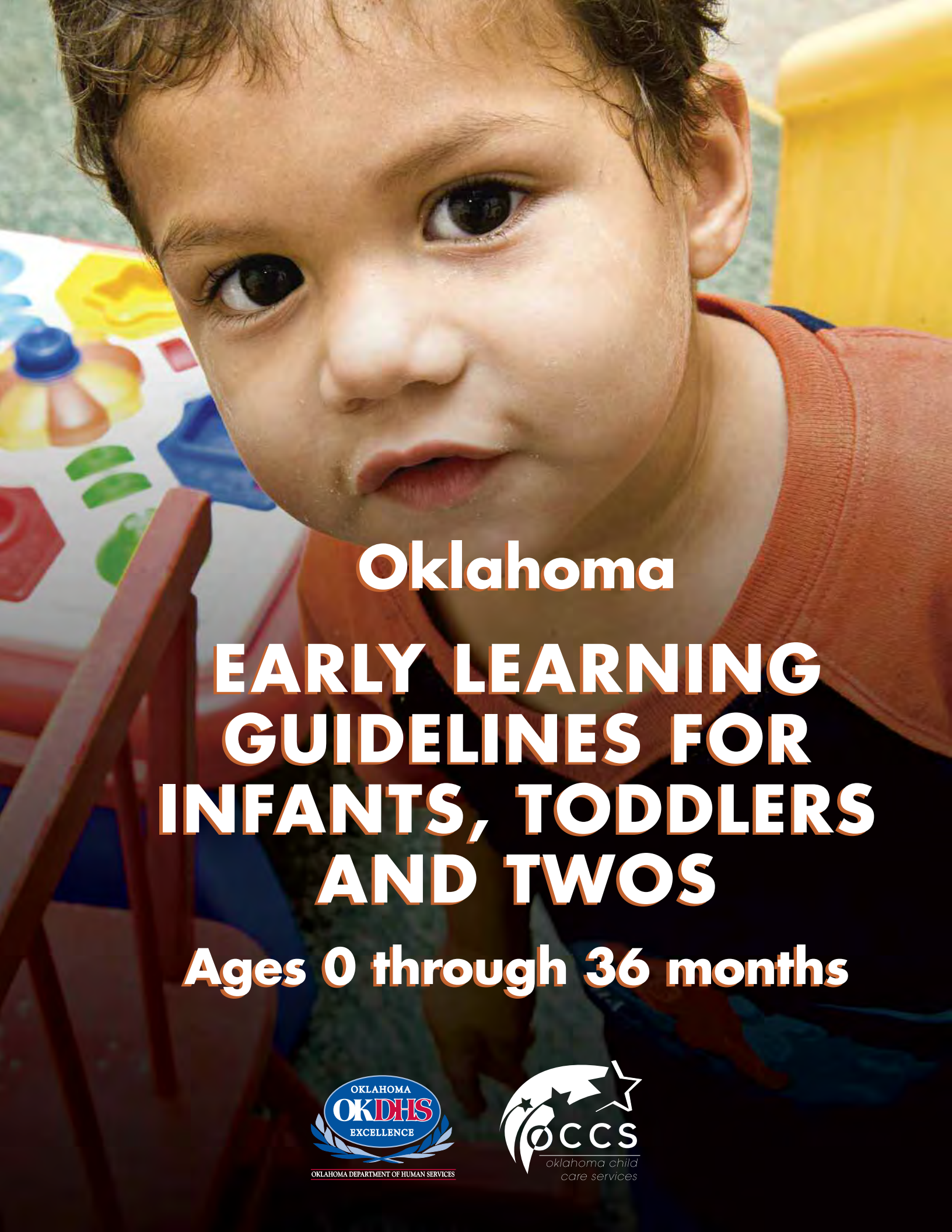

Oklahoma

EARLY LEARNING GUIDELINES FOR INFANTS, TODDLERS AND TWOS

Ages 0 through 36 months

OKLAHOMA OKDHS EXCELLENCE

OKLAHOMA DEPARTMENT OF HUMAN SERVICES

OCCS

oklahoma child care services

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Oklahoma Early Learning Guidelines

A taskforce convened by the Oklahoma Department of Human Services Child Care Services developed the Oklahoma Early Learning Guidelines. Taskforce members included representatives from the Center for Early Childhood Professional Development, Oklahoma Child Care Resource and Referral Association and its affiliates, Oklahoma Department of Career Technology Education, Oklahoma Head Start/Early Head Start, Oklahoma State Department of Education, Oklahoma State Department of Health, Oklahoma State Regents for Higher Education, Oklahoma Tribal Child Care Association, child care programs, community colleges and universities. This document has been developed to be used by all who touch the lives of Oklahoma's infants, toddlers and two year olds. The word "teacher" is used in the guidelines to represent parents, family members, educators, caregivers, program staff and caring adults who offer instruction, support and guidance to young children.

These guidelines are intended to assist parents, child care teachers and other caring adults (at all levels of knowledge and experience) regarding what children may know and be able to do. The purpose is to enhance learning experiences for Oklahoma's youngest children and help provide a safe, nurturing and developmentally appropriate environment. The Early Learning Guidelines provide examples of experiences that can be used to build relationships, develop purposeful play and guide program development. They should not be used as a curriculum or assessment.

Infants, toddlers and two year olds are born ready to learn, and their capacity to learn is enriched by the teacher. Situations will arise throughout the day that can be considered "teachable moments" or unplanned learning opportunities. These guidelines will assist parents and teachers in finding new ways to introduce everyday experiences and enhance teachable moments. Each section includes an area that will help the parent and teacher provide learning experiences. When or if materials are needed they may be purchased or homemade.

Purpose

The Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos were created to serve as a foundation to connect what is taught with what is appropriate for very young children. They also provide a framework to encourage consistency among early childhood programs across Oklahoma. These guidelines align with the Oklahoma Early Learning Guidelines for Children Ages Three through Five, the Priority Academic Student Skills and Early Head Start Performance Standards.

The guidelines are a resource that includes commonly held expectations and widely accepted best practices for children in various age groups. At the same time, the guidelines are flexible enough to meet the needs of individual children and groups.

Guiding Principles:

This document presents a broad view of the child development continuum that reflects commonly used and widely held expectations so that teachers as well as parents can plan for typical developmental progression. The guiding principles are as follows:

- ★ Value the parents as the child's first teacher.
- ★ Respect that every child develops as an individual and at his/her own pace.
- ★ From the time the embryo is forming to the time the child is three years old, rapid growth and development occurs. All learning and interactions with adults that take place during this time pave the way for future success of the child, both developmentally and in preparation for school and life.
- ★ All of a child's development (social/emotional, gross/fine motor, cognitive and language) is woven together to complete the whole child.
- ★ Children learn through self-initiated play and teacher-directed activities that are developmentally appropriate.
- ★ Recognize that close relationships between teacher and child are developed during routine caregiving activities (such as diapering and feeding).
- ★ Respect the child's family and recognize that culture (language, traditions, etc.) influences who the child is and who he/she will become. This must be embraced as part of the child's early learning experiences.

★ Knowledge and responsiveness to the child and his/her family is key to positive growth and development in the child.
★ Knowledgeable teachers who apply understanding of child development are essential to enhance a child's learning.
★ Each child's basic needs (health, safety and nutrition) must be met for the best possible learning to occur.

Elements of a Quality Program for Infants, Toddlers and Twos:

The following practices are necessary to provide a quality program for infants, toddlers and twos. These elements provide the critical foundation for human development and life-long learning, therefore all aspects of a program must be thoughtfully and deliberately developed.

Relationships

Teacher-Family Relationship

1. Teachers understand and respect the family as the primary source of knowledge concerning the child.
2. Teachers understand the importance of parent-child attachment and support the family-child relationship.
3. Teachers and families are partners in ongoing communication about the child's care and development.
4. Teachers respect and support family preferences, culture and values in teaching behaviors.
5. Teachers develop relationships that are supportive of the whole family. Teachers assist and encourage family members in developing parenting skills, understanding the growth and development of their children and accessing community resources.
6. Teachers learn about the family's cultural practices related to caregiving routines such as feeding, sleeping/naps and encouraging children to gain independence.

Teacher-Child Relationship

1. Teachers nurture and respond to the individual needs of infants, toddlers and twos. Trust and emotional security develop when very young children are responded to promptly and consistently in a positive manner.
2. Teachers' knowledge of child development is used to provide appropriate interactions with very young children throughout the day. They learn and respond to each child's unique way of communicating; respond to the child's interests; give the child individualized attention, especially during caregiving routines; and model the behavior they want to teach.
3. The program supports positive relationships and secure attachments between the caregiver and infants, toddlers and twos by providing low adult/child ratios, promoting continuity and responsive caregiving, and assigning a primary teacher for each child.

Child-Child Relationship

1. Teachers model appropriate interactions with adults and with children.
2. Teachers recognize emerging social skills and respect the limitations of very young children. Positive relationships between children are encouraged.
3. Opportunities for socialization are offered through various groupings.

Environment

Physical

1. Both indoor and outdoor materials and equipment meet the developmental needs of each child in the group in a safe and healthy manner.
2. The physical environment provides separate and appropriate space for sleeping, eating, diapering/toileting, hand washing, and for movement and play. The atmosphere is "homelike" and comfortable for infants, toddlers and the adults who care for them.
3. The physical environment for toddlers provides interest areas where materials with similar use are placed together. Child-sized furnishings are provided to promote independence and self-help skills.

Program

1. The daily program includes materials and activities that are designed to meet the individual needs of each child. Children are assisted with toilet learning and self-feeding skills based on individual needs. Children experience appropriate transitions between activities.
2. Prevention and redirection are the primary techniques for guiding behavior. Management of behavior is based on an understanding of infant/toddler development, realistic expectations and appropriate methods to help the child develop his or her own self-control.
3. Teachers support the child's emerging self-regulation through the environment, daily routines, positive role modeling and assisting with the development of communication skills.

Health and Safety

Nutrition

1. Teachers have basic knowledge of nutrition and age appropriate feeding practices.
2. Nutritional needs of very young children are met; teachers and support staff work closely with families to ensure appropriate amounts and types of foods are served in a consistent manner.

Sanitation

1. Sanitary practices and guidelines are in place to prevent the spread of disease. For example, diapering/toileting are in an area separate from the areas used for food service. Teachers and children wash their hands to prevent illness.
2. Bottles, utensils and food are handled in a safe and sanitary manner.

Safety

1. A hazard-free environment is maintained for infants, toddlers and twos both indoors and outdoors. The environment is planned so materials and equipment are age appropriate and in good repair.
2. The environment allows constant supervision where teachers are engaged with children and therefore able to visually and physically monitor each child's behavior.

Experiences

Routines

1. Consistent daily routines such as sleeping, feeding/eating and diapering/toileting provide opportunities for one-to-one interaction between teacher and child -- a time to talk, to listen and to respond to the child's cues.
2. Routines such as diapering, feeding and sleeping are flexible and individualized to meet the needs of each child.

Activities

1. Teachers use knowledge of child development and the children's interests to provide individualized age appropriate activities for infants, toddlers and twos. Teachers support children's play, exploration and experimentation with their environment.
2. The daily schedule allows children opportunities throughout the day to choose activities based on their own interests.

Sensory Experiences

1. An environment is provided that is rich in experiences and materials that children can explore with all their senses, thus promoting optimal development in all areas.
2. Children are provided time and a variety of experiences each day to move, see, smell, hear, taste and touch.

Language and Literacy

1. Teachers read and sing to infants, toddlers and twos throughout each day.
2. Teachers respond in a positive manner to individual children's communication attempts. The teacher adapts the language interactions to include cultural and linguistic differences.
3. Throughout the day teachers talk with each child about things that relate to that child's everyday experiences.
4. Teachers tell each child what is about to occur before a routine activity begins and describe the actions as they occur.
5. Teachers provide a culturally sensitive, print-rich environment including pictures, books and labels.

Diversity

Cultural

1. Teachers understand that culture affects child-rearing practices and may therefore affect an individual child's development.
2. Teachers and programs support, appreciate and honor cultural diversity, including family and home experiences, language, beliefs, values and patterns of interaction.

Individual Differences

1. Teachers recognize and respect that individuals differ in temperament, preferences, culture, development, abilities and social interactions.
2. Teachers use their observations of infants, toddlers and twos to support learning experiences in ways that accommodate each child's unique characteristics and development.
3. Teachers serve and respect children, including those with special needs, in a manner that supports best possible growth and development.

Teachers

1. Adhere to all state regulations including the Oklahoma Department of Human Services Licensing Requirements.
2. Are lifelong learners of child development and early childhood education.
3. Respect unique developmental, cultural and individual differences in children.
4. Promote meaningful relationships with children, families, colleagues and the community.
5. Establish a safe, developmentally appropriate environment that is welcoming to children and families.
6. Provide consistent routines that are sensitive to the needs of the children in care.
7. Provide responsive, individualized care for each child.
8. Offer a variety of activities that stimulate children's learning and development.
9. Support the development of the whole child, valuing safety as a top priority.
10. Demonstrate healthy habits for life by offering nutritious meals and ample opportunities for movement experiences indoors and out.

Families

1. The family is first teacher of infants, toddlers and two-year-olds and plays the most important role in their development.
2. Families can use these guidelines to assist them in their understanding of infant, toddler and two-year-old development, growth and potential learning.
3. These guidelines will help families build relationships with their very young children by providing resources and activities that support learning at home.
4. These guidelines serve as a resource in the partnership between families and the early childhood community to enhance the development of infants, toddlers and twos.

Including Children with Special Needs

Using knowledge of each child, teachers plan learning experiences and work with children. They take into account children's differing abilities, temperaments, developmental levels and approaches to learning. Responsiveness to individual children is evident in teacher-child interactions, activities and classroom environment. Teachers make sure every child has opportunities to actively participate and make contributions. If needed, teachers should use adaptive equipment, ask for help with positioning and movement needs of the child and/or participate in medical care routines as needed.

★ Special needs are broad in scope and may include medical, physical, learning, behavioral, family and environmental stress. Some children may have needs identified by Individual Family Service Plans.

★ Teachers work closely with family members and other professionals to support children's health, safety and behavior. Teachers observe children in natural settings and record activities, behaviors and development in order to plan relevant, individualized learning opportunities.

★ As much as possible, children who have been identified with special needs receive therapeutic or other services within their natural settings to maintain their sense of stability and support their feelings of belonging and acceptance.

- ★ Teachers create an inclusive environment, making sure room arrangement, materials and activities allow all children to participate actively. Examples might include using adaptive equipment so that a child can eat at the table with other children, limiting the time a child has to wait, and using sign language or pictures to assist communication.
- ★ Teachers seek resources to understand each child's special needs. Teachers are in regular communication with families and may consult with appropriate specialists to ensure each child receives needed specialized services.
- ★ Knowledge of typical child development is used in providing services for children with special needs, just as knowledge of individual variation must be used in making decisions about typically developing children. For additional resources and guidance on developmental milestones, "red flags" or concerns see the additional resources section on page 73.

Organization:

The guidelines represent all areas of development (domains) that include physical, social and emotional, and cognitive development. The guidelines are separated into concept areas that include domains but are not exclusive. Each concept area is separated into developmental ranges that overlap: young infant (zero to eight months), mobile infant (six to 18 months), and toddler (16 to 36 months). Some skills developed during this time period are listed. The skills are listed in order but are not exclusive to that age range. Children grow and develop at different rates, resulting in a wide range of normal development.

This document contains not only the concept areas and standards, but also what the BABY MAY do (development), THE BABY MIGHT FOR EXAMPLE (the indicators of an infant's progress) and suggestions of what THE TEACHER CAN do to encourage growth and development. The domains are interdependent and support one another. Each of the sections is organized into the five areas:

- ★ Introduction - provides a brief description of the area of development and the purpose for including it in the guidelines.
- ★ Standard - agreed upon framework of skills within each domain that infants, toddlers and twos need to experience to develop a foundation for additional learning.
- ★ "THE BABY MAY" - identifies what infants, toddlers and twos are likely to know or do in relationship to each standard.
- ★ "THE BABY MIGHT FOR EXAMPLE" - specific observable skills or actions that show what an infant, toddler or two might do.
- ★ "THE TEACHER CAN" - examples of activities, environments, daily routines, interactions and play to encourage the development of skills in all domains.

APPROACHES TO LEARNING

As early as infancy, children display styles of learning that continue through life and affect later learning. Some children seem to be born well organized and bursting with initiative, while others require more structure and encouragement as they discover their unique capacity as learners. Teachers must ensure that every child has the opportunity to direct his/her own learning. All children, regardless of innate abilities or the presence of disabilities, are able to learn. Young children gain knowledge by interacting with their environment. They learn by touching, tasting, smelling, looking, listening and playing. Children show their curiosity, persistence, temperament and problem solving abilities and develop learning preferences. Some infants, toddlers and twos will show persistence by continuing to pursue an activity such as placing blocks in a box, while others are more hesitant and only continue with encouragement from a supportive caring adult.

When children are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they develop their own style of learning. Nurturing and a variety of experiences allow children to learn about themselves and the world around them.

STANDARD 1

The child will demonstrate interest in learning through persistence and varying degrees of initiative, curiosity, sensory exploration and problem solving.

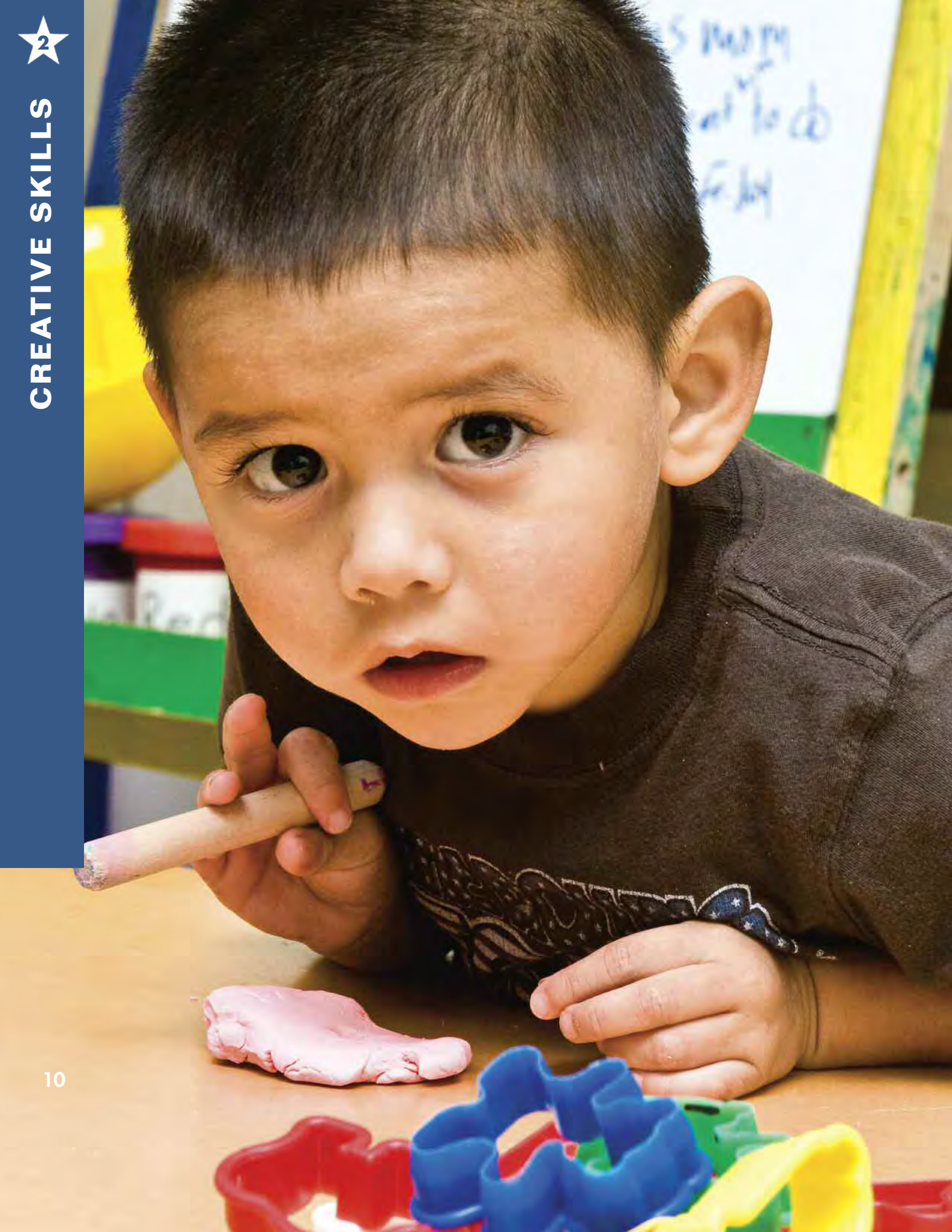
Young Infant: 0-8 months

The Baby May: Begin to show interest in exploring his/her environment.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Notice and show interest in and excitement with familiar objects, people and events.	★ Provide opportunities for sensory exploration and describe to infant what he/she is experiencing (feeling, hearing, touching, tasting, smelling, seeing, etc.).
React to new objects and sounds by becoming more quiet, more active or changing his/her facial expressions.	★ Provide a safe, natural space for infant to explore and provide support for infants who are hesitant about new things and experiences.
Gaze attentively at teachers talking to them during caregiving routines such as feeding and diaper changing.	★ Make eye contact and use language to prepare for and describe the caregiving routine. (For example: "Susie, it is time to change your diaper. Let's go to the diaper changing table.")
Consistently look, reach for and mouth toys and objects. Grasp, release, re-grasp and re-release an object.	★ Provide a variety of opportunities, materials and experiences that encourage exploration, movement and hands-on discovery (rattles, activity boxes, soft books, etc.).
	★ Respond to infant's exploration and discovery with enthusiasm and encouragement.
Experiment to see if kicking or grabbing at a toy like a mobile will repeat a sound/ motion.	★ Provide infant with toys and objects that react to specific actions (shakers, balls, mobiles, etc.)

Mobile Infant: 6-18 months The Baby May: Increase attention span and persist in repetitive tasks.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Show persistence by dropping a toy or object and looking for it, wanting to hear the same song or story over and over again, or repeating the same activity.	★ Provide safe toys for child to use for experimentation and problem solving. ★ Provide activities and experiences repeatedly if child shows interest.
Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.	★ Provide safe toys and experiences with a variety of colors, textures, sounds, shapes, smells, etc. (like stacking cups, shape boxes, balls with a bell inside, etc.)
Show pleasure and encourage continued interaction by vocalizing and smiling when he/she is being read to, talked to or sung to.	★ Respond to child's vocalizations by continuing to talk, read or sing.
Explore spatial relationships by attempting to fit their body in boxes or tunnels, or finger into holes.	★ Encourage active play by providing equipment (such as boxes and tunnels) a child can get inside, on top of, under and beside.
Demonstrate interest in new experiences such as reaching out to touch rain or stopping play to watch a garbage truck.	★ Offer ample time for child to observe actions or experiment with toys, objects and experiences.
Pretend to do a task he/she has observed such as using a toy key to lock and unlock a door or feed a baby doll a bottle.	★ Observe child and recognize the child is finding creative solutions in his/her play.

Toddler: 16-36 months The Toddler May: Explore relationships and the environment independently and with purpose.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Play beside other children and imitate the play of another child.	★ Provide child with a variety of toys and objects that invite exploration. Encourage children to play near one another.
Engage in pretend play around familiar events (a tea party, a trip to the store, etc.). Substitute objects and toys for real items such as using a block as food as they "prepare dinner."	★ Provide props and objects related to familiar events to encourage pretend play.
Seek and take pleasure in new skills, independence and appropriate risk-taking activities. (For example: climbing a ladder to the toddler slide, child may insist on "doing it myself" even if he or she needs assistance.)	★ Support child in healthy risk taking and in trying new activities and provide encouragement when child is hesitant. When appropriate, allow additional time to complete activities. ★ Give child choices and support them in their decision-making. (For example: "Do you want to play with puzzles, or do you want to play with the ball?")
Enjoy opportunities to use art materials in various ways.	★ Provide art materials for child and allow child to be spontaneous, silly and messy.
Experiment with cause and effect. (For example: When a child shakes a maraca, they hear a sound.)	★ Allow child to mix toys and materials from one learning center to another to expand complex learning opportunities.
Show curiosity by trying to figure out how something works, may try several strategies before finding the one that works, or may not find one that works.	★ Provide toys, objects and situations that allow child to play with items in a variety of ways. Provide language for feelings of success or frustration.



CREATIVE SKILLS

Creative expression is an essential element of building knowledge. Infants, toddlers and twos begin to explore and interact with materials that provide opportunities to develop and express individual ideas, feelings and interests. Respect the child who wants to touch or not touch and be aware of children with sensory sensitivities who might not like the feel of materials. Creative art activities promote the development of self-esteem, individuality and imagination. They can also reflect the child's culture and family experiences.

Through experimenting with sounds, movement, dramatic play and their senses children communicate in ways that are uniquely their own and reveal their own learning style. Each marking on a paper, "let's pretend" scenario, or invented song provides teachers and families with a glimpse into a child's interests and abilities. Appropriate materials encourage movement, dramatic play, sensory awareness, self-expression and exploration.

STANDARD 1

The child will participate in activities that foster individual creativity.

Young Infant: 0-8 months

The Baby May: Respond to or show interest in sights and sounds in the environment. For example, familiar objects, routines, people, events and music.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN
Look at, smile or coo at faces and simple designs.	★ Place large, brightly colored pictures of people and familiar things where infant can see them at eye level within 12 inches.
Focus on and respond to facial expression and voice tones. Respond to adults' initiations of play activity by smiling, cooing.	★ Provide objects (toys, mobiles, fabrics) that are different colors, shapes, patterns, forms, tones, textures and sizes.
Respond to music in the environment. (For example: calms to lullaby, turns head and moves arms and legs when hearing loud and/or soft tones)	★ Hold and talk to infant. Play interactive games, such as This Little Piggy and Pat-a-Cake. ★ Encourage expression by making faces, gestures and sounds.
Enjoy producing music and other sounds with rattles and bells.	★ Sing, hum and chant to infant. Watch for cues and signals, such as smiling and reaching. ★ Provide musical experiences for the infant in a variety of ways (singing, musical toys). ★ Allow opportunities for the infant to move freely and independently to explore his/her environment within safe boundaries. ★ Move/dance to music with the infant.

Mobile Infant: 6-18 months The Baby May: Begin to understand his/her world by using senses to explore and experience the environment.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Delight in ability to produce sounds (smacks lips, squeals on purpose). Start to discover musical rhythm and create sounds by banging everyday objects.	★ Encourage child's interest and participation in musical activities. Provide noisemakers, pots and pans, etc.
Respond to and show preference for familiar songs and tunes. May like to hear or sing the same tune over and over.	★ Provide the child a variety of types of music (lullabies, classical, children's songs) from a variety of cultures, languages and backgrounds.
Engage in imitation play, begin to fantasize and perform simple role-play (lift a cup to lips, pat stuffed animals).	★ Provide creative movement experiences using toys and materials. (For example: scarves, musical instruments and activities including free dance and imitating animals. Recreate child's favorite stories or routines and finger plays, and equipment such as boat/step climber) ★ Provide toys that foster creativity and that can be multi-purpose (open-ended). Blocks, stuffed animals, scarves, dress up clothes, etc.
Begin to experiment with art materials. Hold large crayons, paintbrushes, markers or chalk, move them between hands and engage in random marks and scribbling.	★ Provide art materials (colorful paper, markers, crayons, finger paint, smocks). Allow the child to be creative without over-concern about messes. (Avoid items that create a choking hazard, are toxic or eye/skin-irritating materials)
Participate in and enjoy a variety of tactile/sensory experiences such as water, textures, etc.	★ Provide the child with a variety of fabrics, papers, toys and sensory experiences such as water, sand, grass, snow and ice cubes. Talk about a variety of shapes, colors and textures.

Toddler: 16-36 months The Toddler May: Begin to express thoughts and feelings through creative movement, music and dramatic activities.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Learn words to simple songs; participate in group singing activities for short periods of time; and move freely in response to music and change of tempo.	★ Provide opportunities to create or mimic movement and sequence (Head and Shoulders, Knees and Toes, Itsy-Bitsy Spider) and to sing and learn songs, etc. ★ Provide and encourage movement to music of varying tempos from a variety of types of music (lullabies, classical, children's songs) and from various cultures, languages and backgrounds. ★ Play copycat games with sounds, songs and rhythm.
Engage in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. Use objects for other than intended purposes (For example: block for phone).	★ Plan for and provide opportunities for older child to engage in dramatic play activities both indoors and outdoors. ★ Provide puppets, dress-up clothing and other props. Encourage child to role play various family and career roles.
Create art that represents people, objects and places. Tell about the art they created, what it is and what the action might be. (For example, marks on the page may represent their family)	★ Allow indoor and outdoor use of art materials in his/her own way. ★ If the child wants, display his/her work at the child's eye-level. ★ Ask the children if they want their names printed on their work. ★ Provide safe art materials for child to use under supervision to create drawings, paintings, collages, three-dimensional artwork, play-dough sculptures, etc. ★ Provide varied and multisensory art materials: add peppermint drops to play-dough; use an evergreen branch as a paint brush; go on a nature walk and collect items to create a collage. ★ Provide words, assisting the child in describing his/her art to others.

COMMUNICATION SKILLS AND EARLY LITERACY (LANGUAGE ARTS)

Communication skills and literacy development play an essential role in all domains of learning. Between birth and age three, children begin communicating through sounds, gestures and emotions and move to convey ideas, thoughts and feelings through beginning language. A child's cooing and raising eyebrows leads to babbling, first words and expressing him/herself using spoken language, sign language or other methods of communicating. Special consideration should be given to those young children whose home language is not English. Assist the English Language Learner by building on what the young child may already know in his/her native language.

An environment filled with spoken and printed language supports building children's language skills. Typically when very young children are surrounded by people talking or who talk with them, they begin to repeat what they hear and imitate conversations. When infants, toddlers and twos observe people reading and have opportunities to look at books, they learn that reading is important. Marks on a page may eventually be associated with meaning and words leading young children to imitate shapes that may begin to look like letters and numbers. Early language and literacy experiences are the building blocks for life long learning.

LANGUAGE STANDARD 1

Receptive Language (Listening):
The child will hear and respond to sounds in the environment.

Young Infant: 0-8 months The Baby May: Demonstrate awareness of communication through listening and observing.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Startle or cry when a loud noise is heard.	★ Respond promptly by verbally acknowledging infant's attempt to communicate, modeling language, gently touching or picking up the infant. (Use infant's home language when possible.)
Turn to look at teacher's face when he/she speaks or smiles in response to the teacher's smile.	★ Respond by making eye contact using infant's name, animated facial expressions and language. (For example: raise eyebrows and smile.)

Mobile Infant: 6-18 months The Baby May: Begin to recognize sounds and/or spoken words for familiar objects, people and simple requests.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Look toward the teacher and smile when his/her name is spoken.	★ Use child's name frequently during care giving procedures and/or daily routines.
Look, point and use gestures.	★ Name and/or use hand motions for people, objects and actions throughout the day. (For example: "You are waving bye-bye.")
Point to objects to draw teacher's attention.	★ Look in direction and comment "yes, I see the airplane."

Toddler: 16-36 months The Toddler May: Begin to understand more requests and detailed statements that refer to positions in space, places, ideas, actions, people and feelings.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Recognize familiar songs and books. (For example: start to sing parts of a familiar song.)	★ Play familiar songs and read books repeatedly.
Understand pronouns such as "me," "mine," "yours," "him" and "her".	★ Use pronouns with gestures. (For example: teacher points to self and requests "Give me the blanket, please.")
Follow simple one-step, then two-step directions. (For example: picking up cup when asked by teacher, then picking up toy and putting it away.)	★ Give simple one-step instructions increasing to two-step instructions, followed with praise when appropriate.
Recognize familiar places by logos.	★ Call attention to or respond to child's recognition of familiar places. (For example: point at grocery store and name it.)

STANDARD 2

Expressive Language (Speaking/Vocabulary): The child will express needs, thoughts, and interests through gestures, sounds or words.

Young Infant: 0-8 months The Baby May: Demonstrate increasing abillity to express wants, needs, thoughts and feelings.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Make sounds or cries of varying intensity and pitch.	★ Respond promptly by verbally acknowledging infant's attempt to communicate, modeling language, gently touching or picking up the infant. (Use infant's home language when appropriate.)
Communicate through facial expression or body movement: smiles, squeals, "mmmm" while sucking, etc.	★ Listen and respond with supportive expressions. ★ Take turns communicating by matching infant's sounds and facial expressions to encourage responses. ★ Provide unbreakable mirror on wall where the infant can see him/herself.
Use gestures, babbles, sounds or body language to communicate: reach out to caregiver, point to things out of reach, coo with one or two consonants with several vowels.	★ Respond to the sounds the infant makes by imitating the infant's sounds and waiting for the infant to respond (taking turns). ★ Respond to infant's gestures; provide language to describe infant's attempts to communicate.
Laugh aloud.	★ Use language during routines (diapering) and playtime with songs and finger plays such as Peek-a-boo, Pat-a-Cake, etc.

Mobile Infant: 6-18 months The Baby May: Demonstrate an increasing ability to communicate.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Point and babble with inflections similar to adult speech.	★ Build upon child's efforts to say words. (For example: infant says "baba," teacher responds by saying, "Bottle? Bobbie wants his bottle?")
Attempt to sing.	★ Talk with child in calm, soft voice. ★ Provide opportunities to listen, sing along and move to different kinds of appropriate music (including music from infant's home culture).
Communicate with gestures. (For example: Baby Signs, American Sign Language or other familiar gestures such as wave bye-bye when prompted).	★ Encourage the child to use simple gestures to communicate. ★ As parent is leaving, encourage child to wave and model waving bye-bye.
Communicate with one-word sentences. Begin using descriptive words. (For example: "more," "big," "out" and "up.")	★ Expand what the child says into a complete sentence. (For example: when a child says "more" and holds his/her cup up to the teacher, the teacher says, "More milk?") Vocabulary starts with very few words and continues to increase.

Toddler: 16-36 months The Toddler May: Demonstrate increasing ability to combine sounds and simple words to express meaning and to communicate.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Begin to combine two words, then use simple sentences, and expand sentence length as vocabulary increases.	★ Encourage language by talking with the child, asking open-ended questions, waiting for a response, repeating back and expanding what the child says.
Use language to communicate with other children and adults throughout daily activities and may show frustration when not understood.	★ Respectfully acknowledge unique home language the child uses. ★ Interpret what the child is trying to communicate. (For example: "I think you want to play with the blue truck, but Maria is playing with it.") ★ Encourage toddler to use words when interacting with other children to get needs met. (For example: encourage child to use phrases such as "I don't like that" instead of hitting or biting.)
Begin using "s" at the end of some words, such as "wants," "trucks" and "mouses."	★ Model complete sentences, using the correct forms of plural words. (For example: "Did you see mice at the pet store?")
Begin to name items from pictures.	★ Point to a picture (family photos, storybooks, etc.) and ask the child to name what he/she sees.
Attempt to sing songs with words, and later sing phrases of songs.	★ Sing songs (nursery rhymes, finger plays, transition songs, etc.) with the child throughout the day.

LITERACY STANDARD 3

Print Awareness: The child will begin to recognize familiar faces, patterns, symbols and logos in the environment.

Young Infant: 0-8 months The Baby May: Demonstrate an interest in human faces, patterns, colors and familiar pictures.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Repeatedly stare at faces or patterns on objects.	★ Attach pictures or patterns to the lower part of a wall, floor or crib. Observe what the infant responds to, and change pictures accordingly.
Respond in a physical way to books or other print. (For example: put corner of book (board, cloth, or vinyl) into mouth, or push repeatedly on a book or page.)	★ Hold infant while actively reading and looking at children's books or pictures; allow the infant to explore books, and talk to the infant in a pleasant tone of voice about books and pictures.
Show a preference by reaching for or looking at a favorite book, page or picture.	★ Provide books (board, cloth or vinyl) within the infant's reach. Hold book so infant can explore.

Mobile Infant: 6-18 months The Toddler May: Demonstrate an increasing awareness of familiar books, signs and symbols.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Make movements and sounds or words in response to pictures and books. (For example: the infant may use an open hand to pat favorite pictures or point to pictures in a book.)	★ Use books with familiar and realistic photos in them, pointing to the pictures and naming them with excitement and interest. Create photo or picture books for child with favorite people, animals or things.
Begin to recognize signs and symbols frequently seen by naming or pointing to logos and signs.	★ State the name of the sign or the logo from familiar restaurants or retail stores, expanding on the child's current knowledge.
Pretend to read books by holding the books and looking at pictures as if reading. Hold books upside down or backwards, turning pages from back to front.	★ Spend one-on-one time reading or looking at a book or picture. Start to turn page and allow child to finish. Also allow the child to explore books on his/her own. ★ Incorporate books into all aspects of daily activities.

Toddler: 16-36 months The Toddler May: Demonstrate interest in and enjoyment of looking at books, participating in reading and telling stories.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Listen and look at pictures and print as teacher tells a story. Enjoy having the same book read several times; will carry the book or picture around and show it to others; mimic adult reading.	★ Read with a child or small group of children several times a day.
Choose and/or view books independently.	★ Encourage and assist toddler to pick out books from a shelf. Have variety of books available within child's reach.
Start to recognize print and/or pictures in the environment. Recognize and say letter(s) in his/her name.	★ Label familiar items in the environment with printed words and pictures at child's eye level. Label child's cubby with their name and photo. Label toy shelves, cabinets, furniture, rooms, etc. ★ Provide print-rich environment by including magazines, children's books, dramatic play items such as menus, catalogs, etc. Encourage talk about printed items in response to child's attempts at picture and print recognition.
Identify and talk about pictures in books. Say a phrase or word over and over from a book, finger-play or song. Begin to anticipate what happens next in the story. Pretend to write or type.	★ Read predictable books, encourage child to participate by asking questions about the story or pictures. Tell a story, pause and allow child to add to the repetition of the story line or ask child what comes next. ★ Provide paper and tools such as large crayons, markers and chalk for child's use in several play areas. For pretend play, provide a keyboard for typing.

STANDARD 4

Comprehension: The child will attach meaning to sounds, gestures, signs and words heard.

Young Infant: 0-8 months The Baby May: Begin to respond to sounds in the environment.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Startle or turn in the direction of sounds in the environment.	★ Respond to sounds in the environment by naming sounds or narrating what is happening related to the sound by saying "the phone is ringing. I will see who it is."
Respond to familiar words or gestures. (For example: stops crying when teacher says "bottle" or smiles and laughs when told "mommy is here.")	★ Pair words with actions and objects during play activities and daily routines.

Mobile Infant: 6-18 months The Baby May: Begin to follow simple directions and demonstrate understanding of home and/or English language.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Recognize familiar social games and routines.	★ Play games such as Pat-a-Cake, Peek-a-Boo or This is the Way We Wash Our Hands. Observe child starting the game and joining in the play. (Pat-hands, cover eyes, rub hands.)
Respond to simple questions or requests.	★ Look for opportunities to ask child questions such as "Can you find the doll?" or "Would you please hand me the ball?"
Point to objects, pictures and body parts as part of interactions with adults.	★ Ask child to point to objects in the room, pictures in books or body parts during routines and playtime. (For example: "Show me the doggie" or "Point to your toes, let's hide them in your socks!")

Toddler: 16-36 months

The Toddler May: Demonstrate understanding of the meaning of stories, social games, songs and poems; begin to understand more abstract ideas, feelings, positions in space; and begin to be involved in limited conversation.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN
Demonstrate an understanding of language spoken at home.	★ Have families provide descriptions in their home language, special words related to routine, daily activity, expressions, etc. ★ Use home language that the child understands. Build on the child's current level of communication.
Listen and respond to one and two-step directions, stories, rhymes or finger plays.	★ Encourage child to respond to action words, such as "Let's put the truck on the shelf" and "Let's cover the baby with a blanket so she will be warm." ★ Create opportunities for children to follow simple rhymes such as Teddy Bear Turn Around or Head, Shoulders, Knees and Toes.
Answer simple questions.	★ Ask child simple questions that encourage child to be involved in a give-and-take conversation. (For example: child says, "Ball, ball, ball." Teacher responds, "Can you find the ball?" Child says, "Ball, ball, ball." Teacher responds, "Yes you found the ball!")
Begin to understand the sequence or order of a story. Tell a story from imagination or experience.	★ Read a story to a child; encourage child to look at pictures and guess what the story is about; ask child questions about what happened in a story; provide props to act out the story.

STANDARD 5

PRE-WRITING: The child will explore different tools that will lead to making random marks, scribbles and pictures.

Young Infant: 0-8 months The Baby May: Begin to develop eye-hand coordination and intentional hand control.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Reach, grasp and put objects in his/her mouth.	★ Allow infant to grasp finger or other object while holding, feeding or playing. ★ Provide infant-safe items (including color-contrasting and assorted shapes and sizes) for the child to practice grasping, reaching, releasing and grasping again. (For example: rattles, teething rings, etc.)
Bring hands together to middle of body, hold toys with both hands or pass objects from one hand to the other.	★ Place objects near infant, giving the infant opportunity to reach with either hand or both.

Mobile Infant: 6-18 months The Baby May: Continue to develop small (fine) motor skills and incorporate more large (gross) motor skills that are used in pre-writing.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Use his/her fingers/hand to grasp large crayon, marker or other tool with a whole fist and mark strokes, lines or scribbles randomly on paper and other surfaces.	★ Provide crayons and other art materials for the child to explore and use during both indoor and outdoor play, such as finger-paint, variety of paper (wall paper, paint paper, drawing paper, construction paper, etc.), large crayons, markers, and chubby size paint brushes, or large sidewalk chalk. ★ Respect scribbles as early forms of writing.
Develop purposeful pincer grasp (uses thumb and forefinger to pick up items).	★ Provide opportunities for child to use pincer grasp, such as bead mazes, finger foods, safe objects to handle (knob puzzles) and simple activity boards.
Develop midline skills such as holding large crayons and transferring them from one hand to the other.	★ Play Pat-a-Cake and other finger-play songs with the child to help with midline skills.
Begin to recognize the relationship between familiar pictures and printed words.	★ Write child's name on cubby and all personal items. Make a photo book including pictures of each child and his/her family with written names.

Toddler: 16-36 months The Toddler May: Continue to develop small (fine) motor and large (gross) motor skills that are used in pre-writing.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Hold a large crayon or writing tool with a whole fist grasp and scribble with increasing levels of control.	★ Introduce items that give the child an opportunity to grip, such as child-safe scissors, simple large-piece puzzles, knob puzzles, blocks, animal or people figures, play dough, cars and trucks. ★ Play a variety of music and allow the child to randomly draw (finger-paint or paint at easel) while listening to the music. ★ Allow children to draw or write in various locations (outdoors, on floor, under table) and positions (standing, sitting, lying down). ★ Provide pre-writing experiences using different materials, such as child-appropriate foam (not shaving cream) or finger-paints. Other tools to use include sponges or various sized paintbrushes.
Explore drawing, painting and writing as a way of communicating.	★ Provide a variety of drawing and writing materials for a child to explore and use during both indoor and outdoor play. Respect scribbles as early forms of writing and encourage efforts. ★ Model the use of drawing and writing in everyday experiences.
Tell teacher about drawing.	★ Talk with the child about his/her drawing (include child's words or description of the picture); display his/her drawings and writings at child's eye level.

MATHEMATICS

Through play and exploration, very young children begin developing math concepts. These concepts are much broader than counting and number experiences. Children begin to notice similarities and differences and experience size, shape, texture and function through his/her senses. Young children also begin to understand quantity, time and space through care giving routines and daily activities.

As children's abilities grow, their interests become more complex. Teachers must be observant and recognize when it is time to build on existing skills and incorporate more challenging activities. Daily routines and activities can yield unplanned learning opportunities. Cutting a sandwich, matching socks and counting toes are all examples of activities in which math concepts can be identified.

STANDARD 1

The child will begin to develop
an awarenenss of pattens in the environment.

Young Infant: 0-8 months The Baby May: Demonstrate expectations for familiar sequences of event.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Focus on pictures and patterns.	★ Place a variety of pictures and patterned objects at the infant's eye level. (For example: on the floor, hanging from the ceiling, in the crib, etc.)
Kick feet, wave arms or smile. (For example: when bottle is seen in expectation of being fed.)	★ Talk about care giving routines. (For example: "your bottle is warming, and then you can drink it.")
Pick up and mouth objects.	★ Provide easy-to-clean, durable objects of different patterns and textures.

Mobile Infant: 6-18 months The Baby May: Begin to recognize similarities and differences, including familiar and unfamiliar people, objects and routines.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Show anticipation of daily events. (For example: may move toward the table after hand washing without the teacher's instruction.)	★ Provide a predictable schedule and sequence of routines.
Begin to be aware of differences between shapes, colors and textures.	★ Provide groups of toys of various colors, shapes and textures. (For example: nesting cups, cube blocks, etc.)
Show preference for a special blanket, toy or activity.	★ Provide familiar blanket or toy at rest time or other times as needed for comfort.

Toddler: 16-36 months The Toddler May: Begin to demonstrate an understanding of patterns in the environment.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Show interest in patterns in finger plays, nursery rhymes or songs.	★ Plan and use finger plays and songs with repeating action or patterns. (Where is Thumbkin or Are you sleeping?, etc.)
Recognize that things have special places and that like things are grouped together.	★ Label things in the environment (toy containers, centers, etc.) with pictures and written words. Label containers so that the child can have the opportunity to return things to the same place.
Match objects to pictures.	★ Provide simple matching games, puzzles and other manipulatives.
Recognize patterns.	★ Use language to help point out patterns in the environment. (For example: say "Look! You have a pattern. Red. Blue. Red. Blue. What comes next?")

STANDARD 2

Spatial Awareness/Geometry: Children become aware of themselves in relation to objects and structures around them.

Young Infant: 0-8 months The Baby May: Experience differences in his/her location, his/her position and the position of objects in the environment.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Show a preference for how he/she is held by the caregiver.	★ Be aware of the infant's preference for being held and hold the infant in his/her preferred position.
Extend his/her reach to kick or touch objects.	★ Provide items hung within the infant's grasp so that the infant has the opportunity for reaching while lying on his/her back.
Feel the shape of objects. (For example: wrap hands around the bottle during feeding.)	★ Provide safe objects to hold and use language to describe what the infant is touching.

Mobile Infant: 6-18 months The Baby May: Begin moving with purpose. (For example: reaches for toy.)	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Begin to become mobile (roll over, sit up, crawl and walk).	★ Provide safe places and time for child to practice moving him/herself over, under, through, in and around various objects and spaces.
Manipulate three-dimensional objects.	★ Provide child-safe washable balls, blocks, play foods, buckets, boxes, etc.

Toddler: 16-36 months The Toddler May: Explore materials and space by handling, building, moving and manipulating.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Build and explore structures of various sizes using boxes, blocks, sand molds and pots and pans.	★ Interact with the child using words like "on top of," "inside" and "behind."
Begin to be aware that shapes have names.	★ Provide toys of simple shapes and play with the child. Provide a name for the shapes as the child shows interest.
Learn to manipulate his/her body in relation to people and objects around them. For example, the child might sit on another child, although having intentions to sit beside the other child.	★ Provide language and experiences. (For example: "You're sitting on your friend's lap; let's move, so you're sitting beside Jimmy.")

STANDARD 3

Number Sense: The child will begin to develop an awareness of quantity.

Young Infant: 0-8 months The Baby May: Begin to explore objects in the environment, developing a foundation for number awareness.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Reach for more toys. Enjoy being read books that incorporate numbers and counting.	★ Provide toy sets that are within the infant's reach. (For example: multiple blocks, rattles, nesting toys, etc.) ★ Read books that have themes such as big and small, more or less, and counting.

Mobile Infant: 6-18 months The Baby May: Begin to show interest in characteristics of objects such as size or quantity.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Show an interest in singing in the environment and begin to participate in singing along to songs that include numbers and counting.	★ Sing songs that introduce counting and encourage the child to sing along. (For example: Five Little Ducks Went Out to Play; One, Two Buckle My Shoe.)
Fill containers with objects and dump them out.	★ Provide opportunities for child to fill and dump containers with objects at the water table and sand table.
Begin to use symbols, signs and language to show wanting "more."	★ Respond with words and models, symbols, signs or language cues in response to child's request.
Match objects one to one. (For example: Put lids on containers.)	★ Provide pots and pans with lids and talk about the activity. (Teacher may say "You found the lid for that pan.")
Begin to nest objects inside of one another.	★ Provide objects that can be placed on top of or inside one another (measuring cups).

Toddler: 16-36 months The Toddler May: Begin to develop an understanding of numbers, the counting process and making comparisons (measurement).	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN**
Match one to one with larger quantities. Connect language to concept and understand the differences in specific quantity and size. (For example: "more milk," "two eyes," and "He has more than me!")	★ Invite the child to help set the table for meals, giving him/her instructions such as putting a spoon on each napkin at the table for each person. ★ Ask questions that involve numbers, as well as read books and sing songs that include counting and matching. ★ Use mathematical terms in everyday conversation. Use language including quantity and size in normal interaction. (For example: "Dion, please bring me two blocks" or "Which truck is bigger?" or "Which bucket has more sand?")

PHYSICAL DEVELOPMENT

During infancy through age three, children are not only growing physically in size but are also gaining control over their bodies. All children should be introduced to both indoor and outdoor space that allows them to be involved in a variety of appropriate physical activities. Small and large muscle skills and self-help skills increase over time. Healthy and safe environments should allow children freedom to move so that they can learn and grow to their potential.

Most children naturally discover and explore how to move their bodies. When given opportunities to move freely on the floor or on a mat, they strengthen their trunk and limb muscles. When a child learns to sit or hold an item it is the foundation for later learning.

(If needed, teachers should use adaptive equipment, ask for help with positioning and movement needs of the child and/or participate in medical care routines as needed.)

STANDARD 1

Large Muscle Development – The child will participate in activities that involve large motor skills.

Young Infant: 0-8 months

The Baby May: Demonstrate basic movements. (For example: lifting and controlling head, developing abdominal muscles, moving arms and legs, rolling over, sitting with and without support and beginning creeping.)

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Turn head from side to side. Raise head off floor. Kick feet and move hands. Push head and chest off the floor. Roll over. Sit with support. Sit without support. Rock back and forth on hands and knees and begin to crawl. Stand firmly on legs with assistance while in teachers lap.	★ While holding and supporting the infant's head, tell him/her a nursery rhyme. ★ Provide time and a safe space for infant to lie on his/her stomach. (For example: sit or lie on the floor with infant; talk, sing or read to the infant.) ★ Encourage motor development during routine activities such as diapering, bathing, feeding and changing clothing. (For example: singing songs, moving and stretching arms and legs and doing finger plays). ★ Encourage infant to lift head by holding a toy in front of face. Try to get infant to hold head up and look at you and the toy. ★ Provide safe places for infant to move freely. Encourage infant to roll by rotating a toy from one side of infant's line of vision to the other. ★ Hold infant in lap while reading a board book together or provide infant with firm, cushioned support when seated on the floor. ★ Keep infant in positions that allow free movement during the waking hours. Avoid restrictive devices such as infant seats or swings. Car seats in vehicles are the exception. ★ Encourage activities that facilitate motor development by putting a toy just out of reach, displaying pictures, toys, mirrors, etc. at infant's eye level. Give infant a safe place to move and explore. Talk to infant about what he/she is doing. ("Wow! You crawled to the book area. You are ready to look at books.") ★ Hold infant in lap and allow him/her to stand or pull him/herself up with your support.

Mobile Infant: 6-18 months

The Baby May: Demonstrate basic locomotor movements.

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Creep and crawl. Pull self to standing by holding on to furniture. Stand alone with and without support. Walk with assistance. Walk without support. Climb into chair and seat self. Walk up and down stairs.	★ Engage child from a short distance by calling name or offering a favorite toy. Provide soft climbers, tunnels or obstacles for child to crawl through or over. ★ Entice child to pull up by placing toys on secure and stable shelves and furniture. ★ Be alert for child who can stand but not sit back down and provide assistance when child indicates the need. Put child with diagnosed physical disabilities in prescribed adaptive equipment so he/she can move around and interact with others. ★ Provide wide-based push toys with handles such as toy grocery carts, toy lawn mowers or riding toys. Offer a finger or hand at child's level to hold as child leads. ★ Include daily activities both indoors and outside that involve movement and exercise. (For example, use records, cassettes, or CDs that contain games and songs that require child to practice movement skills.) ★ Be alert to child's growing climbing abilities by providing close supervision and safe options such as pillows and low platforms, child-sized chairs or low climbers. ★ Provide balance beams, low climbers, stairs, slides and appropriately-sized furniture for child to become aware of physical abilities and to practice skills.

The Baby May: Use large arm movements (non-locomotor).

THE BABY MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Bang toys and objects on table or floor. Throw balls or objects and move arms up or down with purpose. Use rhythm instruments.	★ Play with child in simple block play or offer pots, pans, wooden spoons, musical items (shakers, rattles, etc.) or pounding toys for banging. ★ Provide beanbags, balls or socks for tossing. Use easel painting, chalkboard drawing, block play, finger paint, play dough and other sensory experiences to encourage coordinated arm movements. ★ Purchase or create simple rhythm band instruments such as a drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with sand paper), bells, tambourine or shakers. Make available and accessible to child.

Toddler: 16-36 months

The Toddler May: Demonstrate beginning non-locomotor movements.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Sway or rock to music. Squat, stoop or bend. Reach for an object on tiptoes. Try to balance while standing on one foot.	★ Hold a child's hands to dance and sway with a variety of music. ★ Include daily music or movement activities such as stretching, bending, turning and other exercises that teacher and child create. Encourage child to pick up objects during daily routines. ★ Encourage child to reach (blowing bubbles, using a flashlight to "chase" the light, or singing Twinkle-Twinkle Little Star and show children how to reach for the stars). ★ Tell child a short simple story and have them act out actions. (For example: bend like a tree in the wind, push a heavy ball, pull a rope, and stand on one foot like a flamingo.)

The Toddler May: Use large arm movements (non-locomotor).

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Use rhythm instruments. Throw balls or objects. Use full arm motion to participate in sensory experiences. Use blocks or other materials.	★ Purchase or create simple child-safe rhythm band instruments for music and movement activities and free play. Examples include drum (oatmeal box), rhythm sticks (dowel rods), sand paper blocks (cover wood with sandpaper), bells, tambourine or shakers (cans or plastic bottles with beans, seeds or sand inside). ★ Provide age-appropriate balls and beanbags in various sizes and textures. Play games with the child that include throwing, pushing or rolling the ball back and forth, tossing bean bags into a box or target, or playing basketball with a child sized hoop. ★ Provide large surfaces and easels for children to engage in sensory experiences. Play in non-toxic materials such as finger paint on large paper; use large paintbrushes; use a rolling pin and pounding tools with play dough; sand/water table with scoops and pitchers. ★ Provide opportunities for a child to participate in activities that require pushing, pulling, stacking, rolling, dumping with construction materials such as assorted blocks, cardboard boxes and containers.

The Toddler May: Demonstrate advancing balance, control and coordination.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Carry object while walking.	★ Encourage child to pick up and carry objects. (For example: a scavenger hunt, putting toys away and using a bucket to transport objects, etc.)
Dance to music, including songs that direct movement.	★ Play a variety of music demonstrating body movements encouraging children to imitate or freely move to the music.
Jump off low objects.	★ Provide opportunities for a child to jump using a low play structure, tape on the floor and jumping in and out of a hoop. Include activities that imitate the movement of animals. (For example: hop like grasshoppers, frogs, rabbits or kangaroos.)
Move on riding toys without pedals using feet.	★ Provide age and size appropriate riding toys without pedals in an environment that allows free movement in a safe, large area.
Stop and turn while running.	★ Provide large area that is safe enough that a child can practice running, jumping and walking on tiptoes.
Ride a toy using pedals.	★ Provide age and size appropriate riding toys with pedals in an environment that allows free movement in a safe, large area.
Walk up and down low steps with assistance.	★ Provide platforms or steps for a child to walk up or down with assistance as needed.

The Toddler May: Demonstrate spatial awareness of whole body.	
THE TODDLER MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Become aware of how his/her body moves through space.	★ Create a series of tunnels, boxes and other materials for the children to crawl into and on top of. As the child moves describe his/her position. (For example, when the child is in the box say "I see you're in the box.") ★ Provide a variety of activities and materials such as scarves, hoops and parachute.
Walk backwards.	★ Provide safe push and pull toys that the child can pull while walking backwards. Encourage small group experiences with simple games such as Follow the Leader and Ring around the Rosy.
Climb structures.	★ Provide age appropriate and safe equipment for the child to utilize during free play indoors and outdoors.

STANDARD 2

The child will participate in activities that involve small motor skills.

Young Infant: 0-8 months The Baby May: Demonstrate basic small muscle movements.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Start with tight fists leading to open fist.	★ Offer your finger or thumb to grasp; avoid putting objects in a very young infant's hand as he/she is unable to release them.
Grasp and release whatever is put in hand.	★ Offer the infant a variety of toys (soft blocks, musical toys, rattles), which they are able to easily grasp and release. While the infant is experimenting with toys, talk about how infant is squeezing, reaching, holding or grasping the toys. ("You have a tight grip on that red rattle.")
Play with fingers and put them in mouth.	★ Incorporate a routine for frequent hand washing. Sing a hand washing song while assisting infant to wash hands and encourage healthy habits.
Play with grasped objects.	★ Provide toys that are scaled to size so infant can grasp, chew and explore them. Offer toys that have washable surfaces and are large enough to avoid choking such as vinyl, rubber, plastic or cloth books and toys.
Reach for and swipe at dangling objects.	★ Place activity centers at the head or foot of a reclining or sitting infant. Sit with infant and encourage infant to touch or move the center with hands or feet. ("What does that one do?" Teacher points. "That makes a crackly noise when you move the purple knob.")
Rake objects with hands.	★ Provide sensory experiences by placing textured objects such as activity blankets, feely boxes, or touch and feel boards on a flat surface in front of baby.

Mobile Infant: 6-18 months The Baby May: Demonstrate increasing control of small muscles in hands.	
THE BABY MIGHT FOR EXAMPLE:	**THE TEACHER CAN:**
Reach and successfully grab objects of interest.	★ Place toys/books just out of reach but still accessible to encourage the child to reach for them. Items may be placed on the floor, a low shelf or held in an adult's hand.
Pick up objects with thumb and forefinger (pincer grasp).	★ Provide opportunities and materials that encourage infants to use small muscles. Appropriate items may include books, nesting containers, plastic animals, thick crayons or markers with large sheets of plain paper, play dough for poking and pounding, and knobbed puzzles. ★ Provide containers for filling and taking out objects. ★ Provide opportunities for child to feed self, using appropriate finger foods.
Use simple hand signs and gestures.	★ Encourage child to wave bye-bye as parents, teachers and friends leave the room. (Introduce infant sign language.)

Toddler: 16-36 months

The Toddler May: Develop small muscle strength and develop coordination of hands and fingers.

THE TODDLER MIGHT FOR EXAMPLE:	THE TEACHER CAN:
Continue to use both hands together and show no strong preference for a dominant hand.	★ Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk and puppets.
Use hands to explore sensory materials.	★ Encourage exploration of materials using the sense of touch (non-toxic finger paint, gelatin, water, mud, fabric squares and sandpaper).
May begin to favor one hand over the other.	★ Offer object to both right and left hands of the child from various positions.
Use hands to pound, poke, squeeze and build.	★ Provide play dough without tools at first, bubble wrap, soft blocks, sponges and bean bags for a child to pound, poke, squeeze and build.
Manipulate various art mediums.	★ Provide finger paint, collage materials, play dough and tools, markers, crayons, chalk, blunt scissors and paper.
Begin to snip with safety scissors.	★ Allow child to investigate scissors using art materials such as paper plates, play dough and various types of paper.
Hold crayon, pencils and markers with thumb and finger.	★ Provide blank paper and other materials of various sizes and textures for drawing and marking. ★ Allow opportunities for both independent drawing and shared drawing both indoors and outdoors.
Imitate finger plays with a growing complexity.	★ Do finger plays often such as Itsy Bitsy Spider or Five Little Monkeys.
Use both hands at the center of the body with increasing complexity.	★ Provide small inter-locking cubes or large snapping blocks for play. Encourage clapping activities and exploration of musical instruments such as rhythm sticks, cymbals and sand blocks.
Exhibit increased control when using various tools and objects.	★ Provide sand and water table and tools to squeeze and pinch. (For example: turkey basters, sponges, plastic eyedroppers, tongs and chopsticks.) ★ Provide art media and materials such as play dough, washable crayons, markers, paints, chalk, tape and glue. ★ Provide opportunities to fold, tear and explore various types of paper. ★ Provide a variety of books for turning pages. ★ Interact with child using puppets. As the child uses the puppet the teacher can engage in turn-taking conversation.
Use items for building, stacking and fitting/connecting.	★ Provide two- to four-piece puzzles, pegboards, stacking toys and objects to string onto straws.