Meal Time* (Sign About) by Anthony Lewis  
*My Dad* by Debbie Bailey Photo's by Susan Huszar  
*My Family* by Debbie Bailey Photo's by Susan Huszar  
*My First Animal Signs* (Baby Signing) by Anthony Lewis  
*My Mom* by Debbie Bailey Photo's by Susan Huszar  
*Pajama Time* by Sandra Boynton  
*Play Time* (Sign About) by Anthony Lewis  
*Play Time* (Sign About) by Anthony Lewis  
*Sign and Sing Along: Baa, Baa, Black Sheep* by Annie Kubler  
*Sign and Sing Along: Itsy Bitsy Spider* by Annie Kubler  
*Sign and Sing Along: Teddy Bear, Teddy Bear* by Annie Kubler  
*Sign and Sing Along: Twinkle, Twinkle Little Star* by Annie Kubler  
*Sisters* by Debbie Bailey Photo's by Susan Huszar  
*Ten Little Fingers* by Annie Kubler (also available in Spanish/English bilingual edition)  
*That's Not My Panda* (*Usborne Touchy-Feely Books*) by Fiona Watt and Rachel Wells  
*That's Not My Tractor* (*Usborne Touchy-Feely Books*) by Fiona Watt and Rachel Wells  
*Tomie's Little Mother Goose* by Iona Opie, illustrated by Tomie dePaola



### Board Books plus other formats

*Clap Your Hands* by Lorinda Bryan Cauley  
*Down by the Station* by Annie Kubler, illustrated by Jess Stockham  
*Goodnight Moon* by Margaret Wise Brown, illustrated by Clement Hurd (available in multiple languages)  
*It Looked Like Spilt Milk* by Charles G. Shaw  
*The Mitten* by Jan Brett

*Old Macdonald Had a Farm* illustrated by Pam Adams  
*The Wheels on the Bus* by Raffi, illustrated by Sylvie Wickstrom  
*Time for Bed* by Mem Fox (also available in Spanish/English bilingual edition)  
*Today is Monday* by Eric Carle  
*The Very Quiet Cricket* by Eric Carle

### What to Look For in Books for Toddlers – 19 to 36 Months

#### **Include all infant books plus other toddler books:**

- Include books for children to hold, manipulate, clutch, and carry.
  - These books must be safe, durable, and easy to clean.
  - These books should be inspected often and removed when tattered or torn. Books will not last forever, replace books as they become damaged.
  - Children need to manipulate books to learn how to hold a book, turn the pages, turn pages from right to left, and read from top to bottom.
- Rotate books often to provide new experiences but keep the favorite books available to read over and over. Children love to “read” books that they have memorized through repetition.
- Include books children can interact with, for example touch and feel books, fingerplay books, rhyming books, or books with moveable objects.
- Read books with simple stories. Do not include books that are very wordy. You should be able to read an entire book in 1-2 minutes.
- Include multicultural books to expose children to people of other races, cultures and differences.

### Books for Toddlers

*A Color of His Own* by Leo Lionni (also available in Spanish/English bilingual edition)  
*Are You My Mother?* by P. D. Eastman (also available in Spanish/English bilingual edition)  
*Ask Mr. Bear* by Marjorie Flack  
*Clifford the Small Red Puppy* by Norman Bridwell (also available in Spanish)  
*Count* by Denise Fleming  
*The Everything Book* by Denise Fleming  
*Goldilocks and the Three Bears* by Jan Brett  
*Hands Can* by Cheryl Willis Hudson, photographs by John-Francis Bourke  
*I Spy Little Animals* by Jean Marzollo, photographs by Walter Wick  
*I Spy Little Bunnies* by Jean Marzollo, photographs by Walter Wick

*I Spy Little Vehicles* by Jean Marzollo, photographs by Walter Wick  
*I Spy Little Wheels* by Jean Marzollo, photographs by Walter Wick  
*Jake at Gymnastics* by Rachel Isadora  
*Jesse Bear, What Will You Wear?* by Nancy White Carlstrom, illustrated by Bruce Degen  
*Koala Lou* by Mem Fox  
*Maggie and Michael Get Dressed* by Denise Fleming  
*Mouse Paint* by Ellen Stoll Walsh  
*My Very First Mother Goose* by Iona Opie, illustrated by Rosemary Wells  
*Pat the Bunny* by Dorothy Kunhardt  
*Pete the Cat and His Four Groovy Buttons* by Eric Litwin, illustrated by James Dean

*Pete the Cat: I Love My White Shoes* by Eric Litwin,  
illustrated by James Dean  
*The Real Mother Goose* by Blanche Fisher Wright  
*Roll Over! A Counting Song* by Merle Peek  
*The Tale of Peter Rabbit* by Beatrix Potter  
*Ten, Nine, Eight* by Molly Bang  
*White Rabbit's Color Book* by Alan Baker  
*Won't You Be My Kissaroo?* by Joanne Ryder,  
illustrated by Melissa Sweet

#### **Board Books**

*Blue Hat, Green Hat* by Sandra Boyton  
*My First Real Mother Goose* illustrated by Blanche  
Fisher Wright  
*Pots and Pans* by Patricia Hubbell, illustrated by  
Diane deGroat  
*Snuggle Puppy* by Sandra Boynton  
*Touch and Feel Ponies* by DK Publishing  
*Where is the Green Sheep* by Mem Fox, illustrated  
by Judy Horacek (also available in bilingual  
English/Spanish edition)

#### **Board Books plus other formats**

*Barnyard Banter* by Denise Fleming  
*Big Fat Hen* by Keith Baker (also available in  
Spanish/English bilingual edition)  
*Brown Bear, Brown Bear, What do You See?* by Bill  
Martin, Jr. illustrated by Eric Carle (also  
available in many languages)  
*The Carrot Seed* by Ruth Kraus  
*Corduroy* by Don Freeman (also available in  
Spanish)

*Feast for Ten* by Cathryn Falwell  
*Fish Eyes: A Book You Can Count On* by Lois Ehlert  
*From Head to Toe* by Eric Carle (also available in  
Spanish)  
*Guess How Much I Love You* by Sam McBratney  
(also available in Spanish)  
*Hello Baby!* by Mem Fox, illustrated by Steve  
Jenkins  
*Here are My Hands* by Bill Martin, Jr. and John  
Archambault, illustrated by Ted Rand  
*Hush Little Baby* by Marla Frazee  
*I Went Walking* by Sue Williams  
*Jamberry* by Bruce Degen  
*The Napping House* by Audrey Wood, illustrated by  
Don Wood  
*Owl Babies* by Martin Waddell, illustrated by  
Patrick Benson  
*The Pigeon Has Feelings, Too!* by Mo Willems  
*Polar Bear, Polar Bear, What Do You Hear?* by Bill  
Martin, Jr., illustrated by Eric Carle  
*Rosie's Walk* by Pat Hutchins  
*Runaway Bunny* by Margaret Wise Brown,  
illustrated by Clement Hurd  
*Ten Little Fingers and Ten Little Toes* by Mem Fox  
and Helen Oxenbury  
*The Very Hungry Caterpillar* by Eric Carle  
*We're Going on a Bear Hunt*, by Michael Rosen,  
illustrated by Helen Oxenbury

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## Postface

The Arkansas Department of Human Services Division of Child Care and Early Childhood Education (DCCECE) offers numerous services and resources to help families and educators learn about quality child care. One is Better Beginnings, a program which connects Arkansas families with information and resources to identify and locate quality child care providers in their communities.

Better Beginnings enhances parents' understanding of the value of quality child care. Better Beginnings also gives Arkansas child care providers' valuable tools for improving the quality of their programs at every level.

In collaboration with DCCECE, the University of Arkansas Early Care and Education Projects offers professional development for early educators in Arkansas and meets the Better Beginnings requirements for centers-based care, family child care homes, and school aged care. A link to Better Beginnings and other valuable links for both providers and parents can be found on the University of Arkansas Early Care and Education Projects *For the Provider* webpage.

