

# Louisiana's Early Learning Guidelines and Program Standards: Birth through Three



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### <sup>1</sup> Original Committee Members

Allison Mitchell, Department of Education  
Amie Gardner, Building Block Early Learning Center  
Angelique White, LA Office of Public Health  
Anna Simon, DSS Office of Community Services  
Betty Lacy, Agenda for Children  
Carol Aghayan, LSU Human Ecology  
Demetria McJulien, BHM HSQIC Southern University  
Dianna Constant, Agenda for Children, CCR&R Reg III  
Donna Garrett, Department of Education  
Donna Hammond, Pointe Coupee Head Start  
Enola Williams, City of Baton Rouge DHDS  
Ethel Robinson, MCIO Head Start  
Eula V. Smith, Shiloh Baptist Church Preschool  
Eva Carter, NCCIC/QUILT  
Geoff Nagle, Tulane University  
Geraldine Russell, SMILE Head Start  
Grace Hardy, QUILT/CDI  
Irishan Charles, St. Charles EHS  
Jacqueline Ackel, LTC  
Jackie Walker, VOA Partnerships in Child Care  
Janice King, Building Block Early Learning Center  
Janie Humphries, LA Tech University

Janie Starks, VOA Partnerships in Child Care  
Lafete Tucker, Magnified Youth Center  
Linda Hardie, Delgado Early Childhood Education  
Marcia Daniel, DSS Office of Community Services  
Martha South, Lafourche Parish Schools  
Mary Sciaraffa, LSU Child Care Center  
Nancy Alexander, NSU Child & Family Network  
Nina Araujo, LSU Child Care Center  
Pamela Chaisson, SMILE Head Start  
Patsy Brownlee, LTC Delta Ouachita  
Rhonda Cheek, DSS Office of Family Support  
Sheri Cox, NSU Child & Family Network  
Shirley Williams, DSS Head Start Collaboration  
Teresa Edgerton-Scott, CCAA Early Head Start –  
Shreveport  
Thalia Stevenson, DSS Bureau of Licensing  
Tim Wilcox, BHM HSQIC



## Louisiana Team Membership

**Louisiana Team Leader:** Shirley Williams, Director, Head Start State Collaboration Project

|                                  |   |
|----------------------------------|---|
| Carol Aghayan                    | Instructor, School of Human Ecology, LSU  |
| Nancy Alexander or Dianne Aillet | Child Care Specialist, Northwestern State Univ. Child & Family                            |
| Jean Allen-Wilson                | Assistant Tribal Social Services Director, Tunica-Biloxi Tribe of Louisiana               |
| Betty Blaize                     | Excellence for Children   |
| Victoria Cooper                  | Director, Special Services, DSS/Office of Family Support                                  |
| Rose Duhon-Sells PhD             | Southern University at New Orleans College of Education                                   |
| Teresa Edgerton-Scott, Ed.D.     | Caddo Community Action Agency Early Head Start Supervisor                                 |
| Kathleen Flanagan                | Director, Yaamahana Center, Chitimacha Tribe of LA  |
| Bonnie B. Hyfield                | Director, St. Aloysius Child Care Center  |
| Judy L. Harrison                 | Executive Director, Louisiana Children’s Trust Fund                                       |
| Mary Joseph                      | Deputy Assistant Secretary, DSS/Office of Family Support                                  |
| Dr. Patricia A. Keller           | Clinical Nurse Specialist/ Perinatal Enrichment Program Director, University Hospital, NO |
| Gail B. Kelso                    | President, LAEYC, Instructor, Lloyd J. Rockhold Center                                    |
| Pamela A. Kimbrough              | Director, Children’s Division. The Arc of Caddo-Bossier                                   |
| Joaniko Kohchi                   | Clinical Instructor, LSU HSC Child Psychiatry   |
| Janie Martin                     | Executive Director, Louisiana SICC, Office of the Governor                                |
| Pam Metoyer                      | Statewide Nurse Consultant – Child Health, OPH  |
| Terry Meeuwenberg                | Community Specialist, Louisiana OFS Southeast Region                                      |

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## Louisiana Team Membership (continued)

|                       |  |
|-----------------------|--|
| Geoffrey Nagle, PhD   | ECCS, Tulane University Institute of Infant and Early Childhood Mental Health        |
| Dr. Patti Peairs      | Pediatric Physician, LA Academy of Pediatrics  |
| Barbara Pickney       | Program Director, Child Development Council of Acadiana, Inc.                        |
| Cindy Ramagos         | Program Coordinator Preschool & Elementary Standards Section                         |
| Acquanetta Reiss      | Program Coordinator, Project PACT, Early Intervention Institute, LSU HSC             |
| Crystal Rock          | Program Manager, Redemption Christian Center Baptist Church/The MAAT Foundation      |
| Martha R. South       | Early Childhood Curriculum Coordinator, Lafourche Parish Early Intervention Programs |
| Janie Starks          | Division Director, Partnerships in Child Care/Volunteers of America                  |
| Thalia Stevenson      | Director, Bureau of Licensing  |
| Jean Valliere         | Mental Health Coordinator, Maternal and Child Health Program,                        |
| Judy Watts            | President/CEO, Agenda For Children   |
| Ex-Officio            |  |
| Ann S. Williamson     | Secretary, Department of Social Services   |
| Adren O. Wilson       | Assistant Secretary, Office of Family Support  |
| Joy D. Osofsky, Ph.D. | Professor of Pediatrics, Psychiatry & Public Health, LSU Health Sciences Center      |
| Suzy Sonnier          | Executive Director, Louisiana Children's Cabinet                                     |
| Kim Hunter-Reed       | Director of Policy & Planning, Office of the Governor                                |
| Project Support       |  |
| Sherry S. Guarisco    | SSG Consulting Services  |
| Susan Delle           | SSG Consulting Services  |

# Contents and Format of Louisiana’s Early Learning Guidelines and Program Standards: Birth through Three

## Introduction

### Goals of This Document

- To share a vision of high quality infant and toddler early learning experiences
- To provide a framework for infant toddler professional development activities throughout Louisiana
- To collaboratively develop a user friendly guide to infant and toddler early care and education for a wide variety of stakeholders and constituents including policy makers and parents

### What Early Learning Guidelines (ELG) and Program Standards (PS) Are; What They Are Not

Early Learning Guidelines and the accompanying Program Standards are frameworks for high quality practices for all who care for infants and toddlers. The guidelines are indicators of what children at certain ages should be “working on” and contain ideas for caregivers for arranging the environment and what interactions and communication best support this development. **Think of these strategies and activities as a way to care for infants and toddlers, not what to teach infants and toddlers.** The Program Standards outline policy decisions for the program to consider supporting this relationship-based care.

The ELGs are not a checklist to determine how a child measures up to other children his age. Truly developmentally appropriate practices take into account a wide variety of skill development within a certain age group and also reflect a thorough understanding of individual temperament, family values and culture. (Please refer to “What Are Temperaments?” in the Resource Section of this document.) These guidelines provide indicators that help us see a child’s development, but every child may show these indicators at different times--some earlier and some later than others. Caregivers should use caution in interpreting indicators and realize that children may exhibit these behaviors at different times within any developmental age-range.

## Introduction

While we have divided the ELGs into five basic developmental domains--emotional development, social development, motor development, communication development, and cognitive development--children do not develop in these areas independently of each other but in a holistic manner with connections in the brain supporting each of these areas at the same time. Adults divide development into sections to make it easier to study. In later years, children will learn specific concepts within a content area, such as math. However, at this young age, "early math-knowledge" is acquired in all areas of development. Little pieces of information and ideas will one day be the foundation for what we might think of as math concepts. For example, understanding that my toes are part of my body is an early component of quantity, part-whole, and position concepts. Understanding that Daddy still exists even when I can't see him is a foundation for abstract mathematical concepts.

### Social and Emotional Issues

We have separated an infant's growing sense of self (emotional development) from the infants beginning to understand others (social development) from the infant's ability to express feelings (a part of both emotional and social development) only in order to place emphasis and importance on each. These three aspects of development are so intertwined that many of the examples will look and sound similar. An infant develops his sense of self and progresses through all other milestones within the context of relationships. Relationship-based care should drive all other caregiving practices.

### Inclusion of All

Including children with special needs in programs with their typically developing peers is a manageable and best-practice goal. All federally and state-funded programs must include children with special needs; private programs should include children with special needs to show a higher level of quality. The guidelines and standards in this document reflect relationship-based practice that is individualized to meet the specific needs of every child. Caregivers can easily modify these approaches to include children of all abilities. Assistance in identifying and implementing specific strategies for children with special needs is available to all programs in Louisiana. For more information on how the Early Intervention system works and whom to contact, please refer to the Resource Section of this document for information on EarlySteps.



### Link Between School Readiness and High Quality Care for Infants and Toddlers

The Early Learning Guidelines and Program Standards in this document are closely aligned with the expectations in the *Louisiana Standards for Programs Serving Four-Year-Old Children*<sup>3</sup> (Bulletin 105 of the State Department of Education, June 2003). In the Introduction to these *Standards for 4-year-olds*, State Superintendent Cecil Picard says, “Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success.” These LA standards are based on universally-accepted “Guiding Principles” of child development, “Foundation Skills” that focus on holistic learning reflected in the “Content Standards for K-12” and “The Information Literacy Model for Lifelong Learning.” This conceptual framework informs the principles and practices in the Early Learning Guidelines and Program Standards: Birth through Three and contributes to true school readiness.

School readiness is often defined within only a few dimensions of development. True readiness for school should include a foundation of social and emotional competence and a curiosity to continually seek out “what, why, and how.” True readiness is not a measurable set of criteria but a foundation for later learning built on rich experiences.

High quality, relationship-based programs avoid “early-learner-burn-out” by providing opportunities for child-directed play and exploration as opposed to teacher-directed lessons and projects. Expectations for behavior are based on relationships, modeling, and arrangement of the physical environment. Knowledge of individual temperaments and the richness of learning through doing together make acceptance of children who need a high level of activity an easier task than requiring a child to sit so she can be taught a lesson or skill.

While this document will continue to be revised as we move forward as a state in developing a comprehensive system of early care and education, it is good start for caregivers, parents and policymakers to all be “on the same page.” J. Ronald Lally, Ed.D., Co-Director, WestEd, Center for Child & Family Studies has encouraged our efforts with the following comment:

“I want you to know that the format you have selected for presenting the Louisiana guidelines work to practitioners is eminently sensible. Having Program Standards, Developmental Indicators, and Program & Caregiver Implementation Strategies in the same document is a great service to the early childhood field. You have made it easy for caregivers and program leaders to understand and conduct good practice.”

## Introduction

**Program Standards** are comprised of the four indicators of quality programs (as in the video “In Our Hands”<sup>4</sup>). An additional fifth standard assists in raising the professional level of caregivers:

1. Close Caring Relationships
2. Safe and Healthy Practices
3. Connection with Family
4. Knowledgeable, Responsive Caregivers
5. Opportunities for Professional Growth

Program standards are presented in a table format. The number of items in each column may vary and does not necessarily correspond to each objective but is reflective of the necessary practices of both programs and caregivers to achieve quality.

Each Program Standard begins with a brief overview that explains the standard and its importance as a component in a quality program.

| Program Area #:   |   |
|---|---|
| Introduction and Explanation of importance to quality.                      |   |
| The program will ...  | The caregiver will ...  |
| <ul style="list-style-type: none"><li>• Example</li><li>• Example</li></ul> | <ul style="list-style-type: none"><li>• Example</li><li>• Example</li><li>• Example</li></ul> |

**Early Learning Guidelines** are organized using six goals for infants and toddlers:

- To learn about others
- To learn about self
- To learn to express feelings
- To learn about communicating
- To learn about the world
- To learn about moving and doing

These goals are listed in the heading of the pages that contain the objectives for each goal as shown in the following examples:

|                                  |               |                              |
|----------------------------------|---------------|------------------------------|
| <b>Early Learning Guidelines</b> | <b>Goal 1</b> | <b>To learn about others</b> |
|----------------------------------|---------------|------------------------------|

The goals and the corresponding objectives are the same for each age group, but the indicators and strategies will be different for each age. Self, Others and Feelings are not broken into objectives, but addressed as a goal.

Each of the four age groups in each goal is represented by a different color:

|               |                   |
|---------------|-------------------|
| Young Infants | Birth to 8 months |
|               | 8 to 18 months    |
| Toddlers      | 18 to 24 months   |
| Twos          | 24 to 36 months   |

We have used the word Twos throughout the document as “short-hand” for two-year-olds. This word is peculiar to the Early Childhood profession, but seems to make sense. An additional section addresses the particular needs of three-year-olds.

## Introduction

**Early Learning Guidelines** are also presented in table form. As illustrated in the example below, “Young Infants” appears with a pink box as the heading within each goal. Again, the number of items in each column does not necessarily correspond. Together, the columns provide information for caregivers to become more aware of how infants and toddlers behave (Indicators and Examples in the green box) and how caregivers can promote this particular learning (Caregiver Strategies in the peach box).

| Young Infants  |   | Birth to 8 months                              |
|--|---|--|
| Developmental Indicators of this objective                         |   | Caregiver Strategies to promote this objective |
| <b>Objective 4.5</b> <i>To show enjoyment of books and stories</i> |   |  |
| Examples of what children might do as they develop this skill.     | A strategy or activity for caregivers to promote this skill<br><br>Another strategy or activity for caregivers to promote this skill<br><br>Yet another ... |  |

Throughout the entire document, we have attempted to present gender neutral examples and alternate the use of “he” or “she.”

<sup>3</sup> Louisiana Standards for Programs Serving Four-Year-Old Children (Bulletin 105 of the State Department of Education, June 2003). Available through Louisiana Preschool Coordinators at the Regional Service Centers or on the DOE website at <http://www.doe.state.la.us> Click the Curriculum Tab; under Programs go to Early Childhood, Early Childhood Program Links, and Prekindergarten Content Standards.

<sup>4</sup> In Our Hands, West Ed Labs, Center for Child and Family Studies, 1997. Available at <http://www.pitc.org>.

## The Program Standards

**Program Standards** are comprised of four indicators of quality programs (as shown in the video “In Our Hands” <sup>1</sup>) and an additional standard to assist in raising the professional levels of caregivers:

1. **Close Caring Relationships**
2. **Safe and Healthy Practices**
3. **Connection with Family**
4. **Knowledgeable Responsive Caregivers**
5. **Opportunities for Professional Growth**

Each Program Standard is organized to provide information as to what **The program will** do followed by a column of ideas as to what **The caregiver will** do to achieve these quality indicators. Because good care cannot be divided into areas or developmental domains but must reflect a holistic approach, many suggestions and practices are repeated within these Program Standards and in the Early Learning Guidelines. Each Program Standard description includes a brief overview of the philosophical rationale that supports each standard.

## Program Standards

### Program Standard 1: Close, caring relationships exist between child and caregiver

Stable and responsive relationships are the foundation for infants' and toddlers' development and care. All early learning focuses on security. Infants might ask "Can I trust her to get my needs met?" or, "Will she protect me?" All future social and emotional health has its roots in these secure early relationships.

We know that close, caring relationships help children develop good emotional and mental health and the ability to be resilient—to bounce back when bad things happen. With the advance of brain research in the last decade, we also know that secure relationships are the foundation for all later learning.

Security and trust are learned in the context of the caregiving relationship and impact the physiology of the brain during infant and toddler development. Certain chemicals flood the brain during times of ongoing stress and insecurity and can cause irregular "wiring" patterns of the connections in the brain.

Attention to this critical element of programming and practice sets the tone for everything else you do with infants and toddlers. Programs will support these relationships most easily when they keep the same caregiver with the same group of children for extended periods of time and pay close attention to both teacher/child ratios and small total group size.

| The program will ...  | The caregiver will ...   |
|---|--|
| <ul style="list-style-type: none"> <li>• provide a primary caregiver, one who is responsible for the needs of a specific group of children.</li> <li>• provide continuity of care, keeping one teacher with the same group of children over an extended length of time, for example from entry into the program until age three.</li> <li>• keep total group size and caregiver-child ratios at or better than established program guidelines.</li> <li>• establish guidelines that will recognize and respect individual temperament, culture, preferences, stage of development and differences of each child.</li> <li>• keep to a minimum the number of adults who provide care for the children during the day.</li> </ul> | <ul style="list-style-type: none"> <li>• respond immediately when children cry.</li> <li>• position self where all children can be observed.</li> <li>• the caregiver will get on child's level when speaking to child.</li> <li>• be knowledgeable about the individual temperaments, cultures, preferences, and differences of each child.</li> <li>• speak gently and respectfully to all children.</li> <li>• use redirection, distraction, or channeling of inappropriate behavior into acceptable outlets instead of punishment.</li> <li>• respect the individual developmental stages of children.</li> <li>• maximize opportunities for reciprocal interactions during one-on-one care, such as diapering, feeding, floor time and comforting.</li> <li>• recognize the need for individual activities and routines for each child. All children need not participate in the same activity at the same time.</li> </ul> |

## Program Standards

### Program Standard 1: Close, caring relationships exist between child and caregiver (continued)

| The program will ... | The caregiver will ...  |
|----------------------|---|
|                      | <ul style="list-style-type: none"><li>• recognize that expectations of children should change as children move through developmental stages. This includes allowing toddlers to say “NO!” as they establish their independence.</li><li>• encourage independence appropriate to each child and his/her developmental stage.</li><li>• acknowledge and identify feelings and social interactions for children.</li><li>• use classroom observations to develop individual lesson plans for each child.</li><li>• read the child’s cues for hunger, fatigue, and frustration and act in an appropriate manner.</li><li>• recognize that children perceive adult moods and facial expressions and that the child’s experiences and development are affected by what they see and hear.</li></ul> |

## Program Standards

### Program Area 2: Safety and Health Practices

Healthy children are better learners. When programs use good, thorough hand-washing techniques and sanitization of toys, they actually reduce the numbers of colds and cases of diarrhea in their centers. Nutritional needs of young children require avoiding sugar-filled snacks and drinks.

Safety is a never-ending task of vigilance, anticipation, and knowing the appropriate expectations for each age group. The goal is to keep things safe while still allowing for exploration. Knowing how to be there for safety's sake, yet letting children try on their own, takes study and reflective practice.

#### The program will ...

- provide a hazard-free, yet stimulating environment for infants and toddlers both indoors and outdoors.
- develop policies and procedures that ensure the safety and health of infants and toddlers.
- provide equipment and supplies to support health and safety policies and procedures.
- provide age-appropriate nutrition for infants and toddlers
- follow all sanitary procedures related to food preparation and toileting.
- have consistent age-appropriate daily routines and schedules.

#### The caregiver will ...

- closely monitor (visually and physically) at all times.
- act to avoid dangerous situations before they occur.
- act to stop the spread of germs by ensuring that children and adults wash hands, mouthed toys are washed daily, a clean cloth is used to wipe each child's nose and mouth, etc.
- be good models of health practices through consistent hand washing, turning head when coughing, using a stool rather than standing on furniture, wiping spills to prevent falls, etc.
- provide appropriate feeding practices--hold infant while he or she drinks from bottle and allow older infants and toddlers to learn about feeding themselves.

## Program Standards

### Program Area 2: Safety and Health Practices (continued)

| The program will ... | The caregiver will ...  |
|----------------------|---|
|                      | <ul style="list-style-type: none"><li>• cooperate with families to provide good food habits, plan together to help child give up bottle, coordinate introduction of new foods, etc.</li><li>• meet diapering and toileting needs of infants and toddlers by respecting individual schedules and having supplies available.</li><li>• approach basic routines such as sleeping, feeding/eating, diapering and toileting as chances to interact one-to-one with each child.</li><li>• individualize caregiving routines--allow tired toddler to nap early, rub toddler's back before nap, provide activity for infants and toddlers who do not sleep.</li></ul> |

## Program Standards

### **Program Standard 3: Connections with families are valued**

When programs pay close attention to the families of the children they serve, they let the child know that her family is important. Care should be consistent with the care the child receives at home as much as possible, and caregivers should know enough about the families of the children in their care to understand what their attitudes, values, and beliefs are related to the development and the care of their child.

Programs that take the time to learn about a family's cultural background, and adjust their care to meet the family's needs know that there is more than one way to provide quality childcare.

| <b>The program will ...</b>   | <b>The caregiver will ...</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>• establish guidelines that recognize and respect a family's culture, including values, attitudes, and beliefs.</li> <li>• support caregiver efforts in connecting to families through a variety of methods.</li> <li>• seek out training opportunities related to working with families and encourage the caregivers' participation.</li> <li>• provide opportunities for families to have input into the program policies.</li> <li>• provide materials and resources for families on a variety of issues, such as special needs, proper nutrition, guidance and discipline, etc.</li> <li>• establish guidelines that support the transition between home and school, for example method of putting child to sleep, feeding patterns, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• speak to family members in a respectful manner.</li> <li>• acknowledge the family as the most important and constant caregiver of the child and support the family-child relationship.</li> <li>• gain knowledge about each individual family's culture, including values, attitudes and beliefs.</li> <li>• provide for a variety of ways in which families can be included in daily activities of the program.</li> <li>• include materials in the classroom that reflect the cultures of the children served in the program, such as photographs of each child's family, books, toys, etc. displayed at the child's eye level.</li> <li>• implement routines that support the care given to the child in her home environment.</li> </ul> |

## Program Standards

### Program Standard 3: Connections with families are valued (continued).

| The program will ... | The caregiver will ...  |
|----------------------|---|
|                      | <ul style="list-style-type: none"><li>• communicate with the family on a daily basis about the activities and growth of the child in a positive manner.</li><li>• use a variety of techniques to keep communication flowing freely between caregiver and family.</li><li>• support the child's developing awareness by talking about families, displaying families' photographs, and celebrating accomplishments.</li><li>• welcome families in the classroom at any time during the day.</li></ul> |

## Program Standards

### Program Area 4: Knowledgeable Responsive Caregivers

Knowledgeable, responsive caregivers continue their own education by focusing on young children and learning the differences between the developmental needs of infants, toddlers, twos, threes and fours. They understand the difference in temperament traits of children and tailor expectations and responses to meet those individual needs. Knowing the importance of rich interactive language involvement with young children, they read and sing with children throughout the day. They foster independence in young children learning to take care of themselves and value the idea that a child sometimes learns more by getting it wrong than by getting it right. They understand the importance of the environment and know that the right setting, arrangement, material and routine can make a difference in quality of care (see the article on Environments in the Resource Section).

Knowledgeable responsive caregivers understand that young children learn through exploration and imitation. They make sure that there are abundant opportunities to explore and to make choices of what and how to play. They set the “emotional tone” and know that their actions throughout the day are the model for children’s behavior.

#### The program will ...

- provide space with good ventilation and natural lighting that is accessible to persons with disabilities.
- provide adequate space for different experiences at one time.
- provide adequate storage for children’s materials and personal needs of staff.
- provide furniture suitable for individual care and play of infants and toddlers--correct size and height of chairs and tables, cribs, diapering tables, cots for sleeping, low shelving, etc.
- provide age-appropriate materials to enhance the development of infants and toddlers.
- provide a schedule that includes ample time for indoor and outdoor play, and that allows children to choose activities based on their own interests, and is varied to meet individual needs
- encourage the acceptance of diversity and cultural awareness.

#### The caregiver will ...

- provide materials such as soft toys, rattles, push and pull toys, books, etc.
- arrange materials with similar use together to make interest areas.
- have materials and equipment stored for easy access.
- make all spaces clearly visible even while changing diapers or feeding.
- place toys on open shelves within easy reach of infants and toddlers.
- give attention to caregiving rather than other tasks, interests, talking to co-workers, or personal business.
- interact with infants and toddlers individually and in small groups.
- sing, read, play and talk using turn-taking conversations with infants and toddlers throughout the day.

## Program Standards

### Program Area 4: Knowledgeable Responsive Caregivers (continued)

| The program will ...   | The caregiver will ...   |
|--|--|
| <ul style="list-style-type: none"> <li>• limit videos to 30 minutes per day for older children and not at all for younger and mobile infants, toddlers and younger-two-year-olds.</li> <li>• communicate the guidance philosophy and policy to families through the parent handbook, posted discipline policy, descriptions of activities, etc.</li> <li>• include information and discussions about age-appropriate guidance and discipline in orientation and staff meetings.</li> <li>• effectively use positive methods of discipline.</li> <li>• provide time and training for caregivers to engage in a curriculum planning process that includes reflective, responsive, individualized opportunities for learning.</li> <li>• provide adequate supervision for this planning process.</li> </ul> | <ul style="list-style-type: none"> <li>• follow the American Academy of Pediatrics guidelines that caution against allowing television and computer for children under the age of two (see the resources on Young Children and Media in the Resource Section)</li> <li>• be actively involved if video or computer is used (only with older children); watch and discuss educational programs</li> <li>• sit with toddlers during meals to encourage learning and provide a pleasant mealtime experience.</li> <li>• prepare as much as possible in advance to reduce waiting time.</li> <li>• change activities when infants and toddlers lose interest.</li> <li>• support infant and toddler play, exploration and experimentation with materials.</li> <li>• use knowledge of child development to provide individualized, age-appropriate activities for infants and toddlers.</li> <li>• add more words and ideas to what children say by asking simple questions, and maintain a good balance between listening and talking.</li> <li>• tell each child what is about to occur before a routine activity begins and describe the actions as they occur to assist with transitions.</li> <li>• provide materials and activities which promote awareness and acceptance of others and other cultures--dolls with different skin color and features, books and pictures that illustrate all ages, abilities, genders.</li> <li>• provide music and ethnic foods that reflect the cultures of infants and toddlers in the group.</li> </ul> |

## Program Standards

### Program Area 4: Knowledgeable Responsive Caregivers (continued)

| The program will ... | The caregiver will ...   |
|----------------------|--|
|                      | <ul style="list-style-type: none"><li>• use appropriate guidance techniques such as redirecting a child's behavior, substituting toys for inappropriate materials, providing words for non-talkers or encouraging verbal toddlers to use words.</li><li>• recognize that children differ in temperament, preferences, culture, development and interaction styles and consider these when guiding their behavior.</li><li>• model positive social interactions for infants and toddlers by being warm and affectionate, gently touching, being polite to children and not "bossy."</li></ul> |

## Program Standards

### Program Area 5: Opportunities for Professional Growth

Programs must assist caregivers by offering opportunities for professional growth and guiding caregivers toward appropriate topics and courses. We should each strive to exceed Louisiana’s minimum of twelve clock hours per year of training. As we seek professional recognition, we must respond in a professional manner. Appropriate training, ethical practices, and membership in professional organizations are vital parts of professional growth.

#### The program will ...

- provide orientation on emergency, safety, health procedures and confidentiality to new staff.
- encourage caregivers to continue professional education and learning related to working with infants and toddlers.
- provide professional resources on site containing current material related to infants and toddlers.
- require regular staff meetings that include professional development activities.
- serve children with special needs in a manner that supports optimal growth and development.
- encourage connections with community services that support children and families such as referrals to other services/systems like EarlySteps for health and developmental concerns.
- provide training and time for reflective supervision.
- provide time and costs for caregivers to attend infant and toddler focused training at the state and regional level.

#### The caregiver will ...

- keep information about infants, toddlers and their families confidential.
- choose professional education opportunities that relate to her work with infants and toddlers rather than choosing a workshop designed for preschool teachers.
- model appropriate caregiver-child interaction for new staff and talk about how working with infants and toddlers requires a different teaching style than one used with preschool children.
- use knowledge of child development to provide individualized, age-appropriate activities for infants and toddlers.
- use observations of infants and toddlers to support learning experiences in ways that accommodate each child’s unique characteristics and development.
- use “lesson-planning” as a method to reflect on and prepare appropriate opportunities for individual learning as opposed to typical “teacher directed activities.” (see article on *Reflective and Respectful Curriculum for Infants and Toddlers* in the Resource Section)
- attend infant and toddler focused training at the state and regional level.
- engage peers in reflective practices.

| Young Infants  |   | Birth to 8 months |
|--|---|-------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this goal   |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• prefer human face and human sound</li> <li>• look at human face, makes eye contact</li> <li>• prefer sight, smell and sound of primary caregiver (usually within first 2 weeks)</li> <li>• show social interaction with smile and mutual gazing</li> <li>• can both initiate and terminate these interactions</li> <li>• respond to and is comforted by being held, rocked, and/or talked to</li> <li>• smile and show pleasure when talked to</li> <li>• anticipate being lifted or fed and moves body towards caregiver when she approaches</li> <li>• see adults as objects of interest and novelty</li> <li>• enjoy games with others like “Where Is Your Nose?”</li> <li>• seek out adults</li> <li>• stretch arms to be picked up</li> <li>• depend on caregivers to meet needs (very young infant)</li> <li>• express needs through sound, facial expressions and movements</li> </ul> <p>Many examples in these first 3 goals (Others, Self, and Feelings) are taken from the Developmental Milestone Chart in <i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i>, 1995, Zero to Three and used with permission.<br/>For more information, please visit <a href="http://www.zerotothree.org">www.zerotothree.org</a>.</p> | <p>Provide warm, responsive, and predictable care.</p> <p>Allow only a small number of people to be regularly involved in the care of each young infant to allow the child to form relationships.</p> <p>If your work with infants is in a group setting where there is more than one caregiver in the infant room, be a primary caregiver for specific infants in the group. Assume primary responsibility for their daily caregiving routines such as feeding and diapering. This allows you to get to know each infant well, and in turn each infant can come to know you. Make sure there is always a familiar adult present even if the primary caregiver is absent.</p> <p>Keep promises to infants. To Jack who wakes from his nap and begins to cry, use caring words and tone to let him know you hear him. Say, “Jack, I can’t pick you up right now. But I’ll get to you just as soon as I finish changing Mary’s diaper.” Then follow up on your promise to Jack. He did not understand your words, but he heard your reassuring tone and was comforted when you came to him. Jack is learning that you are someone he can trust. (Our thanks to Arkansas for this example.)</p> <p>Keep group size for young infants as small as possible to allow for intimate relationships.</p> <p>Consider caregiving routines of diapering, dressing, and eating as unique opportunities for one-to-one interactions with each infant.</p> <p>Plan so that your time for preparation, such as getting needed supplies and washing hands, can be handled efficiently, leaving more time for relaxed interactions with the baby.</p> <p>In addition to daily caregiving routines, ensure periods of time each day for the infant to be alone with you and truly engaged with you.</p> |                   |

| <b>Young Infants</b>                              |  | <b>Birth to 8 months</b> |
|---|--|--------------------------|
| <b>Developmental Indicators of this objective</b> | <b>Caregiver Strategies to promote this goal (continued)</b>   |                          |
|   | <p>Interact with all children in the group, not just your special charges.</p> <p>Be concerned if you perceive that an infant shows signs of inability to form relationships, such as becoming passive and non-complaining or shows changes in rate of development.</p> <p>Carefully observe the infants you work with. Learn their cues, their strengths and their needs.</p> |                          |

| Mobile Infants   |   | 8 months to 18 months |
|--|---|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this goal   |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• exhibit anxious behavior around unfamiliar adults (fear of strangers)</li> <li>• enjoy exploring objects with another as the basis for establishing relationships</li> <li>• get others to do things for his pleasure</li> <li>• show considerable interest in peers</li> <li>• demonstrate intense attention to adult language</li> <li>• check in with familiar adults while playing, for example: go over to touch them</li> <li>• cling to leg of primary caregiver</li> <li>• try to follow departing parent (separation fears)</li> <li>• imitate parent(s) and caregiver(s)</li> <li>• point to pictures of family</li> <li>• begin to explore environment independently, at first in close contact with, then venturing further away from, caregiver</li> </ul> | <p>Recognize that both fear of strangers and separation fears in mobile infants are normal stages of secure relationships. Help parents understand this.</p> <p>Encourage parents to enter their child in a group setting before or after the peak of separation fears.</p> <p>Realize that parents may fear that the attachment to other caregivers (secondary attachment) will replace the child's attachment to them (primary attachment). Let them know that the secondary attachments are in addition to the primary ones -- not replacements for them.</p> <p>Encourage parents to say good-bye to their mobile infant so that the child comes to understand that the departure is predictable and consequently, the child will gradually learn that coming back is also predictable.</p> <p>Continue to limit the number of people to be regularly involved in the care of mobile infants. Continue to be a primary caregiver for specific mobile infants in your group as discussed for young infants.</p> <p>Remain nearby as a safe base for mobile infants as they move about the room and play independently.</p> <p>Spend time on the floor with them so you can provide support and encouragement by making eye contact with them, talking with them and gesturing to them.</p> <p>Add realistic daily life props to the environment: dolls, simple doll clothing, blankets, telephones, and simple dress-up clothes, for example.</p> <p>Read books with mobile infants that talk about special relationships, but be sensitive to the child's individual situation.<br/>Examples: <i>Just Like Daddy</i> by Frank Asch.</p> |                       |

| <b>Mobile Infants</b>                             |   | <b>8 months to 18 months</b> |
|---|---|------------------------------|
| <b>Developmental Indicators of this objective</b> | <b>Caregiver Strategies to promote this goal<br/>(continued)</b>  |                              |
|   | <p>Provide a secure base of support and encouragement for the exploring mobile infant. Be there to provide reassurance with a smile or a glance that says to a child, "You can do it."</p> <p>Be there to share their joy in their accomplishments as you notice and say, "You did it!"</p> |                              |

| Toddlers  |  | 18 months to 24 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this goal  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• show increased awareness of being seen and watched-over by others</li> <li>• see others as a barrier to immediate gratification</li> <li>• begin to realize others have rights and privileges</li> <li>• gain greater enjoyment from peer play and joint exploration</li> <li>• begin to see benefits of cooperation</li> <li>• identify self with children of same age and sex</li> <li>• show some awareness of the feelings of others</li> <li>• point out family picture in a scrapbook</li> <li>• reacts to which child is out for the day after seeing who is present</li> <li>• look to caregivers for comfort and at times may comfort caregiver</li> <li>• begin to realize that parent(s) will return</li> <li>• actively seek out parents, caregivers and teachers</li> <li>• seek help from parents, caregivers, and teachers</li> <li>• show empathy for familiar others, especially those perceived to be hurt or sad</li> </ul> | <p>Support children's attachment to family while they are in your care. Greet both child and family members as they arrive. Become familiar with members of each child's family: their work, their hobbies and interests, their culture. Include this information in conversation with toddlers and in the daily program of activities.</p> <p>Include family photos in a variety of ways: scrapbook or photo album of family members and of family celebrations, for example. Share books with toddlers that support attachment to family. For example, <i>Ten, Nine, Eight</i> by Molly Bang and <i>Runaway Bunny</i> by Margaret Wise Brown.</p> <p>Allow children to bring special attachment objects such as a blanket or a stuffed animal from home (Dr. T. Berry Brazelton calls these objects "loveys").</p> <p>Bid each child goodbye and let her know you look forward to her return.</p> <ul style="list-style-type: none"> <li>• "See you tomorrow, Julio."</li> <li>• Encourage child and parent to develop rituals for arrival and departure times for smoother transitions.</li> </ul> <p>Respond quickly to toddlers' cries or other signs of distress because of their often limited language with which to communicate their needs.</p> <p>Comfort toddlers and let them know they are cared for and appreciated. Give pats on back or hugs and hold toddlers in your lap. Be sensitive to ensuring that your touches are welcomed by individual children.</p> <p>Continue to be a primary caregiver for a small group of toddlers, especially if their language is not yet easily understood.</p> |                        |

| Twos  |   | 24 months to 36 months |
|---|---|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this goal   |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• are more aware of feelings and impact on others</li> <li>• exhibit more impulse control and self-regulation in relation to others</li> <li>• enjoy small group activities</li> <li>• seek support from parents, caregivers and teachers to address conflict with peers</li> <li>• show understanding that parents will return</li> <li>• engage in positive social play alongside other children and, on occasion, with other children</li> <li>• begin to understand social cause and effect</li> <li>• are influenced by and influences the group</li> </ul> | <p>Include opportunities for children to know they are valued members of the total group in your care. For example, sing songs and play games that include each child's name. To the tune of "Where Is Thumbkin?" sing "Where is Adam? Where is Adam?"</p> <p>Include in your goodbyes to parents as they leave their child a comment about their return for example "We'll see you this afternoon after snack."</p> <p>Provide opportunities for cooperative play like a rocking boat or a wheeled toy that accommodates two children.</p> <p>Comment on and encourage positive social encounters. Model positive and respectful communication between adults.</p> <p>Keep small group activities less structured with room for individual exploration and ample materials to minimize conflicts.</p> <p>Talk about feelings. Specifically comment on the child's feelings as well as the feelings of others. "You are dancing as if you are very happy, but I don't think Matthew feels like dancing now. He is still very sad that his Mommy went to work."</p> <p>Continue to have a primary caregiver for a small group of twos, and talk about sharing your attention with them all: "I'm reading this book with Dylan and you can listen, too! Then, it will be your turn to pick a book."</p> |                        |

| Young Infants   | Birth to 8 months  |
|---|--|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this goal  |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• suck fingers or hand by chance</li> <li>• observe own hands</li> <li>• look to place on body where being touched</li> <li>• reach for and grasps toys</li> <li>• clasp hands together and explores fingers</li> <li>• try to cause things to happen (kicks a mobile and smiles)</li> <li>• begin to distinguish friends from strangers</li> <li>• show preference for being held by familiar people</li> <li>• push away bottle</li> <li>• pull at diaper when being changed</li> <li>• grab for spoon when being fed</li> <li>• squeeze a rubber toy and show pleasure at its squeak</li> <li>• drop a ball and laugh as it bounces</li> <li>• have own biological rhythm and way of using senses</li> <li>• are developing a sense of safety and security</li> <li>• do not distinguish between self and others (very young infant)</li> <li>• begin to look and smile at mirror image</li> <li>• begin to discover that he/she is a separate human being</li> </ul> <p>Many examples in these first 3 goals (Others, Self, and Feelings) are taken from the Developmental Milestone Chart in <i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i>, 1995, Zero to Three and used with permission.<br/>For more information, please visit <a href="http://www.zerotothree.org">www.zerotothree.org</a>.</p> | <p>Help infants feel competent by responding to the needs they communicate. Respond in a soothing, calm manner. Encourage and show pleasure in their emerging skills. Verbalize what is happening. “You want to hold that bottle all by yourself, don’t you?”</p> <p>Notice and comment on the infant’s emerging independence. As infant pulls away bottle, say “You’re letting me know your tummy is getting full.”</p> <p>Allow the infant to hold the spoon.</p> <p>Provide cause and effect toys that can rattle, squeak, roll or be pushed.</p> <p>Emphasize what infants can do rather than concentrating on what they can’t do. For infants with physical disabilities pay special attention to their abilities.</p> <p>Be a keen observer of the infants in your care. Learn all you can about the uniqueness of each one (for example: individual sleeping and eating rhythms, how the infant prefers to be held for feeding, sleeping or comforting. her responses to different kinds of stimuli such as noise or light). .Identify and reflect on your own temperament, hot spots and blind spots</p> <p>Give infants an opportunity to see themselves by positioning stable, unbreakable mirrors on the sides of cribs, above changing tables and on bottom of walls in play spaces. Talk with them about who they see. “That’s Janet in the mirror.”</p> <p>Talk with infants as you observe them exploring their bodies. As you see Aaron lying on his back carefully examining his hands, say, “Look at your hands, Aaron. You’re moving your fingers.”</p> |

| Developmental Indicators of this objective   | Caregiver Strategies to promote this goal  |
|--|--|
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• know own name</li> <li>• smile or play with self in mirror</li> <li>• use large and small muscles to explore confidently when a sense of security is offered by presence of caregiver</li> <li>• frequently check for caregiver’s presence</li> <li>• have a heightened awareness of opportunities to make things happen</li> <li>• have limited awareness of responsibility for own actions</li> <li>• indicate strong sense of self through assertiveness (directs actions of others)</li> <li>• recognize that he/she is a separate person from caregiver</li> <li>• begin to identify parts of body</li> <li>• begin to use pronouns (I, you and me)</li> <li>• acknowledge accomplishments (fits a triangle into a shape box and claps)</li> <li>• look to caregiver for acknowledgement of accomplishments (climbs up the slide and proudly looks around for caregiver)</li> <li>• begin to make own choices (choose slice of pear at snack-time and smile as she takes a bite, insist on choosing what shirt to wear)</li> </ul> | <p>Keep brief anecdotal records on each child so that you are aware of each one’s unique needs. Use this information for individualized lesson-planning.</p> <p>Call each child by name. Incorporate each child's name into fingerplays, songs, and games.</p> <p>Place unbreakable mirrors securely on wall at children's height (full length mirrors).</p> <p>Talk with children about parts of their bodies. To Jerena who has climbed to the platform of the low climber, "See what strong legs it takes to climb up those steps."</p> <p>Use fingerplays and songs with actions that include body parts.</p> <p>Use the words "me," "you" and "I" correctly when you talk with children.</p> <p>Provide a safe environment with interesting things for mobile infants to see and do. For example, as mobile infants begin to crawl and pull up, make sure furniture won't tip over from the child's weight or roll away. Cover outlets and hide electrical wires.</p> <p>Provide toys that will encourage exploration: clutch balls and balls with chimes and visible objects rolling inside, activity toys such as nesting cups and busy boxes, push and pull toys such as plastic lawnmowers or carpet sweepers, and transportation toys for grasping and pushing.</p> <p>Arrange the room so that the beginning walker has sufficient space to practice this new-found skill in safety. As mobile infants begin walking, provide carpeted surfaces and remove objects that can cause the child to trip.</p> <p>Provide low open shelves so mobile infants can have access to toys.</p> |

| Mobile Infants   |  | 8 months to 18 months |
|--|--|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this goal<br>(continued)   |                       |
| <p><b>Examples: (continued):</b></p> <ul style="list-style-type: none"> <li>• practice independence while staying connected to caregivers (eye contact, vocalizing, gestures)</li> <li>• move away the hand of an adult who is helping with a puzzle</li> <li>• say "Me do!" when adult offers help in dressing</li> <li>• shake head "No"</li> <li>• become upset if shamed or ridiculed</li> </ul> | <p>Provide finger foods to help mobile infants become self-feeders: chunks of soft food such as banana or orange slices that can be picked up with hands.</p> <p>Respond to the need of mobile infants to remain connected to you while testing their independence. Position yourself where they can see you as they play on their own. Comment on what they are doing. Respond to their strategies for staying connected to you.</p> <ul style="list-style-type: none"> <li>• Jacquelyn turns from stacking two blocks to look at you; say, "Wow! Jacquelyn, you put one block on top of the other."</li> </ul> <p>Help mobile infants become more independent. Allow them to do more for themselves and offer them appropriate choices. For example, place toys of similar types on low open shelves that are within their reach and spaced so that mobile infants can make choices.</p> |                       |

| Toddlers   |  | 18 months to 24 months |
|--|--|------------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this goal  |                        |
| <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• show strong sense of self as an individual, as evidenced by “No!” to adult requests</li> <li>• experience self as a powerful, potent, creative doer who explore everything</li> <li>• make an attempt at self-regulation</li> <li>• use names of self and others</li> <li>• point to self in photograph</li> <li>• show interest in own body and bodies of others</li> <li>• identify gender (boy or girl)</li> <li>• begin to have a notion about own value as a person (good/bad, big/little)</li> <li>• feed self with spoon, with spilling gradually decreasing</li> <li>• pour own juice at snack time and says, “I did it!”</li> <li>• help another child find the crayons</li> <li>• stand on one foot and call, “Look at me!”</li> <li>• use fork</li> <li>• dress self with assistance/supervision</li> <li>• assist with pick- up of toys</li> <li>• insist on putting on own jacket</li> <li>• begin to use toilet with adult assistance</li> <li>• say “Goodbye” cheerfully to parents and go to play</li> <li>• say “No” frequently</li> <li>• resist change; transitions are difficult</li> <li>• are both dependent and interdependent</li> </ul> | <p>Know each child in your care and respond to his or her individual needs. Keep brief anecdotal records on children so that you can provide the individual attention that each needs.</p> <p>Avoid comparing toddlers to each other.</p> <p>Focus on each child’s positive qualities; her accomplishments and things she can do well.</p> <ul style="list-style-type: none"> <li>• “You buttoned those buttons on your coat all by yourself.”</li> <li>• “That’s a tall tower you built.”</li> </ul> <p>Avoid referring to children as “good” or “bad” or “messy” or “neat,” etc.</p> <p>Accept children’s mistakes as natural. To the child who spilled milk, say, “Oh, the milk spilled. Let’s get a paper towel and clean it up,” rather than “You’re so clumsy. You’re always spilling things.”</p> <p>Use fingerplays, songs, mirrors and dress-up clothes to help children naturally learn about their bodies.</p> <p>Share books about bodies with toddlers. For example, <i>From Head to Toe</i> by Eric Carle or <i>Here Are My Hands</i> by Bill Martin, Jr. and John Archambault.</p> <p>Take and use photos of each child. Involve them in making a photo album to place in the library or home living area. Use photos on bulletin boards at child’s eye level.</p> <p>Refer to children as “boys” or “girls.”</p> <p>Be patient with issues of “mine” and ownership. Help toddlers identify feelings.</p> |                        |

| Toddlers                                   |   | 18 months to 24 months |
|--|---|------------------------|
| Developmental Indicators of this objective | Caregiver Strategies to promote this goal<br>(continued)  |                        |
|  | <p>Arrange the environment so that toddlers can be in control and be successful. For example, have child-height sinks and paper towels that they can reach without assistance.</p> <p>Provide opportunities for toddlers to learn to help themselves. For example, slowly graduate from sippy cup with lid to regular cup.</p> <p>Set up areas for certain kinds of activities with related materials for the activity such as “dress-up” props and purses near a mirror, blocks near an open space or trucks on a rug.</p> <p>Provide opportunities for toddlers to repeat successful tasks over and over again until they are ready to move on to something a little more difficult. For example, working the same puzzle or continuously filling the peg board with pegs helps the toddler gain confidence in what he can do.</p> <p>Share toddler's pleasure in new skills--"You did it. You caught that ball."</p> <p>Model and encourage toddlers to participate in clean-up following snack or play in an area.</p> <p>Prepare for transition times with toddlers. For example, have all supplies needed for the diapering/toileting routines. Have something for toddlers to do when they are in transition from one activity to another. Sing songs or do fingerplays to keep children involved, for example.</p> <p>Provide an environment that encourages independent choices. For example, have open shelves for storage of materials so that toddlers can select what they want to play with.</p> <p>Provide duplicates of the most popular toys to avoid struggles.</p> |                        |

| Toddlers                                   |  | 18 months to 24 months |
|--|--|------------------------|
| Developmental Indicators of this objective | Caregiver Strategies to promote this goal<br>(continued)   |                        |
|  | <p>Allow enough time in the schedule for toddlers to do things for themselves such as putting on jackets, putting away toys, or toileting.</p> <p>Help parents and toddlers separate. Suggest to parents that once the goodbyes are said, the departure should be immediate. This is easier on the child. Allow the toddler her feelings. Have an interesting and enticing environment that beckons the toddler to get involved.</p> <p>Avoid taking resistance by toddlers personally. Respect a toddler's self-assertion and be patient when children say "no."</p> <p>Keep your requests to a minimum.</p> <p>Offer choices that do not include the opportunity to say "no." To the child wanting a ball, ask, "Which ball would you like to play with? The red one or the blue one?"</p> <p>Offer only choices that are acceptable. For example, if you say "Are you ready to go inside now?" this implies a choice when there probably is not one. If it is time to go inside simply state that "It's time to go inside now."</p> |                        |

| Twos   |   | 24 months to 36 months |
|--|---|------------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this goal   |                        |
| <p><b>Examples:</b></p> <p><b>Continue to</b></p> <ul style="list-style-type: none"> <li>• show interest in own body and bodies of others</li> <li>• identify gender (boy or girl)</li> <li>• have a notion about own value as a person (good/bad, attractive/ugly)</li> <li>• use “Mine, mine!” when another child picks up a toy</li> <li>• talk about family members</li> <li>• climb higher and higher on the playground structure even when parents, caregivers and teachers ask them to stop</li> <li>• put together a four-piece puzzle and show how they did it</li> <li>• attempt to dress self without assistance</li> <li>• show increased interest in toileting</li> <li>• insist on putting on own jacket</li> <li>• begin to use toilet with adult assistance</li> <li>• say "Goodbye" cheerfully to parents and goes to play</li> <li>• say “me” “mine” “No!”</li> <li>• begin to assist adult in daily routines, puts manipulatives back into bucket, throws napkin into trash</li> <li>• become embarrassed about behavior</li> </ul> | <p>Avoid comparing Twos to each other.</p> <p>Focus on each child's positive qualities; his accomplishments and things he can do well.</p> <p>Accept children's mistakes as natural and elicit their help in clean-up of their own messes.</p> <p>Continue to use fingerplays, songs, mirrors and dress-up clothes to help children naturally learn about their bodies.</p> <p>Use each child's name as you communicate with and about him or her and in activities. For example, "Good morning, Chance. We're glad you're here today."</p> <p>Read books about bodies and body parts such as <i>Hand, Hand, Finger, Thumb</i>, by Al Perkins and extend book to other activities (such as finger-painting after reading this book).</p> <p>Label each child's cubby with name and photo.</p> <p>Set up areas or centers for a certain kind of activity with related equipment and materials for the activity in the area. For example, block center, manipulatives center, art center, dramatic play center, language center.</p> <p>Label shelves and containers with picture-word labels to help Twos become more independent in selecting and putting away materials.</p> |                        |

**Early Learning Guidelines**

**Goal 2**

**To learn about self**

| <b>Twos</b>                                       |  | <b>24 months to 36 months</b> |
|---|--|-------------------------------|
| <b>Developmental Indicators of this objective</b> | <b>Caregiver Strategies to promote this goal (continued)</b>   |                               |
|   | <p>Provide opportunities for Twos to learn to help themselves and allow enough time to practice new skills (for example, taking off own jacket and hanging it on a hook or pouring own juice at snack). For children to be successful in these tasks, have coat hooks at their height and have juice in small unbreakable pitchers. Offer many decision making opportunities.</p> <p>Observe Twos to determine when they seem to need assistance as they play. Help them just enough to continue the activity on their own. For example, you are watching Eduardo playing with a shape box trying to find where the cube fits. He tries to fit it into the triangular space and begins looking frustrated. Instead of showing him the correct space, say, "Try again, Eduardo. Try another place. You can do it."</p> <p>Increase the complexity of toys, materials and activities as Twos are ready for them. For example, add puzzles with more pieces and allow children to paint with two colors of paint instead of just one.</p> <p>Provide opportunities for Twos to repeat activities over and over if they choose.</p> <p>Avoid taking resistance by Twos personally. Respect self-assertion and be patient when children say "no." Acknowledge a child's resistance while remaining firm in necessary requests. To the child who says "no" to going inside, say "I know you don't want to go indoors because you're having so much fun. But it's time for Ms. Donna's children to come out. We're going to read <i>Barnyard Dance</i> (by Sandra Boynton) when we go in." (This is a favorite of Twos.)</p> <p>Offer only choices that are acceptable. For example, if you say "Are you ready to take your nap now?" this implies a choice when there probably is not one. If it is time to nap, offer a choice such as, "Would you like your bear or your cat or both to lie down with you?"</p> <p>Have a dependable schedule so that Twos know what to expect. Prepare them for transitions, which are times of change or moving children from one activity to another. For example, explain to them that "We go outdoors after snack." Or if it's raining and children are unable to go outdoors, explain that "It's raining today and we can't go outside. But we are going to sing and dance instead."</p> |                               |

| Young Infants   | Birth to 8 months  |
|---|--|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this goal  |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• express comfort and discomfort in different ways</li> <li>• respond with more animation and pleasure to primary caregiver than to others (dramatically toward end of this period)</li> <li>• can usually be comforted by familiar adult when distressed</li> <li>• smile in response to social stimulation</li> <li>• show displeasure at loss of social contact</li> <li>• show displeasure at loss of toy</li> <li>• show only satisfaction or dissatisfaction (very young infant)</li> <li>• later, expresses several clearly differentiated emotions: pleasure, anger, anxiety or fear, sadness, joy, excitement, disappointment, exuberance</li> <li>• react to strangers with soberness or anxiety</li> <li>• cry when hears sudden loud noises</li> <li>• lift arms to indicate need to be picked up and comforted while crying</li> <li>• discover ways to calm self</li> <li>• coo and smile when being rocked and sung to</li> <li>• laugh aloud when playing peek-a-boo</li> <li>• look to familiar adult when a stranger approaches</li> </ul> <p>Many examples in these first 3 goals (Others, Self, and Feelings) are taken from the Developmental Milestone Chart in <i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i>, 1995, Zero to Three and used with permission.<br/>For more information, please visit <a href="http://www.zerotothree.org">www.zerotothree.org</a>.</p> | <p>Respond in a trial-and-error method when an infant’s reason for crying is not obvious, even with an infant you know well. 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.</p> <p>Understand that your role in helping young infants manage their stress is one of balance, of rescuing the baby from distress and of letting her work things out. Obviously, you will want to change her wet or soiled diaper, feed her when she is hungry, pick her up when she cries, alleviate her discomfort and try to ease her pain.</p> <p>Allow young infants to calm themselves by sucking thumbs, hands, or a pacifier.</p> <p>Realize that young infants differ widely in their ability to quiet themselves when they are upset. The comfort you offer will need to be different for each child.</p> <ul style="list-style-type: none"> <li>• Dominique needs direct help by being picked up, carried or rocked.</li> <li>• Ed is able to calm himself fairly easily with his favorite thumb.</li> <li>• For some infants, being nearby and checking in with a glance or calling to them helps them calm themselves.</li> <li>• Talk with parents to find out how they usually soothe their child.</li> </ul> <p>Encourage young infants’ expressions of pleasure by responding to them and following their lead in interactions. Be a partner in play with them.</p> <p>Talk with infants about the feelings they seem to be expressing, especially during caregiving times of feeding, bathing, dressing, and diapering.</p> <p>Create a personal relationship with each infant. Know the kind of cuddling, stroking, talking, and playing that bring good feelings to each individual infant.</p> <p>Limit the number of people in the infant setting to primary caregivers and parents.</p> |

| Young Infants                              | Birth to 8 months  |
|--|--|
| Developmental Indicators of this objective | Caregiver Strategies to promote this goal (continued)  |
|  | <p>Realize that very young infants have limited resources for expression; that crying may be all they are capable of at this early stage in their emotional development.</p> <p>Be aware of the most common reasons young infants cry:</p> <ul style="list-style-type: none"> <li>• Hunger</li> <li>• Tiredness</li> <li>• Wet or soiled diaper</li> <li>• Pain (gas, colic, teething)</li> <li>• Other discomforts (uncomfortable position, too hot or too cold)</li> <li>• Boredom</li> <li>• Over-stimulation</li> <li>• Sudden change (loud noise, sudden loss of support, bright lights)</li> </ul> <p>Consider some ways to prevent distress in young infants, or keep it at a minimal level:</p> <ul style="list-style-type: none"> <li>• Place infants where they can be safe and secure and where needs can be easily met</li> <li>• Establish a primary caregiving system so that you are better able to interpret and respond to an infant's needs</li> <li>• Know each infant's schedule for eating and sleeping</li> <li>• Be alert to early signs of hunger, sleepiness or irritability</li> <li>• Provide an environment that is neither overly stimulating nor overly restricting</li> <li>• Establish a routine to check-in with parents at drop-off</li> </ul> <p>Respond to distress promptly and appropriately. By doing this, you are helping babies manage their own distress instead of crying excessively to get what they want. It is this responsiveness to a young infant's crying that builds a relationship and will aid in the development of later skills for self-quieting.</p> <p>Respond to the young infant's displays of pleasure. Return their smiles and coos and talk with them about what they are expressing.</p> <p>Provide for attachment needs by establishing a primary caregiver system.</p> |

| Mobile Infants   |   | 8 months to 18 months |
|--|---|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this goal   |                       |
| <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• show affection for familiar people through activities such as hugs, smiles, running toward, etc.</li> <li>• show anxiety at separation from primary caregivers</li> <li>• show anger or frustration with people and objects</li> <li>• express positive and negative feelings</li> <li>• show pleasure in new accomplishments</li> <li>• hug, smile at, crawl or toddle toward, or lean against, a familiar person</li> <li>• look to adult for help when attempting a new skill (falling down when attempting to walk)</li> <li>• cling to parents as they say "goodbye"</li> <li>• cry when seeing someone in a Halloween mask</li> <li>• move near caregiver when a stranger enters the room</li> <li>• scream "no" or "mine" when another child takes a toy</li> <li>• try to help caregiver comfort a crying child</li> <li>• cling to blanket from home during rest time</li> <li>• look to an adult for help when frustrated</li> </ul> | <p>Think of feelings in two categories: positive or "yes" feelings and negative, or "no" feelings, rather than as good or bad feelings. Realize that expression of feelings, both positive and negative, is important for healthy emotional development in infants and toddlers. Children need to experience both types of feelings.</p> <p>Consider the "yes" feelings of joy, pleasure, excitement, delight, contentment, satisfaction, and power. As you observe infants in your care, do you see them expressing these feelings?</p> <p>Provide a physical and social environment in which mobile infants can experience plenty of "yes" feelings and can safely explore by moving, seeing, hearing, and touching--an environment in which they have good choices. Support them as they master new skills which give them a feeling of power and competence. Give them opportunities to do things successfully like carrying a loaf of bread to the table. Show them love, empathy, praise and appreciation.</p> <p>Consider the "no" feelings of fear, anger and frustration. Observe to see how these feelings are expressed.</p> <p>Support the mobile infants as they experience the "no" feelings of anger and frustration. This may mean helping them in a frustrating situation or it may mean allowing them time to work through some of their feelings. Know the limitations of each child in your care so that you can judge when to step in and help or redirect or when to sit back, observe and wait to see if the mobile infant can handle the situation without help.</p> <p>Help mobile infants deal with their fears by providing a safe environment and by offering them comfort when they are frightened.</p> <p>Develop a respectful relationship with each child, thereby providing the foundation for healthy emotional growth.</p> |                       |

| Mobile Infants                             |   | 8 months to 18 months |
|--|---|-----------------------|
| Developmental Indicators of this objective | Caregiver Strategies to promote this goal (continued)   |                       |
|  | <p>Provide words for the mobile infant's feelings.</p> <ul style="list-style-type: none"> <li>To Noah who breaks into a big smile as his father enters the room, say, "Noah, I can see you're happy to see Dad."</li> </ul> <p>Express and name your feelings.</p> <ul style="list-style-type: none"> <li>After a rain, exclaim, "I am so happy that the sun is now shining so we can go outside".</li> <li>"It really makes me feel sad to see that the book is torn".</li> </ul> <p>Respect a child's right to have feelings and to express them. Avoid gushing sympathy such as "Oh, poor Jodi. Don't be afraid. I'll make it alright." Avoid trying to distract away from these emotions with a toy or an activity. For example, "Here's your favorite bear. I know you like to play with this bear." Avoid denying that the child's feelings are real by saying things like "Jodi, there's nothing to be afraid of." Instead, accept Jodi's feelings as real to her. Comfort her in a way that will lead her to comfort herself and know when to signal for help. For example, say, "I know you're afraid right now." Reassure Jodi that you are nearby if she needs you.</p> <p>Recognize when the mobile infant has difficulty separating from parents or is fearful of new adults. Talk with the child frequently about his/her family, where they are, when they will come back and things they do together.</p> <p>Stay close to or hold the mobile infant if she reacts negatively to the presence of a stranger. Let the stranger know about the child's concern. Be careful not to be overly protective of a child who is distressed by a stranger, for example by rushing over to hold the child each time a stranger comes into the room. Your action may send the message to the infant that new people are to be feared.</p> |                       |

| Mobile Infants                             |   | 8 months to 18 months |
|--|---|-----------------------|
| Developmental Indicators of this objective | Caregiver Strategies to promote this goal (continued)   |                       |
|  | <p>Know each mobile infant in your care so that you can make a decision about the type of support to provide when he or she is in a stressful situation. Is an encouraging nod enough? Does the child need verbal encouragement or do you need to step in and help the child work through the frustration?</p> <p>Notice and communicate pleasure over such new-found skills as walking, climbing or adding new words. Communication can be a verbal "You did it!" or a smile, a nod, clapping of hands or a hug.</p> |                       |

| Toddlers  |  | 18 months to 24 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this goal  |                        |
| <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• display aggressive feelings and behavior (hitting, shoving, biting, grabbing toys)</li> <li>• also, show early signs of wanting to please</li> <li>• exhibit contrasting states and mood shifts (stubborn versus compliant)</li> <li>• begin to show new fears (monsters, animals, the dark)</li> <li>• may say "no" even to things he/she wants</li> <li>• experience out-of-control behavior (temper tantrums)</li> <li>• show pleasure and excitement through vocalizations and facial expression</li> <li>• become aware of own feelings and those of others</li> <li>• begin to develop empathy</li> <li>• look confused when confronted with a problem</li> <li>• go to caregiver when stressed for comfort and security</li> <li>• request to be held through action or words</li> </ul> | <p>Model the type of interactions with others you want children to develop: affection, empathy, gentleness, etc. For example, tell a child if you are angry, but never react in anger by shaking or jerking.</p> <p>Anticipate the actions of toddlers to prevent them from getting hurt or hurting others. For example, stay close to a child who has tried to bite a peer, and intervene quickly when necessary.</p> <p>Assist and encourage toddlers to use language rather than aggressive actions in their relationships with others.</p> <p>Realize that temper tantrums occur typically as the result of the culmination of fatigue and frustration, plus the toddler's inability to use words to express strong feelings. Tantrums are frightening to other children, to you, and to the child who is having the tantrum. Avoid reacting to a tantrum with anger. Try to remain calm and let the child know you are there to help him or her regain control. The sort of help you provide will vary with the child. Seek help if you become too angry to handle the situation.</p> <p>For older toddlers, consider using a calming down or cooling down time for when they are not capable of self-control and redirection. A word of caution: This is not punishment or time-out. Provide a soft, cozy spot, such as a corner with pillows, where a child can go to settle down and gain control with the support of a nurturing adult nearby.</p> <p>Include plenty of materials in the environment to allow children to express and share feelings and to role-play. Some examples are:</p> <ul style="list-style-type: none"> <li>• dramatic play props (dolls, dress-up clothes, small people/figures)</li> <li>• sand and water play</li> <li>• art</li> <li>• music and songs</li> <li>• puppets and books</li> </ul> |                        |

| Toddlers                                   |  | 18 months to 24 months |
|--|--|------------------------|
| Developmental Indicators of this objective | Caregiver Strategies to promote this goal  |                        |
|  | <p>Understand that although at times toddlers seem to be quite independent, they very much need a special caregiver and the secure base she offers.</p> <p>Toddlers are egocentric and have a hard time putting themselves in someone else's place. This means that if they want something, they take it. If someone is in their way, they try to move them. Thus life in groups, for and with toddlers can be difficult.</p> <p>Accommodate the egocentric nature of toddlers; plan an environment that provides for both solitary and parallel play. Provide several of the same popular toys for children to play with alone or near another child. Provide private spaces for no more than two children that can be easily supervised by adults.</p> <p>Prepare toddlers for changes even though they may be a normal part of the daily routine. Plan for transition times so that toddlers have very limited "wait" time.</p> <p>Be aware when toddlers are becoming tired and realize that they may not be able to recognize and control this. Help them transition to a calming activity.</p> |                        |

| Twos  |  | 24 months to 36 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this goal  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• display aggressive feelings and behavior (hitting, shoving, biting, grabbing toys)</li> <li>• express emotions with increasing control (but will still tantrum)</li> <li>• use some language to express feelings (says "I did it!" after using potty successfully)</li> <li>• express affection and preference for some peers (puts arm around shoulder)</li> <li>• recognize and reacts to feelings in others ("Becky is sad.")</li> <li>• exhibit contrasting emotional states and mood shifts                             <ul style="list-style-type: none"> <li>○ anger and tenderness</li> <li>○ hostility and love</li> <li>○ confidence and doubt</li> <li>○ fear and power</li> <li>○ pride and shame</li> <li>○ independence and dependence</li> </ul> </li> <li>• verbalize feelings more often</li> <li>• express feelings in symbolic play</li> <li>• have some understanding of choices, rights of self and rights of others</li> </ul> | <p>Model the type of interactions with others you want children to develop: affection, empathy, gentleness, etc. For example, tell a child if you are angry, but never react in anger by shaking or jerking.</p> <p>Help Twos resolve their differences by using words to express what is happening and what they are feeling. For example, say "You want to play with the doll Sean has. Let's see if we can find another doll."</p> <p>Assist and encourage Twos to use language rather than aggressive actions in their interactions with others.</p> <p>Recognize that constantly testing limits and saying "no" is part of a two-year-old's development of self as an autonomous individual. Limit your use of the word "no" to situations that relate to the safety of the children. State directions positively. For example, say "Walk" rather than "Don't run." Explain the reasons for limits in simple words. Say, "When you run inside you might fall and hurt yourself."</p> <p>For older Twos, consider using a calming down or cooling down time for when they are not capable of self-control and redirection. A word of caution: This is not punishment or time-out. Provide a soft, cozy spot, such as a corner with pillows, where a child can go to settle down and gain control with the support of a nurturing adult nearby.</p> |                        |

**Early Learning Guidelines**

**Goal 3**

**To learn about expressing feelings**

| <b>Twos</b>   |  | <b>24 months to 36 months</b> |
|---|--|-------------------------------|
| <b>Developmental Indicators of this objective</b>   | <b>Caregiver Strategies to promote this goal (continued)</b>   |                               |
| <p><b>Examples (continued)</b></p> <ul style="list-style-type: none"> <li>• begin to show fears of new things (monsters, animals, the dark)</li> <li>• begin to develop empathy (pats a friends who is crying)</li> <li>• roar like a lion when angry instead of biting</li> <li>• say “No!” to a child who is trying to take a toy away</li> </ul> | <p>Include plenty of materials in the environment to allow children to express and share feelings and to role-play. Some examples are:</p> <ul style="list-style-type: none"> <li>• dramatic play props (dolls, dress-up clothes, small people/figures)</li> <li>• sand and water play</li> <li>• art</li> <li>• music and songs</li> <li>• puppets</li> <li>• books</li> </ul> <p>Accept that caring for Twos with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt to their constantly changing behaviors and moods.</p> <p>Understand that because of Twos’ growing ability to imagine things they cannot see, their fears increase to include imaginary creatures, or monsters, for example. Take their fears seriously, give them support, and show that they can find a way to cope. Prepare them for potentially frightening situations. Tell them what to expect. Be there as a secure base when the two-year-old does encounter a potentially frightening situation.</p> <p>Realize that although Twos are beginning to become aware of the feelings of others and to develop empathy, this is unpredictable and should not be expected on a regular basis.</p> <p>To help Twos feel secure in their environment, provide a predictable sequence in the day while maintaining a flexible time schedule. A predictable sequence helps toddlers to know what to expect next and makes transitions somewhat easier. The flexibility is essential because they need to repeat tasks until they have mastered them. A flexible time line allows them to go at their own pace.</p> <p>Help Twos have accomplishments they can take pride in. Take steps to minimize the frustrations toddlers might encounter in their environment. For example, provide toys that are age-appropriate and in good repair.</p> |                               |

| Young Infants   |   | Birth to 8 months |
|---|---|-------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective  |                   |
| <p><b>Objective 4.1</b>     <i>To express needs and thoughts</i></p>  |   |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• fidget or cry to signal sleepiness, hunger, anger, discomfort, or boredom</li> <li>• smile to invite an adult to interact</li> <li>• hold rattle up for adult to shake</li> <li>• produce different facial expressions, body movements</li> <li>• move body toward caregiver when she approaches</li> <li>• raise arms to familiar adult</li> <li>• laugh aloud</li> <li>• experience pleasure when held and read to (coos, babbles, smiles squeals or attends)</li> </ul> | <p>Have a primary caregiver who is responsible for each infant’s daily care. This will help that caregiver better understand each child’s unique way of communicating.</p> <p>Know each infant in your care. Observe and determine what an infant’s different movements and cries mean and respond quickly and appropriately. Look, listen, and feel for the answer. Is he hungry, does he have a wet or soiled diaper, or is he just tired of being in the same position? Each of these needs requires a different response.</p> <p>Always respond to infants' sounds. Answer as if she asked you a real question. It is important for the infant to get a response from you.</p> <p>Think of crying as positive, as a sign that the infant is communicating his needs and that he trusts you to respond to them.</p> <p>Use language with infants from the start. Talk with them long before they can talk to you. Talk with families to learn and share all the ways infants communicate before they can talk.</p> <p>It’s never too early to show books to an infant and talk about pictures. Cuddle him on your lap and look at books. Cloth and vinyl books can be washed if needed.</p> <p>Talk with infants during caregiving times. Tell them what will happen, give them time to respond. Tell them what is happening before and as it is happening. Tell them what will happen next.</p> |                   |

| Young Infants  |   | Birth to 8 months |
|--|---|-------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                   |
| <b>Objective 4.1</b> <i>To express needs and thoughts (continued)</i>  |   |                   |
|  | <p>Comfort with language. “Yes, I know that you are hungry. Let’s go get some milk for you.”</p> <p>Pay attention to the infants’ non verbal expression and respond to them both verbally and non-verbally. Respond to a smile with a smile and say, “Look at Joseph’s big smile.”</p> <p>Provide toys such as rattles and squeaky toys that infants can use to create sounds.</p>  |                   |
| <b>Objective 4.2</b> <i>To identify with a home language</i>   |   |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• listen to conversations</li> <li>• recognize and begin imitating sounds of home language</li> <li>• understand names of familiar people and objects in home language</li> </ul> | <p>Determine the home language of each child in your care. If the home language is non-English or limited English, the following strategies and activities apply to your work setting.</p> <p>Respect the language of the family. Do not insist that the family speak English to their infant at home. Families should speak the language they know best. Young children who hear two languages spoken well from birth can learn them both.</p> <p>Ask families to help you learn, in their language, the names of some objects that are part of the caregiving setting. For example, bottle, diaper, food items, and body parts such as eyes, nose, and mouth. Use these words with the infant. Connect the words to the objects.</p> <p>Make sure you correctly pronounce the child’s name as well as the names of other family members.</p> <p>Reassure families that as you care for their infants you will make every effort to understand what the child is trying to communicate to you.</p> |                   |

| Young Infants   |   | Birth to 8 months |
|---|---|-------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective  |                   |
| <b>Objective 4.3</b> <i>To respond to verbal and non-verbal communication</i>   |   |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• quiet to caregiver’s voice</li> <li>• listen attentively</li> <li>• listen to and gaze at face of person who is talking</li> <li>• coo when spoken to</li> <li>• respond when called by name (looks up or turns head)</li> <li>• touch mirror when adult asks “Where is the baby?”</li> <li>• understand names of familiar people and objects</li> </ul> | <p>Know and use the name that parents want their infant to be known by. Use the infant’s name in play, and during dressing, diapering, and feeding.</p> <p>Encourage infants to respond to your verbal and nonverbal interaction with them. Say, “Feel the rabbit’s soft fur” as you stroke the stuffed animal, or “Listen to the bells” as the infant hits the chiming ball and watches it rock back and forth.</p> <p>Hold out your arms to the infant as signal that you will pick him up out of his crib. As he reaches out his arms toward you, say “There you go, Elliot. I am taking you out of your crib.”</p> <p>Put words to their actions. For example, say “You are reaching for the ball.”</p> <p>Use names of people and objects as you communicate with young infants.</p> <p>Use motions to songs while singing with infants.</p> <p>Sing songs over and over again. Singing is another way for infants to learn the words and sounds of language.</p> <p>Learn and use sign language as a means of communicating with infants.</p> <p>Talk to parents about things they do at home and ways they can help their babies learn to communicate.</p> |                   |

| Young Infants   |   | Birth to 8 months |
|---|---|-------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective  |                   |
| <p><b>Objective 4.4</b>     <i>To communicate through language</i></p>  |   |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• coo</li> <li>• vocalize to self and others</li> <li>• begin babbling</li> <li>• change pitch / loudness of voice</li> <li>• make vowel-like sounds or a variety of consonant and vowel sounds</li> <li>• imitate inflection</li> <li>• babble to others</li> <li>• recognize familiar person and vocalizes</li> <li>• make “raspberry” noises</li> </ul> | <p>Listen and respond to the infant’s babblings and vocalizations. Match his vocalizations. Appreciate these sounds as the beginning of communication that helps develop language skills.</p> <p>Exchange sound with infants. Let them take the lead. Imitate their vocalizations and remember that they will match your vocalizations, too.</p> <p>Talk with infants in a pleasant, calm voice. Use “Motherese” rather than baby talk. Motherese is when you raise the pitch of your voice, soften the tone and slow down the rate using simple, clear sentences. Baby talk is the mispronunciation of words. Keep eye contact when talking with infants.</p> <p>Talk with, sing, and read with infants. Talking to infants gives them language skills that will help them learn more easily when they get to school.</p> <p>Playing games like peek-a-boo helps the infant learn to do things with others and learn that taking turns while playing is part of having fun and communicating.</p> <p>Be aware of some warning signs that a young infant may have a communication disorder: displays lack of interest in social contact (for example, avoids eye contact, holds body rigidly), or does not respond to human voices or other sounds.</p> <p>Document your observations of a young infant’s behaviors that support your concern. Discuss this with your supervisor and with the infant’s parents.</p> |                   |

| Young Infants  |  | Birth to 8 months |
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| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                   |
| <p><b>Objective 4.5</b>     <i>To show enjoyment of books and stories</i></p>  |  |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• enjoy the sound of language and steady rhythm of words</li> <li>• become an active reading partner through chewing, shaking, banging and observing a book</li> <li>• attempt to turn page of book being held by adult</li> </ul> <p>(For a Booklist including a variety of titles and topics for each age group, please see the Resource Section)</p> | <p>Read to an infant as you cradle her in your arms. Accompany the reading with lots of cuddles and snuggles (if infant enjoys cuddling)</p> <p>Select books with simple bold illustrations.</p> <p>Prop board books up so non-mobile infants can see the pictures.</p> <p>Select books that focus on things familiar to the infants: bottle, clothes, toys, and people.</p> <p>Provide books that can be easily cleaned. For example, washable cloth books, soft vinyl or oilcloth books.</p> <p>Provide board books with thick coated pages.</p> |                   |

| Mobile Infants  |  | 8 months to 18 months |
|---|--|-----------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                       |
| <b>Objective 4.1</b> <i>To express needs and thoughts</i>   |  |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• point to ask for an out-of-reach toy</li> <li>• shake head “No” when asked if hungry</li> <li>• catch eye of an adult to ask for help</li> <li>• gestures to indicate wet or soiled clothing</li> <li>• crawl or walk to express self</li> <li>• use whole body gestures or movements (leans on closed door when moms leaves)</li> </ul> | <p>Have a primary caregiver who is responsible for each infant’s daily care. This will allow that caregiver to better understand each child’s unique way of communicating.</p> <p>Know each infant in your care. Observe and try to figure out what an infant’s different movements and cries mean and respond quickly and appropriately. Look, listen, and feel for the answer. Is she hungry, does she have a wet or soiled diaper, or is she just tired of being in the same position? Each of these needs requires a different response.</p> <p>Be tuned in to each child’s non-verbal communication strategies such as pointing or shaking head “yes” or “no” and respond by using words to help him express his ideas.</p> |                       |
| <b>Objective 4.2</b> <i>To identify with a home language</i>  |  |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• look at a bottle on hearing the word “bottle” in the home language</li> <li>• use same sounds and intonations as parents do</li> <li>• say several words in home language clearly</li> </ul>   | <p>Encourage family members to speak in their home language when they visit.</p> <p>Use tapes with songs and stories in the child’s home language.</p> <p>Invite parents to share records or tapes in their home language.</p> <p>Ask parents to teach you some commonly used words (such as Mom, bottle, eat, spoon). Use the words when speaking with the child.</p>   |                       |

| Mobile Infants  |   | 8 months to 18 months |
|---|---|-----------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective  |                       |
| <p><b>Objective 4.3</b>     <i>To respond to verbal and non-verbal communication</i></p>  |   |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• react to facial expressions of adults</li> <li>• follow simple directions such as, “Will you carry these napkins to the table, please?”</li> <li>• push foot into boot as adult pulls it up</li> <li>• look toward named objects</li> </ul>  | <p>Provide non-verbal support and encouragement to mobile infants by making eye contact, smiling, nodding, or gesturing to them.</p> <p>Invite mobile infants to assist with a simple task. For example, “Adrienne, bring me the ball.”</p> <p>Sing naming songs with infants to make connections of words and objects.</p>   |                       |
| <p><b>Objective 4.4</b>     <i>To communicate through language</i></p>  |   |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• create long babble sentences</li> <li>• repeat familiar words</li> <li>• call caregiver by name</li> <li>• use words such as “mama” and “dada”</li> <li>• understand many more words than can say</li> <li>• use gestures and words to communicate needs (yes, no, up, all gone)</li> <li>• begin to use me, you, and I</li> </ul> | <p>Listen and respond with conversation to the babbles of infants.</p> <p>Name and talk about things in the room or outdoors to help expand vocabulary. Encourage mobile infants to say words by showing your pleasure and excitement when they say a word. Remember they will say what you say!</p> <p>Expand on what they say to model complete sentences. For example, when a child says “Milk” as you are pouring milk into cups for snack, say, “Yes, Monteil, we’re going to have milk for snack.”</p> <p>Add toys to the environment to promote language development. For example, add telephones, small vehicles, dolls and doll blankets.</p> <p>Be aware of some signs that a mobile infant may have a communication disorder: a mobile infant who has been babbling stops babbling, or a mobile infant does not show interest in objects or interacting with caregivers, or in playing games such as pat-a-cake.</p> <p>Document your observations of a mobile infant’s behaviors that support your concern and discuss this with your supervisor and/or parents of the mobile infant.</p> |                       |

| Mobile Infants   |   | 8 months to 18 months |
|--|---|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                       |
| <b>Objective 4.5</b> <i>To show enjoyment of books and stories</i>   |   |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• look at picture books with interest, sometimes pointing at objects</li> <li>• begin to follow simple stories and may listen for a brief time when read to</li> <li>• select a book and takes it to an adult to read</li> </ul> <p>(For a Booklist including a variety of titles and topics for each age group, please see the Resource Section)</p> | <p>Include books with picture of objects and activities infants can relate to: pets, vehicles, taking a bath.</p> <p>Place sturdy board books in book pockets or sturdy book stands where mobile infants can look at books on their own.</p> <p>Sit on floor with one or two children, reading to them. Support children in their responses to book illustrations. “Yes, that’s a dog. His name is Spot,” as child points to dog in book.</p> <p>Encourage children to follow the illustrations as you read the text. Ask “Can you find the cat?”</p> |                       |

| Toddlers   |  | 18 months to 24 months |
|--|--|------------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 4.1</b> <i>To express needs and thoughts without using words</i>  |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• use facial expressions to show excitement or distress</li> <li>• catch adult’s eye for attention and reassurance when needed</li> <li>• show awareness of body functions</li> </ul> | <p>Respond quickly to toddlers’ cries or other signs of distress because they have limited language.</p> <p>Form a relationship with each toddler so that you can understand and respond to each child’s non-verbal communications. For example, to a child who watches you intently as you start to leave the classroom, say “André, I’ll be right back. I just have to take the lunch count to Ms. Carol’s office.”</p> <p>Say to a child who is attempting to jump up and down as the group prepares for outside play, “Kayla, I can tell you are excited because we’re going outside to play.”</p> <p>Attach words to the child’s gestures. Describe what the child is doing or what the toddler wants.</p> <p>Interpret a toddler’s communication attempts with peers. For example you have observed that Louis enjoys being with Marianne. When it is time for snack, Louis sits at the table, looks at Marianne and pats the chair next to his. Say to Marianne, “Marianne, I think Louis wants you to sit by him.”</p> |                        |

| Toddlers  |  | 18 months to 24 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 4.2</b> <i>To identify with a home language</i>  |  |                        |
| <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• speak in home language with family members and others</li> <li>• recognize tapes of stories and songs from home culture</li> <li>• see that home language does not enable them to communicate and may stop speaking</li> <li>• continue to use non verbal communication like pointing</li> <li>• use key words in social situations (please, hi)</li> </ul> | <p>Ask parents what words their toddler uses so that you can learn what their child is saying when speaking in a home language you do not understand. Ask about words for food items, family members, clothing, toys, etc.</p> <p>Become familiar with those words or expressions and use them in communicating with the toddler.</p> <p>Be aware of child’s attempts to communicate and support any efforts even if the child is not talking.</p> <p>Ask families to make tapes of stories and music their children know from home. Incorporate them into your plan of activities. Invite families to tell a story or read a book in their home language.</p> |                        |
| <b>Objective 4.3</b> <i>To respond to verbal and non-verbal communication</i>   |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• follow directions such as “Bring the book to me, please.”</li> <li>• go over to cot when lights are dimmed for naptime</li> </ul>  | <p>Give clear and specific one-step directions such as “Put the doll in the doll bed” rather than “Put the doll where it belongs.”</p> <p>Match your body language, especially facial expression, to voice tone and spoken words so that children do not receive mixed messages.</p> <p>Be consistent with verbal and nonverbal signals for routines and for transitions from one activity to another. For example, include transition songs or finger plays when preparing to go outdoors.</p>  |                        |

| Toddlers  |  | 18 months to 24 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 4.4</b> <i>To communicate through language</i>   |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• participate in sound and word play</li> <li>• request songs and finger plays</li> <li>• expand vocabulary</li> <li>• combine words</li> <li>• use words to indicate wants and needs (toys, food, ownership)</li> <li>• use name to refer to self</li> <li>• show frustration when not understood and may act accordingly</li> <li>• use single words combined with gestures and intonation to communicate</li> </ul> | <p>When initiating a conversation with a toddler, allow child ample time to respond. Talk with toddlers at their eye level.</p> <p>Remember that toddlers repeat what you say.</p> <p>Listen attentively as toddlers initiate a conversation with you and respond to their verbal initiations. Resist the temptation to rush toddlers or interrupt them as they talk with you.</p> <p>Name objects, describe events, and reflect feelings to help children learn new words.</p> <p>Set up the learning environment to encourage children to communicate with each other. For example, in the home living area, include dishes and pots and pans, dolls and doll blankets and at least two telephones.</p> <p>Help children listen to and communicate with each other. When necessary, talk for them or interpret what they are trying to communicate. “Tell her you want some play dough” or “He’s telling you he doesn’t like it when you push him off the tricycle.”</p> <p>When necessary, ask parents to interpret for you what their toddler is saying.</p> |                        |

| Toddlers   |   | 18 months to 24 months |
|--|---|------------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                        |
| <p><b>Objective 4.5</b>     <i>To show enjoyment of books and stories</i></p>  |   |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• continue to rotate book to get picture right side up</li> <li>• point to pictures in book and asks “What’s that?”</li> <li>• name some pictures in books</li> <li>• enjoy looking at books on own</li> <li>• make up stories while turning pages of book</li> <li>• request favorite books to be read over and over again</li> </ul> <p>(For a Booklist including a variety of titles and topics for each age group, please see the Resource Section)</p> | <p>Read to toddlers individually or in groups of two or three frequently during the day.</p> <p>Select books with simple plots about familiar things and people. Toddlers enjoy books that repeat the same words over and over again. Also include books that rhyme.</p> <p>Set up a cozy and soft reading/library/book area for toddlers to use independently. Include some sturdy familiar books.</p> <p>Choose vinyl and board books; expect to replace books frequently.</p> <p>Allow children to go to the library area and “read” independently. Join them in the area and read a requested book.</p> <p>Recognize that repetition is important for toddlers. Therefore re-read favorite books. Add others which may become “new” favorites. As you read with toddlers, allow them to turn pages and point to pictures in the book.</p> <p>Tell stories, sometimes using props such as flannel or magnetic figures, story characters, and puppets.</p> <p>Allow children to manipulate and place flannel or magnetic figures on the boards.</p> |                        |

| Twos  |  | 24 months to 36 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 4.1</b> <i>To express needs and thoughts without using words</i>   |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• tug on pants to indicate need to go to bathroom</li> <li>• use facial expression to show excitement or distress</li> <li>• use hand gestures to show she knows the song</li> </ul> | <p>Respond quickly to a two-year-old’s cries or other signs of distress because they have limited language with which to communicate their needs.</p> <p>Provide frequent eye contact to “check in” with every child.</p>  |                        |
| <b>Objective 4.2</b> <i>To identify with a home language</i>  |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Respond when spoken to in home language</li> <li>• Increasingly use of both home language and English (Code mixing: using both languages in one sentence)</li> </ul>               | <p>Take pictures of things in the classroom and make a book using both English and the child’s home language. Learn the name of common objects in both languages.</p> <p>Make yourself interesting to listen to and provide information that the child can learn from. Make adjustments and adaptations so that the child can understand you.</p> <p>Use music to help them learn the second language. (“Where is Thumbkin?”)</p> <p>Be accepting of the child’s attempts with language.</p> <p>Provide a classroom that is accepting and values other cultures.</p> |                        |

| Twos  |  | 24 months to 36 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 4.3</b> <i>To respond to verbal and non-verbal communication</i>   |  |                        |
| <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• understand a pause in the conversation is a signal for him to take a turn</li> <li>• respond to adult’s facial expressions (stops throwing blocks after a stern look from adult)</li> </ul> | <p>Tell stories about feelings. Use words to describe how you and others feel. “Can you tell by Susie’s face how she is feeling?”</p> <p>Sing chants and nursery rhymes that allow the children to anticipate what’s next (One, Two, Buckle My Shoe).</p> <p>Read favorite books, pausing to allow children to fill in the next phrase.</p> <p>Encourage Twos to use language. Ask questions that expand and extend language “Tell me about …..”</p> |                        |

| Twos  |  | 24 months to 36 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 4.4</b> <i>To communicate through language</i>   |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• participate in and sustains conversations</li> <li>• ask “why” questions</li> <li>• use phrases and/or simple sentences and questions that incorporate expanding vocabulary</li> </ul> | <p>Talk with Twos often and about lots of things. Sit with Twos while they eat and discuss the foods they are eating.</p> <p>Remember that Twos are always listening to your words!</p> <p>Discuss what’s happening now and what will happen next. For example, “Your Mommy went to work. She’ll be back after nap. Or “After we have lunch it will be time for nap.”</p> <p>Talk about colors and sizes of things you see. Use words that describe what the children are doing.</p> <p>Be aware of some signs that a two-year-old may have a communication disorder, especially an older toddler. A child may exhibit these signs if he:</p> <ul style="list-style-type: none"> <li>• has limited vocabulary</li> <li>• is often misunderstood by others</li> <li>• often misunderstands questions</li> </ul> <p>Observe the child closely and identify and document the behavior, or absence of behavior, and when it occurs. Discuss your concerns with your supervisor and/or the child’s parents.</p> |                        |

| Twos  |  | 24 months to 36 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 4.5</b> <i>To show enjoyment of books and stories</i>  |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• imitate teachers reading a story</li> <li>• recognize that pictures may have different orientation (sloth hanging upside down from tree)</li> <li>• begin to act out stories (Jack and Jill, Humpty Dumpty, Three Billy Goats Gruff)</li> <li>• protest when a adult misreads a word in a familiar story and offers correction</li> <li>• recite whole phrases from familiar stories</li> </ul> <p>(For a Booklist including a variety of titles and topics for each age group, please see the Resource Section)</p> | <p>Read to children in small groups of two or three.</p> <p>Have props or objects that relate to the story for the children to touch or hold.</p> <p>Use inflection and emphasis. Exaggerate your voice and facial expressions to make the story entertaining for Twos.</p> <p>Try two or three short readings during the day. Allow Twos to come and go while reading. Pick short books or poems.</p> |                        |

| Young Infants  |  | Birth to 8 months |
|--|--|-------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                   |
| <b>Objective 5.1</b> <i>To gain an understanding of basic concepts and relationships</i>   |  |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• engage primarily in reflexive behavior</li> <li>• respond to sensory stimuli, such as touch, sounds, light, voices</li> <li>• gather information through senses: mouthing, grasping, reaching</li> <li>• look at face of person who is talking</li> <li>• turn head toward sound/voice</li> <li>• recognize familiar objects like bottles</li> <li>• begin to look for dropped toy</li> <li>• differentiate between person attached to and others</li> <li>• come to realize ability to make things happen: hit or kick mobile and it moves</li> <li>• begin to realize that self and people and objects in the world are separate</li> </ul> | <p>Provide stimulation to promote cognitive development. To avoid over-stimulation of young infants, limit the number adults and infants in the room.</p> <p>Give young infants faces to look at, especially yours. Infants attend to faces, either real or picture form, longer than to any other images.</p> <p>Talk with young infants during caregiving times of feeding, bathing, diapering and dressing. Explain what will happen, what is happening, and what will happen next. It is these day-to-day relationships and experiences, more than toys and equipment that contribute to the young infant’s cognitive development.</p> <p>Provide for very young infants a limited variety of soft, washable toys to be looked at and mouthed. Place varying sized objects within view and reach of infant.</p> <p>Vary the position of young infants so they can see more of their environment.</p> |                   |
| <b>Objective 5.2</b> <i>To apply knowledge to new situations</i>   |  |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• shake stuffed animal in same way as rattle to hear noise</li> <li>• kick new crib toy to see if it will move</li> <li>• squeeze and taste new finger food</li> </ul>  | <p>Add interesting toys of different textures that are responsive to the action of the infant such as soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles.</p> <p>Talk with infants about what they are experiencing through their senses. Say “I know that dry diaper feels good.”</p>   |                   |

| Young Infants  |   | Birth to 8 months |
|--|---|-------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                   |
| <b>Objective 5.3</b> <i>To develop strategies for solving problems</i>   |   |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• reach for objects within view</li> <li>• use hands to steady self when sitting up</li> <li>• reach for a toy that has rolled away</li> <li>• raise bottle as level of milk drops</li> </ul> | <p>Place infants in a safe area large enough for them to move freely. Place toys around the area to encourage them to move around and reach for them.</p> <p>Allow infants time to try to solve problems on their own. Know each infant’s tolerance for frustration and his or her developing abilities and tailor your actions accordingly. Balance helping the young infant by making the situation easier to cope with and letting the child work things out. For example, for the non-mobile child who becomes upset because a toy is out of reach, you would move it nearer. For the child who is beginning to creep or crawl, you might offer words of encouragement such as “Keep trying, you almost got it!”</p> <p>Comment on their successes as they solve problems. “Jamal, you worked hard to pick up that rattle.”</p> |                   |

| Mobile Infants   |  | 8 months to 18 months |
|--|--|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                       |
| <p><b>Objective 5.1</b>     <i>To gain an understanding of basic concepts and relationships</i></p>  |  |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• enjoy filling bucket with pop beads and dumping them out (spatial concept)</li> <li>• remember games and toys from previous day (memory)</li> <li>• pull cover off toy that has been hidden (object permanence)</li> <li>• ask for wooden spoon to bang on homemade drum</li> <li>• pretend to open door using a toy key</li> </ul> | <p>Provide a physical and social environment that focuses on play as the main ingredient for cognitive development. The environment should</p> <ul style="list-style-type: none"> <li>• be safe</li> <li>• offer freedom to explore</li> <li>• give opportunities for choice and self-direction</li> <li>• be rich in sensory experiences.</li> </ul> <p>Offer toys and materials such as plastic or wooden cars and trucks, dolls, balls of different sizes and textures, nesting and stacking toys, play or real telephones.</p> <p>Add toys that can be used in more sophisticated ways: large connecting blocks, small building cones and wooden snap trains, for example.</p> <p>Include real objects, or realistic replicas, for pretend play: real cup and spoon, purses, doll and blanket, telephone, pots and pans, measuring cups, containers with lids.</p> <p>Prepare the environment so that mobile infants are able to make choices. For example, display toys clearly on low shelves. Store collections of items, such as small wooden blocks, in a clear plastic container labeled with a picture of the items. Expect that the main play activity may be taking things off of shelves!</p> <p>Maintain some familiar and favorite toys and materials in the environment while gradually adding new ones.</p> <p>Remain nearby and available but non-directive while mobile infants play. Be a safe base for them by helping when needed but allow them the opportunity for independent exploration and discovery.</p> |                       |

| Mobile Infants   |  | 8 months to 18 months |
|--|--|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                       |
| <b>Objective 5.2</b> <i>To apply knowledge to new situations</i>   |  |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• blow on noodles when adult explains they are hot</li> <li>• frequently generalize (say dog for a variety of four-legged animals)</li> <li>• use hammer instead of hand to flatten play dough</li> </ul> | <p>Provide a variety of unstructured materials that mobile infants can use creatively.</p> <p>Encourage creativity rather than imposing limits on how mobile infants use materials.</p> <p>Allow mobile infants to explore new materials and try to figure out what to do with them.</p> <p>Notice and comment when children apply knowledge to new situations. For example, say to Mischa who puts small wooden blocks in shoebox rather than in intended container and places on storage shelf, “Mischa, you found a new container for the blocks” rather than, “Those blocks go in this container” as you put them in the proper container.</p> |                       |

| Mobile Infants   |  | 8 months to 18 months |
|--|--|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                       |
| <p><b>Objective 5.3</b>     <i>To develop strategies for solving problems</i></p>  |  |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• point to picture in a storybook and look to adult for name of that object</li> <li>• bring over a stool to help reach a toy</li> <li>• try various pieces in shape sorting box until one fits</li> <li>• use a stick to gain an out-of-reach toy</li> <li>• pull string to get toy to roll</li> </ul> | <p>Allow free choice of materials for play so children will find problems to solve that are meaningful to them (problems they run into during the course of the day), such as such as how to get the ball that rolled under the table.</p> <p>First observe children in order to help in problem-solving, taking your cues from them. Assist them only until they can work independently. If the child does not need or want help, allow the child to solve the problem by himself.</p> <p>Intervene in the mobile infants' play only to prevent them from hurting each other or to keep them from becoming overly frustrated. For example, as you sit at a low table with a mobile infant who gets stuck putting puzzle pieces in a three-piece puzzle, give verbal hints about how to turn the pieces until they fit rather than showing the child how they fit.</p> <p>Provide help when the mobile infant comes to you with a problem. "Yes, Andréa, we can get the shapes out so you can put them in again."</p> <p>Remember that learning is holistic (many different areas/concepts are developing at the same time) and that sometimes it looks like they are "just fooling around with stuff." Practicing these learning schemes are the foundation for all later learning!</p> |                       |

| Toddlers   |   | 18 months to 24 months |
|--|---|------------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                        |
| <p><b>Objective 5.1</b>     <i>To gain an understanding of basic concepts and relationships</i></p>  |   |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• get in and out of and sit in laundry baskets, boxes, etc.</li> <li>• connects language to more concepts (says, “More milk.”)</li> <li>• uses wooden spoon as a drum stick</li> <li>• activates cause and effect toys</li> <li>• explores through sensorimotor manipulation such as                             <ul style="list-style-type: none"> <li>• banging</li> <li>• twisting</li> <li>• throwing</li> <li>• pushing</li> <li>• opening/closing</li> <li>• etc.</li> </ul> </li> </ul> <p>(For more information on what Toddlers learn from practicing learning schemes/sensorimotor exploration, please see the article entitled <i>A Letter from a Toddler</i> in the Resource Section)</p> | <p>Slowly introduce materials and equipment to the classroom, remembering that children will want to handle the new materials and see how they work.</p> <p>Expect challenges when two toddlers want the same materials and provide duplicates where possible.</p> <p>Create simple interest areas for toddlers:</p> <ul style="list-style-type: none"> <li>• Home living with baby dolls, blankets, handbags, caps and shoes</li> <li>• Book area with sturdy books and space to sit</li> <li>• Art and expressive materials area with easel, thick paints, brushes, large pieces of paper, washable markers</li> <li>• Sensory area to include sand and water play with measuring cups, sieves and sifters</li> <li>• Toy area with puzzles and large pegs and pegboards, stringing with thin rope and plastic pipe cut into 2” lengths</li> <li>• Block and construction area with large cardboard or milk carton blocks, large foam blocks, and vehicles</li> </ul> <p>Allow children freedom to play with materials with a minimum of adult interaction. As toddlers interact with materials they will come to understand concepts and relationships. For example, as they play with props in the water, they will begin to understand that a cup holds water and a sieve does not.</p> <p>Remember that learning is holistic (many different areas/concepts are developing at the same time) and that sometimes it looks like they are “just fooling around with stuff.” Practicing these learning schemes are the foundation for all later learning!</p> |                        |

| Toddlers                                   |   | 18 months to 24 months |
|--|---|------------------------|
| Developmental Indicators of this objective | Caregiver Strategies to promote this objective  |                        |
| Objective 5.1                              | <i>To gain an understanding of basic concepts and relationships (continued)</i>   |                        |
|  | <p>Use language to interact and describe what the toddler is doing. “Yes, Olivia, the baby is going to sleep and you are patting her back.”</p> <p>Teach concepts such as colors and shapes to toddlers using everyday routines rather than using drill. For example, “Elliot, I see round circles on your shirt.”</p> <p>Help toddlers understand number concepts in a natural context of play and daily routines. For example, point out the number of children who are swinging.</p> <p>Use finger plays and songs to focus toddlers’ attention.</p> <p>Read books with toddlers that present appropriate basic concepts and relationships (such as home, going to bed, farm animals, foods, families, and friends).</p> <p>Avoid asking lots of questions as you read with toddlers. Listen to the toddlers’ comments and respond to their questions.</p> <p>Understand that as toddlers learn more about cause and effect they will repeat actions even if adults respond negatively. For example, Darlene continues to climb on the stool to flick the lights on and off even though the teacher has tried to redirect this behavior.</p> |                        |

| Toddlers   |  | 18 months to 24 months  |
|--|--|---|
| Developmental Indicators of this objective   |  | Caregiver Strategies to promote this objective  |
| <b>Objective 5.2</b> <i>To apply knowledge to new situations</i>   |  |   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• see a picture of a zebra and calls it a horse</li> <li>• paint on side of building after painting at easel (going beyond direct/immediate imitation)</li> <li>• complete new puzzle using familiar strategy of turning pieces until they fit</li> <li>• imitate others' activities, emotions and words</li> </ul> |  | <p>Add materials to environment that are slightly more challenging to toddlers. For example, add puzzles with more pieces or smaller pegs and balls.</p> <p>Provide additional props to home living area that build on children's real life experiences (blenders, lawn-mowers, tools).</p> <p>Allow toddlers to figure out what to do with new play materials rather than directing their actions. Observe them as they build on their skills in discovering how to use new materials.</p> <p>Talk to toddlers about how things are alike and different.</p> |

| Toddlers  |   | 18 months to 24 months |
|---|---|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective  |                        |
| <b>Objective 5.3</b> <i>To develop strategies for solving problems</i>  |   |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• cooperate with others in implementing a plan (carries a pillow across the room for jumping game)</li> <li>• ask “Why?” questions</li> <li>• dip a paintbrush in water to clean it</li> <li>• observe and experiment through trial and error</li> </ul> | <p>Provide equipment and materials in the outdoor environment that encourage problem-solving. For example, small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of.</p> <p>Allow toddler to work on a problem uninterrupted. Observe what toddlers do so you can identify when to step back and let them solve their own problems. Be ready to step in if a child is in danger or is getting too frustrated.</p> <p>Begin to talk about solving problems. Talk to other adults about how you can have conversations with toddlers about problem-solving. For example, it is raining and the group will not be able to go outside. Rather than having an adult conversation about alternatives, sit on the floor and talk to each other and the group of children about the problem--not being able to go outside--and possible solutions--playing in the multipurpose room, going on an inside walk, etc.</p> |                        |

| Twos   |  | 24 months to 36 months |
|--|--|------------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 5.1</b> <i>To gain an understanding of basic concepts and relationships</i>   |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• experiment with mixing colors when painting</li> <li>• tell another child, “Your mommy comes back after nap.”</li> <li>• run to tree and say, “I run fast.”</li> <li>• connect language to more concepts such as size and color</li> <li>• understand opposite meanings (go-stop, big-little, up-down, in-out, etc.)</li> <li>• have increased memory of past events</li> </ul> | <p>Provide materials and equipment to learning centers:</p> <ul style="list-style-type: none"> <li>• Home living area with child-sized table and chairs and kitchen appliances, simple clothing, blankets, and beds for dolls, dishes, cooking utensils, handbags, and simple dress-up clothes.</li> <li>• Language and book area with sturdy books, pillows, couch, chairs, special picture books that may be used with adult supervision.</li> <li>• Give children some power to change sensory materials. For example, provide water and molds for Twos to use in dry sand and see what happens.</li> </ul> <p>Resist pressure to teach concepts such as colors and shapes to Twos. Instead, include the names of colors and shapes in normal interactions with them. For example, “Danielle, please bring me the green ball.”</p> <p>Help Twos understand number concepts in the natural context of play and daily routines. For snack, serve round and square crackers and verbally label them as you offer choices. “We have round and square crackers for snack. Which would you like?”</p> <p>As Twos play with blocks and in sand, help them by verbalizing comparisons of size and weight. “This pail is heavy. Is the green one even heavier?”</p> <p>Include language in gross motor activities so that children can experience concepts with their bodies. For example, in Ring around the Rosie, “We all fall down.”</p> <p>Provide simple props (cardboard blocks made into a simple bridge) and help children act out and retell simple stories.</p> |                        |

| Twos   |   | 24 months to 36 months |
|--|---|------------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                        |
| <b>Objective 5.2</b> <i>To apply knowledge to new situations</i>   |   |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• substitute one object for another (uses stick as spoon for feeding baby-doll)</li> <li>• put materials together in unexpected ways (experiments to see what sticks on contact paper collage)</li> <li>• repeat action to cause desired effect</li> <li>• group/sort objects by one feature</li> </ul> | <p>Make materials available that can be sorted--big animals and baby animals, red blocks and yellow blocks.</p> <p>Offer materials that are in the same category but are different in some way such as size, or texture, or that produce different results such as painting with spatulas rather than brushes, and music shakers with different sound makers inside.</p> <p>Let Twos find unique ways to combine toys and materials. For example, putting small colored blocks in a pot and stirring them as they “cook” in home living. Appreciate this creative use of materials as a part of cognitive development.</p>  |                        |
| <b>Objective 5.3</b> <i>To develop strategies for solving problems</i>   |   |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• show growing ability to predict what will happen next</li> <li>• begin to think about things (finds solutions mentally)</li> </ul>  | <p>Observe Twos as they work to solve problems and comment on what you see them doing. Say to Juanita who is dropping clothes pins into a plastic bottle. “You are dropping all those clothes pins into the bottle. Just two more and they will all be in the bottle.” Ask her what she will do next.</p> <p>Model problem-solving by offering children opportunities to help you solve problems. Verbalize the activity by saying “The playground gate is locked. Let’s ask Ms. Sue to get the key for us.”</p> <p>Ask open-ended questions that encourage Twos to predict what will happen. Ask “What do you think will happen if you squirt just a little bit of soap into the water?” as you hand Lizzie the bottle of liquid soap. Stand back and watch. Respond to her comments about what is happening. “Bubbles” she says. “Yes, you made bubbles!”</p> |                        |

| Young Infants  |  | Birth to 8 months |
|--|--|-------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                   |
| <b>Objective 6.1</b> <i>To develop gross motor skills</i>  |  |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• gain ability to hold head up without support</li> <li>• move arms and legs at random</li> <li>• roll over from front to back</li> <li>• gradually sit with support and then sit alone</li> <li>• begin creeping and crawling</li> <li>• begin to gain control of body starting at head/neck and moving down to waist then legs (pushing up on arms while on tummy comes after holding head up and before sitting)</li> <li>• have many motor responses that are reflexes (movements the infant has no control over) which protect the infant: searching for something to suck, holding on when falling, turning head to avoid obstruction of breathing, avoiding brightness and things that hurt</li> </ul> | <p>Hold infants with proper head support.</p> <p>Avoid placing infants in restrictive devices (no swings, walkers, saucers, infant seats, or bouncy seats). Car seats in a vehicle are the only exception to this rule. Use cribs or playpens for napping and sleeping only. Place infants on mats or rugs in safe areas of the room where they have the freedom to move, explore and practice new skills.</p> <p>You do not need to teach infants new skills, but provide opportunities for them to practice what they are learning. The practice of these skills should be the “activities of the day.”</p> <p>Place washable objects within reach at first and then slightly out of reach as infants gain more muscle control. When an infant loses interest in an item, pick it up so that it can be sanitized before another infant touches it or puts it in his mouth.</p> <p>Be sure to remember safety rules, even when you think the infant cannot reach something or move very much. Crib rails should be up and locked when infants are napping. Infants should never be left alone on changing tables.</p> |                   |

| Young Infants  |   | Birth to 8 months |
|--|---|-------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                   |
| <p><b>Objective 6.2</b>     <i>To develop fine motor skills</i></p>  |   |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• fists remains closed at first and then open easily</li> <li>• scoop up small pieces of finger foods and put in mouth</li> <li>• pull large peg out of pegboard</li> <li>• clasp hands together</li> <li>• reach for objects</li> <li>• transfer object from hand to hand</li> </ul> | <p>Remember that very young infants can't let go of object in their hands (grasp reflex) and may bang their own heads.</p> <p>Provide toys that are responsive and make a noise as young infants go from reflexive action to grabbing, grasping and manipulating objects. Include toys such as rattles, plastic keys, squeeze toys and soft, washable toys. Toys should be scaled to size so that young infants can grasp, chew and manipulate them, yet must be large enough so that infants cannot choke on or swallow them.</p> <p>The toys must also be washable so that they can be washed and disinfected after one infant has mouthed or manipulated them.</p> <p>Avoid tying objects to infants' cribs because ribbons and strings can be both a strangulation hazard as well as a choking hazard when they get wet and wadded-up from chewing.</p> |                   |

| Young Infants  |   | Birth to 8 months |
|--|---|-------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                   |
| <b>Objective 6.3</b> <i>To coordinate eye and hand movements</i>   |   |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• mouth fist and all objects</li> <li>• focus very well at approximately 10” (distance between baby’s face and Momma’s face when held at mother’s breast)</li> <li>• follow toys with eyes as adult slowly moves it</li> <li>• have random movements at first, then hit or kick object to make pleasing sight or sound continue</li> <li>• look at hands</li> <li>• reach for and grasp a rattle</li> <li>• may look at edge of faces as contrast is interesting to them</li> <li>• begin to look for dropped object</li> </ul> | <p>Strategies and activities suggested for gross and fine motor skill development also applies to the coordination of eye and hand. These skills will develop at the same time using the same activities.</p> <p>Orient mobiles toward the young infant’s sight so that they are clearly visible when the baby is lying on his back. Remove mobiles when the infant can grasp them.</p> <p>A visually impaired child may not reach for an interesting toy because she cannot clearly see it or her creeping may be slow to develop because limited visual information may reduce her motivation to explore the environment. Observe and make toys accessible without handing things to her.</p> <p>Use games and songs with hand movements like “peek-a-boo,” “pat-a-cake” and “itsy-bitsy spider” frequently throughout the day. Be prepared to repeat these over and over again. You will get tired of them long before the infant does.</p> <p>Keep objects in infant’s sight and get his attention. As he grows, put objects slightly out of reach to encourage stretching and reaching. Encourage infants to reach with both hands and to reach from one side to the other. For example, with the infant on his tummy or in a sitting position, sit facing the infant and slightly to one side. Put one object in the infant’s hand on the same side as you are sitting. Offer a second object enticing the infant to grab it with the other hand coming across his body.</p> <p>Encourage putting things into containers. Expect infants to dump items as an activity. A small bucket or pail and any objects that are small enough to grasp, yet large enough to avoid choking, work well.</p> |                   |

| Young Infants   |  | Birth to 8 months |
|---|--|-------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                   |
| <b>Objective 6.4</b> <i>To develop self-help skills</i>   |  |                   |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• begin to hold own bottle</li> <li>• begin to feed self finger foods</li> <li>• suck thumb or pacifier to comfort self</li> </ul> | <p>Allow young infants to determine the pace of feeding. Respect individual preferences and breathing differences. Do not try to rush the infant during feeding.</p> <p>Hold infants with their bodies at an angle while feeding from a bottle. Infants who lie flat while drinking from a bottle are more prone to ear infections.</p> <p>Allow infants to assist in holding a bottle. Work hand-in-hand with parents when it comes to introducing foods to infants.</p> <p>Allow babies to suck their thumbs or use a pacifier to comfort themselves. Note that pacifiers should be allowed only if provided by parents.</p> |                   |

| Mobile Infants   |   | 8 months to 18 months |
|--|---|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective  |                       |
| <b>Objective 6.1</b> <i>To develop gross motor skills</i>  |   |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• pull self up to standing and cruise around furniture</li> <li>• stand alone momentarily holding on to low support</li> <li>• walk with both hands held</li> <li>• walk with one hand held</li> <li>• walk without support</li> <li>• seat self in small chair</li> <li>• climb into adult sized chair and turn to seat self</li> <li>• climb up and down stairs holding on to support</li> <li>• throws ball</li> <li>• walk into or over a ball in attempt to kick it</li> </ul> <p>See the article “Sensory Integration and the Seven Senses” in the Resource Section for more information about how opportunities for movement can enhance the body’s development of proprioception and the vestibular system.</p> | <p>Provide a safe environment and allow children to explore it with little adult interference.</p> <p>Provide open space both indoors and outdoors for mobile infants to move and practice their developing gross motor skills. Include low, sturdy objects such as furniture or railings for infants to hold onto while cruising.</p> <p>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.</p> <p>Be alert for children who stand up but cannot sit back down and help them when they indicate they need it.</p> <p>Provide items such as pillows and low platforms to the environment to provide a variety of levels for mobile infants to explore and to have safe climbing opportunities. Low inclines or ramps provide a different sense of movement, space and balance.</p> <p>Add large and medium size balls to indoor and outdoor environment.</p> |                       |

| Mobile Infants   |  | 8 months to 18 months |
|--|--|-----------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                       |
| <b>Objective 6.2</b> <i>To develop fine motor skills</i>   |  |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• dot or scribble with crayon, may progress to vertical lines</li> <li>• turn pages of book often 2 or 3 at a time</li> <li>• stack several blocks, one on top of other</li> <li>• empty objects in container (out easier than in)</li> </ul> | <p>Provide opportunities and a variety of materials that encourage children to use manipulative skills:</p> <ul style="list-style-type: none"> <li>• nesting toys, soft blocks, containers for filling and emptying, and objects that are small enough to handle, yet large enough to avoid a choking hazard.</li> <li>• fat crayons and markers, large sheets of plain paper and playdough for poking and pounding.</li> <li>• bowls, cups and spoons added to water play activities.</li> <li>• a variety of books. Board books are still appropriate, but paper pages should be introduced. Consider books “consumable” and be prepared to disinfect books that are still mouthed.</li> </ul> |                       |
| <b>Objective 6.3</b> <i>To coordinate eye and hand movements</i>   |  |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• place objects in container</li> <li>• attempt shape sorter</li> <li>• stir in container</li> <li>• isolate index finger</li> <li>• remove peel from half of banana</li> </ul>   | <p>Provide additional opportunities to promote both fine motor skills and coordination of eye and hand movements by adding snap-lock beads or blocks, large pegs and pegboards, pounding bench, puzzles with three to five separate pieces with knobs, toys with buttons or switches to push, and shape sorters.</p> <p>Allow to help add ingredients and stir in cooking activities.</p> <p>Often, children are most interested in using the things you may use on a daily basis (plastic containers, pots and pans, kitchen utensils).</p>   |                       |

| Mobile Infants  |   | 8 months to 18 months |
|---|---|-----------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective  |                       |
| <p><b>Objective 6.4</b>     <i>To develop self-help skills</i></p>  |   |                       |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• use spoon and cup, but may spill</li> <li>• push arm through jacket sleeve</li> <li>• feed self with fingers</li> <li>• undress self if clothing is loose--hats or socks (off easier than on)</li> <li>• cooperate with dressing and undressing</li> <li>• may indicate wet or soiled pants through gestures or vocalizations</li> <li>• may transition to cot or mat for napping</li> </ul> | <p>Recognize that allowing mobile infants to engage in self-help skills may take longer and be messier, but it is an important part of development.</p> <p>Provide time and needed tools and equipment for self-help skills for all children:</p> <ul style="list-style-type: none"> <li>• unbreakable cups with handles</li> <li>• small spoons and dull tipped forks</li> <li>• bibs for mobile infants</li> <li>• paper towels for clean up</li> <li>• individual washcloths for cleaning hands and face</li> <li>• toys and tools that are designed or adapted for children with varying types and degrees of disabilities</li> </ul> <p>Expect a mess in eating areas. Consider allowing mobile infants to eat at low tables as soon as they can climb into a small chair.</p> <p>Floors and tables where children eat should be easy to clean.</p> <p>Place mobile infants on low cots or mats for napping or resting when they become big enough to climb out of their cribs. Follow licensing requirements for this transition from crib to cot or mat.</p> <p>Do not push toilet training even if the child indicates that he is soiled or wet. This indication is only the beginning awareness.</p> |                       |

| Toddlers  |  | 18 months to 24 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 6.1</b> <i>To develop gross motor skills</i>   |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• walk fast and well</li> <li>• walk backward</li> <li>• walk on low balance beam/board</li> <li>• run, but awkwardly/stiffly</li> <li>• run headlong, but has trouble stopping and turning</li> <li>• run with control</li> <li>• creep downstairs (on bottom)</li> <li>• walk up stairs holding a hand</li> <li>• walk up and down stairs independently (still puts two feet on one step)</li> <li>• climb with confidence most of the time</li> <li>• throw ball</li> <li>• kick ball</li> <li>• throw a ball with aim</li> <li>• sit on and moves "ride-on toy" (without pedals), backward is easier than forward</li> <li>• may pedal small tricycle</li> </ul> | <p>Provide many opportunities for motor development to continue for all children. Safe physical space and long periods of time are important for practice.</p> <p>A variety of levels and obstacles (things to go through, around, over and under) increase the toddlers' skills and enjoyment. These can be very simple and moveable, but must be sturdy.</p> <p>Provide wheeled toys (three or four wheels, with pedals and without) and places to ride them.</p> <p>Small climbers and a variety of different sized boxes are a great challenge.</p> <p>Provide a variety of different sized balls.</p> <p>The object at this age is to move in many different ways, so games with rules are likely to be too restrictive.</p> <p>Opportunities for movement should be both indoors and outdoors.</p> <p>Involve yourself in gross motor activities with toddlers. For example, moving to music, and tossing ball back and forth with them.</p> |                        |

| Toddlers  |  | 18 months to 24 months |
|---|--|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective   |                        |
| <p><b>Objective 6.2</b>     <i>To develop fine motor skills</i></p>   |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• thread large beads</li> <li>• pull apart and put together large pop beads</li> <li>• scribble with markers or crayons and begin to imitate marks</li> <li>• paste papers together</li> <li>• turn pages of book</li> <li>• use paintbrush, gradually learning to control drip</li> <li>• attempt to snip paper with child safety scissors</li> </ul> | <p>Include plenty of sensory experiences such as water play and sand. Add props to sand and water play to develop fine motor skills:</p> <ul style="list-style-type: none"> <li>• containers (pans and buckets)</li> <li>• shovels and scoops</li> <li>• measuring cups and spoons</li> <li>• plastic tubing</li> <li>• egg beaters</li> <li>• turkey basting syringe</li> </ul> <p>Provide a variety of art materials and experiences to offer manipulative opportunities:</p> <ul style="list-style-type: none"> <li>• finger painting</li> <li>• painting with brushes</li> <li>• playdough and utensils</li> <li>• large crayons, markers, pencils and paper</li> <li>• child safety scissors (used with supervision)</li> <li>• collage materials for pasting</li> </ul> <p>Allow children to use art materials freely. Avoid using coloring books or sheets, or providing a model.</p> <p>Establish a manipulatives center that includes:</p> <ul style="list-style-type: none"> <li>• large stringing beads of different sizes and shapes</li> <li>• feltboard sets and magnetic shapes and pieces</li> <li>• Duplo sets, small blocks</li> </ul> <p>Introduce new fingerplays such as "Eensy Weensy Spider" and "Where Is Thumbkin?"</p> |                        |

| Toddlers   |  | 18 months to 24 months |
|--|--|------------------------|
| Developmental Indicators of this objective   | Caregiver Strategies to promote this objective   |                        |
| <b>Objective 6.3</b> <i>To coordinate eye and hand movements</i>   |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• place pieces in a simple puzzle</li> <li>• close Velcro™ fasteners on shoes</li> <li>• stir ingredients when helping to cook</li> <li>• complete tasks using both hands in coordination (holds container with one and places object inside with other)</li> </ul>       | <p>Provide opportunities to encourage development of fine motor skills and eye and hand coordination.</p> <p>Include toys and materials such as</p> <ul style="list-style-type: none"> <li>• large, lightweight blocks</li> <li>• puzzles (wooden and textured)</li> <li>• pegboards and pegs of various sizes</li> <li>• shape sorters/boxes</li> <li>• lacing cards</li> </ul>   |                        |
| <b>Objective 6.4</b> <i>To develop self-help skills</i>  |  |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• help with diaper/toileting and wash hands</li> <li>• feed self with spoon (still spills some)</li> <li>• assist with pick-up time</li> <li>• express interest in what’s going on in bathroom</li> <li>• unzip, unsnap</li> <li>• use fork with some spilling</li> </ul> | <p>Set up the environment and the daily schedule, including routines and transition times, to encourage self-help skills. For example, have coat hooks at toddler height, use small steps throughout the center, and have spoons/forks of appropriate size and shape to facilitate early self-feeding success.</p> <p>Allow sufficient time during transitions so children can do some things for themselves, such as retrieve their own coat/hat from cubby when going outside.</p> <p>Model, demonstrate and assist children to develop self-help skills. Wash your hands with the children, describing the steps. Be involved in pick-up and the putting away of toys after play.</p> |                        |

| Twos  |   | 24 months to 36 months |
|---|---|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective  |                        |
| <b>Objective 6.1</b> <i>To develop gross motor skills</i>   |   |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• may alternate feet going up stairs</li> <li>• jump with one foot up and one still on ground</li> <li>• run well, but may gallop instead</li> <li>• climb well</li> </ul> | <p>Continue to provide opportunities as in the toddler section, adding more challenges or materials as appropriate for individual children.</p> <p>Remember that safe physical space and long periods of time are important for practice.</p> <p>A variety of levels and obstacles (things to go through, around, over and under) increase the two-year-old’s skills and enjoyment. These can be very simple and moveable, but must be sturdy. Combine obstacles so that Twos use many different skills in succession.</p> <p>Provide wheeled toys (3-4 wheels, with pedals and without) and places to ride them. Add social play to motor play by introducing simple rules like a stop sign along the trike path or a “gasoline pump” to fill-up vehicles.</p> <p>Small climbers and a variety of different sized boxes can also add a social play role as they represent forts, houses, etc. Incorporate story book plots into motor/social play such as <i>The Three Bears</i> or <i>Caps for Sale</i>.</p> <p>Provide a variety of different sized balls. Add hoops and baskets as targets.</p> <p>The object at this age is to move in many different ways, so organized games with rules are likely to be too restrictive!</p> <p>Opportunities for movement should be both indoors and outdoors.</p> <p>Involve yourself in gross motor activities with Twos. For example, moving to music, and tossing ball back and forth with them.</p> |                        |

| Twos  |   | 24 months to 36 months |
|---|---|------------------------|
| Developmental Indicators of this objective  | Caregiver Strategies to promote this objective  |                        |
| <p><b>Objective 6.2</b>     <i>To develop fine motor skills</i></p>   |   |                        |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• scribble with intent</li> <li>• mimic marks made by adult or older child (approximations)</li> </ul> | <p>Continue to provide opportunities as in the toddler section, adding more challenges or materials as appropriate for individual children.</p> <p>Tell the child what you are doing as you write his name on his papers or as you use print in the environment to make lists, etc. This encourages imitation by showing the child the importance of writing.</p> <p>Continue providing for plenty of sensory experiences such as water play and sand. Add props listed in Toddler section to sand and water play that will require more manipulation (buttons, knobs, cause and effect toys, different types of spray bottles, droppers, etc.).</p> <p>Provide a variety of art materials and experiences to offer manipulative opportunities. In addition to those listed in the Toddler section, allow children to use smaller items and a variety of mediums and textures in art opportunities. Connect fine motor play to other centers/areas in the room and make writing opportunities relevant and functional. For example, put list paper and crayons or fat pencils in the housekeeping corner to encourage grocery lists.</p> <p>Allow children to use art materials freely. Avoid using coloring books or sheets, or providing a model.</p> <p>Manipulative centers should include containers for objects to be put into. Good manipulative opportunities can occur in many daily routines and self-help skills. Zipping real zippers and fastening simple fasteners is much more fun when it is a functional process, and Twos like to practice these skills over and over.</p> <p>Continue fingerplays and songs with hand movements.</p> |                        |

| Twos   |  | 24 months to 36 months  |  |
|--|--|---|--|
| Developmental Indicators of this objective   |  | Caregiver Strategies to promote this objective  |  |
| <b>Objective 6.3</b> <i>To coordinate eye and hand movements</i>   |  |   |  |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• get paintbrush in and out of containers with little spilling</li> <li>• painting becomes more controlled (squiggles on paper as opposed to covering whole page)</li> <li>• toss small soft balls back and forth</li> <li>• stand in front of mirror in dramatic play area and takes hat on and off</li> <li>• stir items in containers</li> </ul> |  | <p>Continue to provide opportunities as in the toddler section, adding more challenges or materials as appropriate for individual children.</p> <p>Balls can be smaller, puzzles more complex, “Simple Simon” games can be introduced.</p>  |  |
| <b>Objective 6.4</b> <i>To develop self-help skills</i>  |  |   |  |
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• pour own milk and juice from small plastic pitcher</li> <li>• put on own jacket and hat when going outside</li> <li>• unbutton, untie</li> <li>• put on/take off own shoes and socks</li> <li>• gradually develop an interest in toilet training</li> <li>• are interested in helping to clean up own mess</li> </ul>                             |  | <p>Encourage parents to dress their Twos in loose, simple clothes that they can remove themselves (elastic waists rather than overalls, for example).</p> <p>Recognize that each child will have his or her own timetable for toilet training.</p> <p>Cooperate with parents in the area of toileting for their children. Be aware that cultural expectations in timing and styles for toileting may be different from yours and respect these differences.</p> <p>Set up the environment and the daily schedule, including routines and transition times, to encourage self-help skills. For example, have coat hooks at correct height and use small, unbreakable pitchers for pouring of milk and juice; have paper towels handy for cleaning up messes.</p> <p>Allow sufficient time during transitions so children can do things for themselves. When transitioning to outdoors, allow time for Twos to put on jackets without being rushed.</p> |  |

### Guidelines for Working with Three-Year-Old Children

#### **Why include 3's in ELG and PS**

During the development of the ELG for infants and toddlers it was noted that Louisiana had not developed standards and guidelines for children who were three. In order to address the issues and needs of three-year-olds (and those who work with them or parent them), we have elected to bridge Early Learning Guidelines with the LA Standards for Programs Serving Four-Year-Old Children in this section.

Developmentally, three-year-olds may be more toddler-like some days and more like four-year-olds on other days. The language skills of some threes may be advanced while emotionally the child may need additional support. Some threes have mastered toilet learning while others are just beginning. For three-year-olds, like all children, individual differences, skills, interests, temperament, and culture will have a profound effect on development.

As usual, we do well to remember that discussions of development place beginning and end points for purposes of organization only. These points provide a framework for adults to think about and observe individual children and their development in order to plan strategies for effective caregiving and teaching.

#### **What three-year-old children are like**

While each three-year-old child is unique in temperament, interests, skills, and experiences, there are some similarities. It is interesting to note that generally at the beginning of the third year, the children are much more “toddlers” while as they approach their 4<sup>th</sup> birthday they have become perfect examples of what we think of as “preschoolers.”

Transition may best describe the development of three-year-olds. Their language is much more developed and almost everyone can easily understand them. Threes have taken the lessons learned from trusting adults and exploring under the watchful eyes of those they love and have begun to apply this knowledge to making friends. Rather than playing alongside a friend, with new language and ideas, they begin to plan their play and make decisions about with whom to play. They still need the help of caring adults to support their play plans, especially since threes are still egocentric.

Physically, threes have progressed to real running and delight in showing you how fast their new shoes are. Gross motor activities (swinging, throwing, and catching) are great sources of pleasure. Continue lots of outdoor learning to allow for these developing skills. New opportunities in creative arts and puzzles develop the hand control needed for writing as Pre-Kindergarten and Kindergarten approach.

Three-year-olds are considered part of the preschool program in most child care and development programs. The growing independence of three-year-olds and the variety of materials in preschool provide new choices and opportunities for trying out ideas.

### **How to use this information and the LA Standards for Programs Serving Four-Year-Old Children**

The revised LA SDE Programs Standards (currently awaiting approval 2005) can be used in their entirety to provide guidance for the ongoing development, evaluation, and improvement of center-based programs. These Standards are comprehensive and address issues in all preschool programs and so apply to three-year-olds as well as four-year-olds. We would encourage a child to adult ratio in child care of 10 to 1 even though LA licensing regulations allow a higher child to teacher ratio. Several national accreditation bodies recommend lower child to adult ratios.

The LA Standards Section III describes the Content Practice Standards or what children should learn. For three-year-olds we have taken these Content Practice Standards and provided examples to help teachers and parents see how they can help their children learn in ways that young children learn best.

The areas of Content Practice Standards closely parallel those developmental domains used in **Louisiana’s Early Learning Guidelines and Program Standards: Birth through Three** as illustrated below:

| LA Early Learning Guidelines and Program Standards:<br>Birth through Three | LA Standards for Programs Serving 4-Year-Olds  |
|--|--|
| To Learn about Others, Self and Feelings                                   | Social and Emotional Development   |
| To Learn about Communicating   | Language and Literacy Development  |
| To Learn about the World   | Math Development<br>Science Development<br>Social Studies Development<br>Creative Arts Development |
| To Learn about Moving and Doing  | Health and Physical Development  |

Finally, all children develop in all areas at the same time. Any segmentation of learning and development is for ease of understanding and does not describe appropriate or desired practice. Only when all learning is integrated by caring informed caregivers and parents who reflect on the individual strengths and interests of children and respect the individual child’s learning style will children truly be successful.

## **Social and Emotional Development**

One of the primary goals of a quality early childhood program is to foster healthy social and emotional development in young children. Preschool children need proper guidance to develop the ability to negotiate situations that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to deal with their feelings in a socially acceptable manner.

The social and emotional development of young children is strengthened when they feel good about themselves and have secure relationships with their parents, teachers, and peers. Other influences on this development are the relationships young children have with their families, their communities, their culture and their world. Since both social and emotional development are such an important aspect of a preschool child's development, it has been included as a separate section.

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Self-Esteem:</b>   |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Develop a sense of one’s own self-worth</b></p>             | <ol style="list-style-type: none"> <li><b>1. Respond to own name</b> <ul style="list-style-type: none"> <li>• Look up, and/or make eye contact when called in close proximity</li> <li>• Respond verbally when name is called</li> </ul> </li> <li><b>2. Stand up for own rights in an appropriate manner</b> <ul style="list-style-type: none"> <li>• Say, “I don’t like it when you take my toys away”</li> <li>• Say, “I didn’t get one” or “I need one”, if he/she needs or wants something</li> <li>• Say, “I want a turn” or “I didn’t get a turn”</li> </ul> </li> <li><b>3. Recognize and express own feelings and respond appropriately (all emotions, happiness, surprise, anger, etc.)</b> <ul style="list-style-type: none"> <li>• Begin to calm self down when angry and use words to express why--“I’m mad. You took my toy.”</li> <li>• Begin to identify feelings with actions—“I feel silly” while giggling.</li> </ul> </li> <li><b>4. Demonstrate appropriate behaviors when completing a task or solving a problem</b> <ul style="list-style-type: none"> <li>• Smile, express self verbally, or make eye contact with teachers or another child upon completion of task</li> </ul> </li> </ol> |

| Content Practice Standards  | Developmental Profile Indicators and Examples  |
|---|--|
| <b>Attitude:</b>  |  |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:  |
| <p><b>Develop a positive attitude toward life</b></p>             | <p><b>1. Separate easily from parent</b></p> <ul style="list-style-type: none"> <li>• Show pleasure in seeing teacher and other children upon arrival</li> <li>• Begin to say goodbye to parent without undue stress (may need guidance with this and other transitions)</li> <li>• Engage in classroom activities when parent is gone</li> </ul> <p><b>2. Play well with other children</b></p> <ul style="list-style-type: none"> <li>• Offer to help child carry something that is heavy</li> <li>• Begin to participate with a group when deciding what roles to play in dramatic play</li> <li>• Share a book with a friend</li> </ul> <p><b>3. Respond sympathetically to peers who are in need</b></p> <ul style="list-style-type: none"> <li>• Give a pat, friendly word or toy to a distressed child</li> <li>• Help someone find something he/she has lost</li> </ul> <p><b>4. Recognize the feelings of others and respond appropriately</b></p> <ul style="list-style-type: none"> <li>• Laugh or smile when others are happy</li> <li>• Tell someone a child is sad because her mom left</li> <li>• Bring a truck book to someone who loves trucks</li> </ul> |

| Content Practice Standards  | Developmental Profile Indicators and Examples  |
|---|--|
| <b>Cooperation:</b>   |  |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:  |
| <p><b>Develop skills which will teach them to cooperate</b></p>   | <p><b>1. Develop increasing abilities to give and take in interactions</b></p> <ul style="list-style-type: none"> <li>• Take turns in loosely structured games (turns will need to be brief)</li> <li>• Take turns with toys / materials when prompted by teacher</li> <li>• Listen to others while they are speaking, with reminders</li> <li>• Work with others to complete a task</li> <li>• Play cooperatively alongside other children</li> </ul> <p><b>2. Begin to work or play cooperatively with other children with some direction</b></p> <ul style="list-style-type: none"> <li>• Become involved with classroom materials with decreasing teacher prompts</li> <li>• Participate in group activities such as singing</li> <li>• Try new activities such as a new nursery rhyme or a fingerplay</li> </ul> <p><b>3. Respond appropriately during teacher-guided and child-initiated activities</b></p> <ul style="list-style-type: none"> <li>• Begin to recognize others' feelings within the context of group play</li> <li>• Join in an on-going activity or group</li> <li>• Begin to wait his/her turn in playing simple games or using materials</li> </ul> <p><b>4. Begin to use conflict resolution strategies</b></p> <ul style="list-style-type: none"> <li>• Will trade one toy for another with teacher modeling</li> <li>• Begin to ask teacher for help when dealing with others who are less able to resolve a conflict</li> </ul> <p><b>5. Develop appropriate listening skills</b></p> <ul style="list-style-type: none"> <li>• Wait briefly for turn to speak</li> <li>• Begin to demonstrate emerging ability to show sensitivity to peers and teacher as they speak in large or small settings</li> </ul> |

| Content Practice Standards   | Developmental Profile Indicators and Examples  |
|--|--|
| <b>Pro-Social Behavior:</b>  |  |
| The programs will provide experiences for 3-year-old children to:                | The caregiver will assure that 3-year old children have opportunities to:  |
| <p><b>Develop self-control and understand that actions have consequences</b></p> | <p><b>1. Begin to express feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property</b></p> <ul style="list-style-type: none"> <li>• Begin to use socially acceptable means to resolve conflict</li> <li>• Begin to move from physical to verbal responses in their interactions with other children</li> <li>• Begin to express frustrations and anger effectively</li> </ul> <p><b>2. Begin to develop a growing understanding of how their actions affect others and begin to accept consequences of their actions</b></p> <ul style="list-style-type: none"> <li>• Begin to demonstrate remorse</li> <li>• Leave a learning center or choose another learning center with little protest when asked, due to inappropriate behavior</li> </ul> <p><b>3. Begin to demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully</b></p> <ul style="list-style-type: none"> <li>• Begin to respect and care for classroom environment and materials</li> <li>• Participate in snack time, nap or other routine activities with little delay or protest</li> <li>• Begin to understand class rules</li> <li>• Know how to return materials to appropriate place when task is complete</li> </ul> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Family:</b>  |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Develop a knowledge and understanding of family</b></p>     | <p><b>1. Demonstrate knowledge of personal information</b></p> <ul style="list-style-type: none"> <li>• Demonstrate or verbalize their age in a variety of ways</li> <li>• Say name when asked or sing name during name song</li> <li>• Share their gender verbally and may insist on wearing certain gender-specific clothing</li> </ul> <p><b>2. Identify family composition and describes roles of family members</b></p> <ul style="list-style-type: none"> <li>• Can discuss family members who live in and out of the home such as “My Aunt Susie doesn’t live at my house.”</li> <li>• Act out short bits of family roles in dramatic play center</li> <li>• Show a picture album and explain who is who.</li> </ul> <p><b>3. Begin to discuss family traditions, practices and cultural roots of family members</b></p> <ul style="list-style-type: none"> <li>• Begin to share information about family celebrations</li> <li>• Begin to tell stories, draw pictures, and/or verbally express family practices such as “My family eats rice.”</li> </ul> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Diversity:</b>   |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Develop a respect for differences in people</b></p>         | <ol style="list-style-type: none"> <li><b>1. Recognize themselves as unique individuals and become aware of the uniqueness of others</b> <ul style="list-style-type: none"> <li>• State, “I have blue eyes. Jennifer has brown eyes.”</li> <li>• Use art activities to celebrate each child’s hands, child-sized portraits, etc.</li> </ul> </li> <br/> <li><b>2. Demonstrate emerging awareness and respect for differences (culture, ethnicity, abilities and disabilities)</b> <ul style="list-style-type: none"> <li>• Join in discussion about differences in family life</li> <li>• Look at books about other cultures and a variety of abilities</li> <li>• Provide dolls and toys from other cultures</li> <li>• Incorporate activities from other cultures (a Dragon Dance or a specific celebration)</li> </ul> </li> <br/> <li><b>3. Begin to demonstrate an understanding of social justice and social action issues</b> <ul style="list-style-type: none"> <li>• Begin to join into discussion about charities and/or charitable events the class can become involved in or that families have participated in</li> <li>• Contribute to the penny drive for the homeless or brings cans for the food bank</li> </ul> </li> </ol> |

## Language and Literacy Development

Language and literacy are composed of listening, speaking, writing, thinking, and reading. The foundations of language and literacy are critical to all other curriculum areas as well as to the individual's social and emotional growth. Children develop the basis for communication from birth, beginning with nonverbal and social exchanges, then developing spoken language, moving to an understanding of how oral language is translated into written symbols, and finally learning to decode and create written symbols to develop literacy. A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are less likely to have difficulties learning to read. Some studies have linked the number of words a child hears before age four to future academic achievement. The more words the parent or caregiver uses in every day situations, the more the child understands. When a child understands more at school-entry-age, this advantage continues throughout grade school.

...”the most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers”.

Betty Hart, PhD, and Todd R. Risley, PhD. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Brookes Publishing.

## Stages of Written Language Development

Children learn to write through a natural developmental progression. Each child should be allowed to progress at his or her own pace. There are at least six different stages of writing:

### **Stage 1 Random Scribbling (an important step!): (2 and 3 years old)**

Children make marks on paper with little muscular control.

### **Stage 2 Controlled Scribbling: (3 years old)**

Children “write” across the paper in linear fashion, repeating patterns over again, showing increased muscular control.

### **Stage 3 Letter-like Forms: (3 and 4 year olds)**

Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly, even covering the page. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms, and can tell you what it says.

### **Stage 4 Letter and Symbol Relationship: (4 year olds)**

Children write letters to represent words and syllables. They can write their names. They know the word that represents their names. They can copy words. Reversals are frequent.

### **Stage 5 Invented Spelling: (4 and 5 year olds)**

Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.

### **Stage 6 Standard Spelling: (5, 6, and 7 year olds)**

Most of the words the children use are written correctly; some add punctuation. They organize their words in lines with spaces between the words; they move from left to right, and from the top of the page to the bottom.

**Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association**

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Listening:</b>   |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Develop and expand listening skills</b></p>                 | <ol style="list-style-type: none"> <li><b>1. Begin to listen with understanding to conversation and directions</b> <ul style="list-style-type: none"> <li>• Begin to respond to stories read to individuals and small groups</li> <li>• Carry on a brief conversation with another person that develops a thought or idea expressed earlier</li> <li>• Listen to tapes or CDs and show understanding through body language or by interaction</li> </ul> </li> <li><b>2. Begin to follow directions that involve two- or three-step sequence of actions</b> <ul style="list-style-type: none"> <li>• Repeat an instruction to a friend</li> <li>• Follow two-step instructions, “Wash your hands and then sit at the table.”</li> <li>• Begin to follow three-step instructions, “Get your coat, put it on, and then sit next to your friend.”</li> </ul> </li> <li><b>3. Begin to hear and discriminate the sounds of language in the environment to develop beginning phonological awareness</b> <ul style="list-style-type: none"> <li>• Begin to repeat songs, rhymes, and chants</li> <li>• Begin to make up silly rhymes, such as <i>funny bunny</i> or <i>silly willy</i></li> </ul> </li> <li><b>4. Begin to demonstrate an understanding of new vocabulary introduced in conversations, activities, stories or books</b> <ul style="list-style-type: none"> <li>• Listen to a variety of genres, including narratives, nursery rhymes, poems, and informational books read to individuals or small groups</li> <li>• Begin to listen and attend to adults clarify word meanings of new vocabulary during many conversations and discussions</li> </ul> </li> <li><b>5. Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information</b> <ul style="list-style-type: none"> <li>• Listen to a story on a tape or a CD</li> <li>• Listen to recordings of age-appropriate stories while looking at a book</li> <li>• Use age-appropriate and interactive software programs (limited time)</li> </ul> </li> </ol> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Speaking:</b>  |   |
| The programs will provide experiences for 3-year-old children to:           | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Communicate experiences, ideas, and feelings through speaking</b></p> | <ol style="list-style-type: none"> <li><b>1. Develop and expand expressive language skills</b> <ul style="list-style-type: none"> <li>• Use different voices for characters in stories read aloud or told: such as <u>The Three Bears</u> and <u>The Three Billy Goats Gruff</u></li> <li>• Begin to role-play activities where different levels of volume would be used, such as when a baby is sleeping or when calling to someone standing far away</li> <li>• Begin to participate as an equal partner in conversations by responding to others, making relevant comments, or providing more information when message is not understood</li> </ul> </li> <br/> <li><b>2. Begin to use new vocabulary in spontaneous speech</b> <ul style="list-style-type: none"> <li>• Begin to incorporate words and phrases from books, stories, and activities into play</li> <li>• Begin to change or expand understanding of word meanings</li> <li>• Begin to incorporate story elements into play</li> <li>• Begin to discuss books and stories with teacher</li> <li>• Begin to use new vocabulary introduced in a thematic study during play</li> <li>• Continue to use words they hear adults using</li> </ul> </li> <br/> <li><b>3. Begin to ask and answer relevant questions and share experiences individually and in small groups</b> <ul style="list-style-type: none"> <li>• Talk about experiences they have had, recalling events from home or at school</li> <li>• Ask simple questions, such as “What’s for lunch?” or “Can we play outside today?” or “Why does he wear boots?”</li> </ul> </li> </ol> |

| Content Practice Standards   | Developmental Profile Indicators and Examples  |
|--|--|
| <b>Reading:</b>  |  |
| The programs will provide experiences for 3-year-old children to:                          | The caregiver will assure that 3-year old children have opportunities to:  |
| <p><b>Engage in activities that promote the acquisition of emergent reading skills</b></p> | <ol style="list-style-type: none"> <li><b>1. Begin to actively engage in reading experiences</b> <ul style="list-style-type: none"> <li>• Listen with interest to a story read or told by an adult or another child</li> <li>• Begin to retell familiar stories</li> <li>• Complete phrases from familiar stories</li> <li>• Ask questions about the illustrations in a book</li> <li>• Choose and look at books independently</li> <li>• Begin to act out familiar stories with props</li> </ul> </li> <li><b>2. Begin to retell information from a story.</b> <ul style="list-style-type: none"> <li>• Begin to use words or pictures to retell some story events</li> <li>• Dramatize familiar stories, such as <u>Caps for Sale</u>, <u>Brown Bear, Brown Bear</u>, etc.</li> </ul> </li> <li><b>3. Demonstrate an understanding of print concepts and beginning alphabet knowledge</b> <ul style="list-style-type: none"> <li>• Begin to recognize own name</li> <li>• Pretend to read by pointing with a finger at the text</li> <li>• Begin to look at books appropriately, turning one page at a time, left to right over text, going from top to bottom, front to back of book</li> <li>• Recognize a few familiar logos, such as McDonald’s, Wal-Mart, etc.</li> <li>• Recognize book by cover</li> </ul> </li> <li><b>4. Use emerging reading skills to make meaning from print</b> <ul style="list-style-type: none"> <li>• Begin to know that print has meaning</li> <li>• Begin to make predictions about print content by using prior knowledge and pictures</li> </ul> </li> </ol> |

| Content Practice Standards   | Developmental Profile Indicators and Examples   |
|--|---|
| <b>Writing:</b>  |   |
| The programs will provide experiences for 3-year-old children to:                          | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Engage in activities that promote the acquisition of emergent writing skills</b></p> | <ol style="list-style-type: none"> <li><b>1. Begin to experiment with a variety of writing tools, materials, and surfaces</b> <ul style="list-style-type: none"> <li>• Draw or write using pencils, crayons, chalk, markers, etc.</li> <li>• Draw or write using materials such as brushes and water, feathers, roll-on bottles, shaving cream, and zip-lock bags filled with hair gel or paint, etc.</li> <li>• Draw or write on paper, cardboard, chalkboard, dry-erase boards, wood, and concrete, etc.</li> </ul> </li> <li><b>2. Use early stages of writing to form shapes and letter-like symbols to convey ideas</b> <ul style="list-style-type: none"> <li>• Begin to explore scribble writing and letter-like forms, especially those letters in own name</li> <li>• Begin to represent ideas and experiences through drawing and controlled scribbling</li> </ul> </li> <li><b>3. Begin to participate in a variety of writing activities focused on meaningful words and print in the environment</b> <ul style="list-style-type: none"> <li>• Initiate writing through sign-in sheets, journals, name cards, etc.</li> <li>• Have access to a variety of writing utensils and paper in different centers</li> </ul> </li> <li><b>4. Begin to have an interest in using writing for a purpose</b> <ul style="list-style-type: none"> <li>• Scribble writes next to picture</li> <li>• Tell teacher, "Write it down so everyone can read it."</li> <li>• Ask teacher, "How do I write this word?"</li> <li>• Write own name on a drawing for a friend</li> </ul> </li> </ol> |

## **Cognitive Math Development**

Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than learning numerals and counting. In an inclusive, developmentally appropriate, play-based environment, preschool children will have opportunities to acquire and understand mathematical skills and concepts using hands-on experiences. They will have access to a wide variety of tools and technologies that foster the understanding of mathematics in real-life situations.

Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questions to expand mathematical concepts. They must also facilitate activities that address and extend young children's developmental levels.

**Stages of Mathematical Development**

**2-3 YEAR OLDS:**

- begin to understand the use of numbers as they hear others using them
- understand the use of numbers through exploring objects
- work large-piece puzzles
- understand direction and relational words
- recognize geometric shapes, like a circle
- sequence up to three items
- freely use manipulatives to explore space, gravity, size, shape and quantity, as well as ownership

**3-4 YEAR OLDS:**

- recognize and express quantities like *some*, *more*, *a lot*, and *another*
- begin to have a sense of time
- recognize familiar geometric shapes in the environment
- sort objects by one characteristic
- rote count to 5
- notice and compare similarities and differences
- use words to describe quantity, length, and size

**4-5 YEAR OLDS:**

- play number games with understanding
- count objects to 10 and sometimes to 20
- identify the larger of two numbers
- answer simple questions that require logic
- recognize more complex patterns
- position words
- sort forms by shape
- compare sizes of familiar objects not in sight
- work multi-piece puzzles

**Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association**

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Mathematical Development - Number Concepts:</b>  |   |
| <b>The programs will provide experiences for 3-year-old children to:</b>                                      | <b>The caregiver will assure that 3-year old children have opportunities to:</b>  |
| <p><b>Understand numbers, ways of representing numbers and relationships between numbers and numerals</b></p> | <ol style="list-style-type: none"> <li><b>1. Compare numbers of objects</b> <ul style="list-style-type: none"> <li>• Compare objects in groups such as shoes which tie and do not tie</li> <li>• Compare number of boys to girls</li> <li>• Begin to use names of numbers in play such as “I need two more blocks.”</li> </ul> </li> <li><b>2. Perform one-to-one correspondence</b> <ul style="list-style-type: none"> <li>• Put pegs in each hole of pegboard</li> <li>• Set the table with teacher assistance</li> <li>• Hand out snacks to each child</li> </ul> </li> <li><b>3. Count by rote</b> <ul style="list-style-type: none"> <li>• Sing counting songs</li> <li>• Count in rhymes, fingerplays, poems, stories, etc.</li> </ul> </li> <li><b>4. Count objects</b> <ul style="list-style-type: none"> <li>• Count on his fingers</li> <li>• Count manipulatives</li> </ul> </li> <li><b>5. Begin to recognize numerals</b> <ul style="list-style-type: none"> <li>• Begin to identify some numerals in their environment</li> <li>• Play simple number games</li> </ul> </li> </ol> |

| Content Practice Standards   | Developmental Profile Indicators and Examples   |
|--|---|
| <b>Mathematical Development - Measurement:</b>                       |   |
| The programs will provide experiences for 3-year-old children to:    | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Use non-standard units to measure and make comparisons</b></p> | <ol style="list-style-type: none"> <li><b>1. Begin to experience and understand language relating to time</b> <ul style="list-style-type: none"> <li>• Begin to participate in discussions about the daily schedule</li> <li>• Begin to understand words used to describe time intervals (such as later, after a while, in a little while, today)</li> </ul> </li> <li><b>2. Begin to anticipate, remember, and describe sequences of events</b> <ul style="list-style-type: none"> <li>• Recall parts of the daily schedule</li> <li>• Count down days to an event</li> <li>• Begin to retell sequential events in a story and/or activity (“and then,,,”)</li> </ul> </li> <li><b>3. Begin to use mathematical language to describe experiences involving measurement</b> <ul style="list-style-type: none"> <li>• Use comparison terms such as heavy/light; long/short; more/less; big/little, etc.</li> </ul> </li> <li><b>4. Begin to measure objects in the physical world using non-standard units of measurement</b> <ul style="list-style-type: none"> <li>• Use hands to measure objects</li> <li>• Use string to measure child’s height or circumference of an object such as pumpkin, watermelon, orange, etc.</li> </ul> </li> </ol> |

| Content Practice Standards  | Developmental Profile Indicators and Examples  |
|---|--|
| <b>Mathematical Development - Geometry and Spatial Sense:</b>     |  |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:  |
| Develop an understanding of geometrical and spatial concepts      | <ol style="list-style-type: none"> <li>1. <b>Begin to match and recognize basic shapes (square, circle, triangle):</b> <ul style="list-style-type: none"> <li>• Identify the shapes of crackers at snack time</li> <li>• Clean up blocks according to the different shapes</li> </ul> </li> <li>2. <b>Begin to identify shapes to describe physical world</b> <ul style="list-style-type: none"> <li>• Find shapes in the environment such as the circular snack plate, etc.</li> <li>• Identify roof in photo of house as a triangle</li> </ul> </li> <li>3. <b>Begin to understand spatial sense: positions and directions</b> <ul style="list-style-type: none"> <li>• Describe the position of people or things in relation to self or other objects</li> <li>• Begin to follow directions using positional words (such as “Put the block on the table.”)</li> </ul> </li> </ol> |

| Content Practice Standards   | Developmental Profile Indicators and Examples   |
|--|---|
| <b>Mathematical Development - Data Collection, Organization, and Interpretation:</b> |   |
| The programs will provide experiences for 3-year-old children to:                    | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Investigates, organizes, responds to, and creates representations</b></p>      | <p><b>1. Begin to sort and classify materials by one or more characteristic</b></p> <ul style="list-style-type: none"> <li>• Sort items by color, shape, size, etc.</li> <li>• Find items with common characteristics</li> <li>• Return materials to shelf by matching objects to picture labels</li> </ul> <p><b>2. Begin to collect and organize data about themselves, their surroundings, and meaningful experiences</b></p> <ul style="list-style-type: none"> <li>• Find items outside on nature walk (leaves, rocks, acorns, etc.) and represent as a graph</li> <li>• Begin to participate in simple graphs (picture or representational) such as color of apples, favorite ice cream, etc.</li> <li>• Participate in simple graphs about the weather each day</li> </ul> <p><b>3. Begin to interpret simple representations in data</b></p> <ul style="list-style-type: none"> <li>• Begin to participate in discussion using information from simple graphs</li> <li>• Begin to participate in discussion about charts</li> </ul> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Mathematical Development - Patterns and Relationships:</b>     |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| Identify and create patterns                                      | <ol style="list-style-type: none"> <li><b>1. Begin to recognize simple patterns in the physical world</b> <ul style="list-style-type: none"> <li>• Go on walks to identify patterns in environment</li> <li>• Recognize patterns in snack kabobs</li> <li>• Identify patterns on common objects such as flag, clothes, street signs, etc.</li> </ul> </li> <li><b>2. Begin to copy a simple pattern</b> <ul style="list-style-type: none"> <li>• Line up boy, girl, boy, girl ...</li> <li>• Make simple patterns with manipulatives and copy the pattern (blue block, red block, blue block, red block, etc.)</li> </ul> </li> </ol> |

### **Cognitive Scientific Development**

Young children are natural scientists. They easily become mesmerized by everyday happenings. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, preschoolers make inferences and become higher-level thinkers.

Quality early childhood science programs require a balance of content and process, using multi-sensory experiences. In addition to science inquiry skills, preschoolers can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all classroom areas.

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Scientific Development - Science as Inquiry:</b>               |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Begin to engage in partial and full inquiries.</b></p>      | <ol style="list-style-type: none"> <li><b>1. Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment.</b> <ul style="list-style-type: none"> <li>• Draw on everyday experiences and applies knowledge to similar situations</li> <li>• Begin to engage in discussion after reading a nonfiction science book through teacher questioning and prompts</li> <li>• Begin to notice similarities and differences with teacher input and prompting</li> </ul> </li> <li><b>2. Begin to participate in simple scientific investigations</b> <ul style="list-style-type: none"> <li>• Observe ice melting</li> <li>• Compare cars rolling down a ramp</li> <li>• Compare objects that sink and float</li> </ul> </li> <li><b>3. Begin to make observations using senses</b> <ul style="list-style-type: none"> <li>• Taste test a variety of foods and describe tastes</li> <li>• Begin to describe objects in feely box by responding to teacher questions</li> <li>• Begin to describe changes in weather (cold, hot, windy, sunny)</li> </ul> </li> </ol> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Science as Inquiry: (continued...)</b>                         |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
|   | <p><b>4. Begin to explore equipment and tools to gather data and extend sensory observations</b></p> <ul style="list-style-type: none"> <li>• Sift soil with sieve to find organisms in soil</li> <li>• Observe objects using color paddles</li> <li>• Balance objects in scale to determine which is heavier, lighter, etc.</li> </ul> <p><b>5. Begin to collect, interpret, communicate data and findings from observations and experiments in oral and written formats</b></p> <ul style="list-style-type: none"> <li>• Begin to communicate scientific information through drawings and in small groups</li> <li>• Begin to create models of objects in the environment</li> </ul> <p><b>6. Begin to use appropriate scientific vocabulary related to topics</b></p> <ul style="list-style-type: none"> <li>• Begin to use scientific words related to topics of study (such as the life cycle of butterfly--egg, chrysalis, etc.)</li> </ul> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Scientific Development - Physical Science:</b>                               |   |
| The programs will provide experiences for 3-year-old children to:               | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Begin to acquire scientific knowledge related to physical science</b></p> | <p><b>1. Investigate states of matter: solids and liquids</b></p> <ul style="list-style-type: none"> <li>• Sort and classify objects by solid or liquid</li> <li>• Participate in block play using a variety of types of blocks (wooden unit blocks, cardboard blocks, foam blocks)</li> <li>• Participate in a variety of sand and water activities</li> <li>• Explore solid and liquid states of water</li> </ul> <p><b>2. Begin to describe objects by their physical properties</b></p> <ul style="list-style-type: none"> <li>• Label objects by size, shape, color, solid, and/or liquid</li> <li>• Begin to describe characteristics of sand and water during sand and water play (pouring, sifting, scooping, and packing)</li> </ul> <p><b>3. Explore the physical world using six senses</b></p> <ul style="list-style-type: none"> <li>• Take a walk exploring the environment using the senses of sight, touch, smell, taste, sound, and movement</li> <li>• Begin to match same things during routine times and special activities</li> <li>• Listen to and identify simple everyday environmental, animal, or voice sounds</li> </ul> <p><b>4. Explore simple machines, magnets, and sources of energy</b></p> <ul style="list-style-type: none"> <li>• Explore magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, wind-up toys, etc.</li> </ul> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Scientific Development - Life Science:</b>                               |   |
| The programs will provide experiences for 3-year-old children to:           | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Begin to acquire scientific knowledge related to life science</b></p> | <ol style="list-style-type: none"> <li><b>1. Begin to explore, observe, and describe a variety of living things</b> <ul style="list-style-type: none"> <li>• Catch insects and place in bug catchers</li> <li>• Use magnifying glass to observe insects</li> <li>• Care for a class pet and/or plants in the classroom with teacher help</li> </ul> </li> <li><b>2. Begin to explore, observe, and describe a variety of non-living things</b> <ul style="list-style-type: none"> <li>• Compare live insects to plastic insects</li> <li>• Make collections of non-living things such as rocks, sea shells, buttons, etc.</li> <li>• Sort examples of living and nonliving things</li> </ul> </li> <li><b>3. Begin to develop an awareness that plants and animals have life cycles</b> <ul style="list-style-type: none"> <li>• Talk about people, pets, plants, etc. that have died</li> <li>• Read non-fiction age-appropriate books about life cycles of butterflies, larvae, tadpoles, etc.</li> </ul> </li> </ol> |

| Content Practice Standards   | Developmental Profile Indicators and Examples   |
|--|---|
| <b>Scientific Development - Earth and Space Science:</b>                     |   |
| The programs will provide experiences for 3-year-old children to:            | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Begin to acquire scientific knowledge related to earth science</b></p> | <ol style="list-style-type: none"> <li><b>1. Begin to recognize and compare seasonal changes in their immediate environment.</b> <ul style="list-style-type: none"> <li>• Recognize seasonal changes in the trees outdoors</li> <li>• Begin to develop vocabulary related to seasons</li> <li>• Dress-up in a variety of seasonal clothing in the dramatic play center</li> </ul> </li> <br/> <li><b>2. Use vocabulary to describe major features of the earth and sky</b> <ul style="list-style-type: none"> <li>• Listen to and begin to retell stories about the earth, sky, land formations, and bodies of water such as <i>In the Night Sky, Happy Birthday Moon, Good Night Moon, In a Small, Small Pond, In the Tall, Tall Grass, Swimmy, Big Al, The Tiny Seed, Poppa, Please Get the Moon for Me</i>, etc.</li> <li>• Discuss things in the day and night skies through teacher questions and prompts</li> <li>• Begin to observe shadows at various times of the day</li> </ul> </li> </ol> |

## **Cognitive Social Studies Development**

For young children the foundation for learning in social studies and history begins with the child's personal experiences and understanding of the relationship of self to home and family. Their understanding then gradually expands to include the people they meet in their school, neighborhood, community, and the larger world. Teachers need to identify children's current knowledge and understanding. The preschool curriculum needs to focus on concepts that are related to the child's immediate experience, including enrichment through music, food, clothing and art from other cultures, both down the road and across the ocean.

| Content Practice Standards   | Developmental Profile Indicators and Examples  |
|--|--|
| <b>Social Studies Development - Civics:</b>  |  |
| The programs will provide experiences for 3-year-old children to:                                    | The caregiver will assure that 3-year old children have opportunities to:  |
| <p><b>Develop community and career awareness</b></p>   | <p><b>1. Begin to recognize community workers and increase awareness of their jobs</b></p> <ul style="list-style-type: none"> <li>• Begin to identify different community workers by the uniform worn or the equipment used</li> <li>• Participate in field trips to observe community workers</li> <li>• Listen to guest speakers, such as a firefighter, a police officer, etc.</li> <li>• Dress-up and role play different types of community workers</li> </ul> <p><b>2. Identify his/her role as a member of family/group</b></p> <ul style="list-style-type: none"> <li>• Begin to describe experiences shared within the family</li> <li>• Begin to participate in role playing</li> <li>• Recognize members of the group and / or classmates</li> <li>• Identify members of his/her family and the families of classmates</li> </ul> |
| The programs will provide experiences for 3-year-old children to:                                    | The caregiver will assure that 3-year old children have opportunities to:  |
| <b>Social Studies Development - Economics:</b>   |  |
| <p><b>Develop an understanding of how basic economic concepts relate to their everyday lives</b></p> | <p><b>1. Begin to demonstrate an awareness of money being used to purchase things</b></p> <ul style="list-style-type: none"> <li>• Use pretend money to purchase things in a dramatic play grocery store, bank, post office, etc.</li> <li>• Read books about using currency or bartering to purchase things, both now and in days past (<i>Caps for Sale</i>, <i>Stone Soup</i>, etc.)</li> </ul>   |

| Content Practice Standards   | Developmental Profile Indicators and Examples  |
|--|--|
| <b>Social Studies Development - History:</b>   |  |
| The programs will provide experiences for 3-year-old children to:  | The caregiver will assure that 3-year old children have opportunities to:  |
| <p><b>Develop an understanding of the concept of time</b></p>  | <p><b>1. Begin to use words to describe time (such as later, after a while, in a little while, today)</b></p> <ul style="list-style-type: none"> <li>• Use statements like, “My mama is coming to get me in a little while.”</li> <li>• Use statements like, “It’s my birthday today.”</li> </ul> <p>Note: Remember that these words will grossly reflect past present and future and may not be accurate representations of units of time. “Yesterday we went to Disney World.” (meaning last summer.</p>   |
| The programs will provide experiences for 3-year-old children to:  | The caregiver will assure that 3-year old children have opportunities to:  |
| <b>Social Studies Development - Geography:</b>   |  |
| <p><b>Develop an understanding of location, place, relationships within places, movement, and region</b></p> | <p><b>1. Begin to include representations of roads, bodies of water, and buildings in their play</b></p> <ul style="list-style-type: none"> <li>• Drive toy cars on roads made from blocks</li> <li>• Use landmarks in dramatic play (such as McDonald’s or Wal-Mart)</li> </ul> <p><b>2. Begin to use words to indicate directionality, position, and size</b></p> <ul style="list-style-type: none"> <li>• Begin to correctly use and respond to words such as <i>left, right, big, little, top, bottom, etc.</i></li> <li>• Begin to verbalize location of objects that are hidden during a Hide and Seek game</li> </ul> <p><b>3. Begin to develop an awareness of the world around them</b></p> <ul style="list-style-type: none"> <li>• Begin to answer questions about where they went on a trip or other places they have lived</li> <li>• Talk about things they see on the way to and from school</li> </ul> |

## **Creative Development**

Creativity opens an avenue for the application of individual ideas, feelings, and expressions. In groups of three-year-old, creativity will be integrated into all curriculum areas to foster an appreciation for the arts and to encourage appropriate self expression while supporting learning.

The arts allow for individual expression, boost self-esteem and imagination, and appreciation of cultural diversity. With the introduction of the various components--music/movement, dramatic expression, and visual arts--the preschool child is encouraged to explore and express him/herself in ways that stimulate brain growth and experience in many expressions of human intelligence. (For more information on multiple intelligences, see Howard Gardner and later researchers.)

On a daily basis, young children are given opportunities for creative endeavors, emphasizing the experience rather than the outcome. These endeavors should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

## Stages of Art Development

### **Scribbling Stage: (3 to 4 years of age)**

Child uses crayons, markers and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. The work is exploratory. Color is imaginative. The child begins to draw symbols like circles, crosses and lines.

### **Preschematic Stage: (4 to 7 years of age)**

Age 4 – The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet or shoes. Objects are drawn at random and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

Age 7 – Child has established a mental picture of an object that is repeated with each painted repetition of the object. For example, each time the child paints a house, it will look very much like all the other houses he/she painted.

### **Schematic Stage: (6 to 9 years of age)**

At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

**Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association**

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Music Appreciation:</b>  |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Develop an appreciation for music</b></p>                   | <p><b>1. Listen to a variety of musical genres--jazz, classical, country, lullaby, patriotic, instrumental, vocal, etc.</b></p> <ul style="list-style-type: none"> <li>• Hear a variety of diverse music throughout the day (arrival time, circle time, transitions, lunch, nap, snacks)</li> <li>• Participate in musical listening games to hear differences in sounds (vocal, instrumental, sounds of instruments, and other genre types)</li> <li>• Attend and view live performances of age-appropriate-length and content</li> </ul> <p><b>2. Begin to respond to variations in music--pitch, volume, tempo, beat, rhythm, and pattern</b></p> <ul style="list-style-type: none"> <li>• Sing a song loud/soft; fast/slow</li> <li>• Move body to a variety of beats and tempos</li> </ul> |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <b>Music Expression:</b>  |   |
| <p><b>Become involved in musical expression</b></p>               | <p><b>1. Begin to use music as an avenue to express thoughts, feelings, and energy</b></p> <ul style="list-style-type: none"> <li>• Use props (scarves, streamers, instruments) to respond with expression to music</li> <li>• Draw a picture while listening to a variety of music</li> </ul> <p><b>2. Participate in group singing, fingerplays, rhymes, poetry, and rhythm</b></p> <ul style="list-style-type: none"> <li>• Participate in daily musical activities, with games, instruments, singing, and books</li> <li>• Use musical instruments and props outdoors as an additional experience</li> <li>• Make instruments and play them</li> </ul>  |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Music And Movement - Creative Movement:</b>  |   |
| The programs will provide experiences for 3-year-old children to:   | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Develop an appreciation for creative movement through observation, communication, and participation</b></p> | <ol style="list-style-type: none"> <li><b>1. Observe various forms of movement</b> <ul style="list-style-type: none"> <li>• View people, animals, and various objects that move in the world around them</li> </ul> </li> <li><b>2. Begin to communicate words or concepts through movement</b> <ul style="list-style-type: none"> <li>• Develop movements that express concepts (feelings and directions), words, and ideas</li> <li>• Demonstrate various movements such as : sway like the wind or walk on ice</li> <li>• Play Follow-the-Leader and use a range of movements</li> </ul> </li> <li><b>3. Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn)</b> <ul style="list-style-type: none"> <li>• Respond freely to music</li> <li>• Imitate various environmental movements such as animals, trees, water, etc.</li> <li>• Exhibit a variety of ways to move (forward, backward, sideways, on tiptoe, etc.)</li> <li>• Imitate each other</li> </ul> </li> </ol> |

| Content Practice Standards   | Developmental Profile Indicators and Examples  |
|--|--|
| <b>Visual Arts - Visual Arts Appreciation:</b>   |  |
| The programs will provide experiences for 3-year-old children to:                        | The caregiver will assure that 3-year old children have opportunities to:  |
| Develop an appreciation for visual arts  | <ol style="list-style-type: none"> <li>1. <b>Explore various forms of art (sculpture, paintings, watercolors, clay, collage, etc.) found in their environment</b> <ul style="list-style-type: none"> <li>• Point out various forms of media found in books, photographs/prints, at school and on field trips</li> <li>• Experience various media in the classroom</li> <li>• Tell about seeing an artist/crafter (quilter, taxidermist, illustrator, wood carver, ice sculptor, sculptor, designer) displaying/demonstrating his/her work</li> </ul> </li> </ol> |
| The programs will provide experiences for 3-year-old children to:                        | The caregiver will assure that 3-year old children have opportunities to:  |
| <b>Visual Arts - Creative Expression:</b>  |  |
| Develop confidence in their own creative expression through process-oriented experiences | <ol style="list-style-type: none"> <li>1. <b>Participate in individual and group art activities</b> <ul style="list-style-type: none"> <li>• Participate daily in creative art opportunities using water colors, collage materials, paints, paper, scissors, glue, crayons, stamp pads, templates, stencils, markers, playdough and other materials. There is no wrong art product if you are three. The process is the learning experience!</li> </ul> </li> </ol>  |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Dramatic Arts - Dramatic Expression:</b>                       |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Explore roles and experiences through dramatic play</b></p> | <p><b>1. Begin to role play or use puppets to express feelings, dramatize stories, try out social behaviors observed in adults, re-enact real-life roles and experiences</b></p> <ul style="list-style-type: none"> <li>• Play in various interest centers with a variety of props, such as home-living, fire station, police station, beauty parlor, grocery/department store, circus, fast food restaurant, doctor’s office/hospital, bakery, gas station, florist, etc.</li> <li>• Begin to role play problem-solving in classroom situations, such as taking turns, sharing, playing cooperatively, expressing feelings, appropriate behaviors and manners, etc.</li> <li>• Begin to participate in various forms of dramatic expression from different cultures</li> </ul> <p><b>2. Begin to participate in activities using symbolic materials and gestures to represent real objects and situations</b></p> <ul style="list-style-type: none"> <li>• Exhibit free expression and imagination in songs, stories, poems, and fingerplays, such as scarves to represent birds; hands as thunder, raindrops, footsteps; sticks for wands, pointer, a horse, or a walking cane, etc.</li> </ul> |

**Health and Physical Development**

Physical development and health and safety activities should be integrated into all curriculum areas. Activities should be structured to encourage preschool children to explore their world, promote agility and strength, enhance neural processing, and develop general body competence and overall autonomy. Young children should be introduced to concepts that promote a healthy lifestyle, and they should be provided adequate age-appropriate indoor and outdoor space and facilities that allow them to experience a variety of developmentally appropriate physical activities.

The development of gross motor and fine motor skills is an integral part of the growth of the preschool child. These skills serve as the foundation for future academic skills such as writing and reading.

| Content Practice Standards   | Developmental Profile Indicators and Examples  |
|--|--|
| <b>Health Development - Health and Hygiene:</b>                          |  |
| <b>The programs will provide experiences for 3-year-old children to:</b> | <b>The caregiver will assure that 3-year old children have opportunities to:</b>   |
| <p><b>Develop appropriate health and hygiene skills</b></p>              | <ol style="list-style-type: none"> <li><b>1. Begin to show awareness of healthy lifestyle practices</b> <ul style="list-style-type: none"> <li>• Begin to understand how germs affect our daily lives</li> <li>• Begin to understand that healthy bodies require rest, exercise, and good nutrition</li> <li>• Begin to use napkin, tissue and other objects of hygiene</li> <li>• Wash hands before meals and snacks, and after toileting</li> <li>• Begin to help with selected household or classroom cleaning tasks such as wiping a table top or washing a bowl</li> </ul> </li> <br/> <li><b>2. Begin to show awareness of good hygiene and personal care habits</b> <ul style="list-style-type: none"> <li>• Use proper hand washing techniques with prompts</li> <li>• Use appropriate dental hygiene practices with assistance</li> <li>• Practice proper use of tissue with encouragement</li> <li>• Use appropriate toileting skills</li> <li>• Begin to demonstrate autonomy in personal care such as self dressing, taking care of personal belongings, cleaning up after activities</li> </ul> </li> </ol> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Health Development - Nutrition:</b>                            |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <b>Become aware of good nutritional practices</b>                 | <ol style="list-style-type: none"> <li><b>1. Exhibit knowledge that some foods are better for your body than others</b> <ul style="list-style-type: none"> <li>• Begin to engage in discussions about healthy and unhealthy foods</li> <li>• Begin to make selections of foods that are healthy and recognize that some foods are not healthy with assistance</li> <li>• Participate in simple nutritious cooking activities</li> </ul> </li> </ol>   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <b>Health Development - Safety:</b>                               |   |
| <b>Demonstrate safe behaviors in all situations</b>               | <ol style="list-style-type: none"> <li><b>1. Begin to identify potentially harmful objects, substances, or behaviors</b> <ul style="list-style-type: none"> <li>• Begin to know the difference between a medicine and harmful drugs</li> <li>• Begin to know that objects such as weapons, syringes, matches, etc. can be dangerous and should not be touched</li> </ul> </li> <li><b>2. Begin to be aware of and follow universal safety rules</b> <ul style="list-style-type: none"> <li>• Follow classroom and school rules</li> <li>• Practice appropriate emergency drills (fire, tornado, bomb, 911)</li> <li>• Begin to follow basic safety rules regarding bus, bicycle, playground, crossing the street, stranger awareness, etc.</li> </ul> </li> </ol> |

| Content Practice Standards   | Developmental Profile Indicators and Examples   |
|--|---|
| <b>Physical Development - Gross Motor:</b>   |   |
| The programs will provide experiences for 3-year-old children to:  | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Develop coordination, balance, spatial awareness and strength through gross motor activities</b></p> | <p><b>1. Exhibit body coordination and strength</b></p> <ul style="list-style-type: none"> <li>• Engage in large motor activities such as climbing stairs (alternating feet), marching, hopping, running, jumping, and dancing</li> <li>• Use outdoor gross motor equipment safely and appropriately</li> </ul> <p><b>2. Exhibit balance and spatial awareness</b></p> <ul style="list-style-type: none"> <li>• Engage in large motor activities such as walking along a board, going under, over and through obstacles, swinging and moving through space</li> <li>• Engage in manipulative activities, developing skills with a ball by bouncing, kicking, throwing, catching, rolling, etc.</li> <li>• Begin to play simple group games</li> </ul> |

| Content Practice Standards  | Developmental Profile Indicators and Examples   |
|---|---|
| <b>Physical Development - Fine Motor:</b>                         |   |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to:   |
| <p><b>Develop coordination in fine motor activities</b></p>       | <ol style="list-style-type: none"> <li><b>1. Strengthen and control small muscles in hands</b> <ul style="list-style-type: none"> <li>• Work with playdough, soft forms containing gel, wet sand, etc.</li> <li>• Squeeze wet sponges or use tongs to pick up objects</li> <li>• Tear paper</li> </ul> </li> <li><b>2. Exhibit manual coordination</b> <ul style="list-style-type: none"> <li>• Use hands and fingers to act out fingerplays and songs</li> <li>• Begin to use scissors and art materials appropriately</li> <li>• Snap, button, zip, etc. with assistance</li> </ul> </li> <li><b>3. Coordinate eye-hand movement</b> <ul style="list-style-type: none"> <li>• Use beads, laces, and pegs</li> <li>• Begin to cut paper into pieces with scissors</li> <li>• Complete simple puzzles</li> <li>• Begin to use computer mouse</li> <li>• Scoop dry sand and pour it into a bucket or cup</li> <li>• Squeeze water from a turkey baster into another container</li> </ul> </li> </ol> |

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## What Are Temperaments?

Each of us is born with a unique set of characteristics that help make up our personality. Different theorists have identified a variety of traits that can make up one's temperament. When looking at the temperament of infants and toddlers, The Program for Infant and Toddler Caregivers uses the work of Dr. Stella Chess and Dr. Alexander Thomas. This framework encourages caregivers and parents to consider the following nine different temperament traits:

- Activity Level – how much activity one needs or exhibits
- Biological Rhythms – the regularity of one's patterns of sleeping, eating, or eliminating
- Approach/Withdrawal – how easily one reacts to a new situation or experience
- Adaptability – how easily one can adapt to changes in the environment
- Sensitivity Threshold – how sensitive one is to potentially irritating stimuli
- Intensity of Reaction – the amount of energy one uses to express feelings
- Quality of Mood – the amount of “cheerful, friendly” or “cranky, unfriendly” behavior
- Distractibility – how easily one can be distracted from an activity
- Persistence – the length of time one will stay at a difficult task

Each trait may be exhibited by a child or adult at a high, medium or low level.

Two important points to remember:

1. Neither end of the spectrum is good or bad. Whether one needs a high level of activity or a very low level of activity, is neither right nor wrong.
2. One should not be expected to change his or her temperament; it is just the way one is.

When caregivers and parents can recognize and accept a child's individual temperament, they can make adjustments in the schedule, the environment or their response to "get in tune" with the child. Often, when caring for more than one child, it seems easier to make plans based on the caregiver's temperament rather than the needs of each child. This may be much harder in the long run, but smooth transitions depend on each child getting what they need. Knowing that one is accepted as one is, and not having to always measure up to someone else's way is an important factor in good social/emotional development.

Martha R. South, M.Ed.  
Early Childhood Initiatives  
info@earlychildhoodinitiatives.com



Early Steps is Louisiana's Early Intervention System for infants and toddlers with special needs and their families. The Department of Health and Hospitals is the Lead Agency to see that Early Steps follows the guidelines under Part C of the Individuals with Disabilities Education Act (IDEA).

Children from birth up to the age of three can get services to assist with delays. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Special Instruction and several other special services.

For more information about Early Steps, visit their website at

<http://www.oph.dhh.state.la.us/childrensspecial/earlyinterventionservices/index.html>

and refer to the Quick Facts links.

To make a referral into Early Steps, please contact the SPOE (System Point of Entry) that serves the parish in which the child resides. For the most current list please visit the EarlySteps website as listed above.



## Best Practice Guidelines For Providers and Parents

### For Providers:

- Every child has unique needs. Some may require only one service while others multiple services. Make sure the IFSP team addresses the individual needs of each family and child.
- Increasing the types of therapy should be based on needs of the child and family. Too much therapy can be counterproductive in that it can wear out the child and the family.
- Revising early intervention strategies based on the child's unique needs is more important and effective than changing the frequency of services. Check-in with families to make sure the child is progressing. Children's needs change with time.
- More services per week do not mean the child will improve faster. To make improvement, children need to practice skills repeatedly in their natural environment.
- Practice interventions **with** the parent/care-provider and child. Involving the parent/care-provider increases practice time between visits and empowers the parent.
- Practice time between visits is equally important as the visit itself. Make sure parents know of ways to implement the interventions into their daily routines such as mealtime, playtime, and bath time.
- Children at such a young age can become tired or worn out. This can affect their progress in the early intervention program. The IFSP should make developmentally appropriate recommendations based on the age and attention span of each child.

### For Parents:

- A parent's responsibilities within the EarlySteps system include sharing information with the IFSP team, actively taking part in developing the IFSP, participating in the early intervention visits, and working with your child in-between visits. Services should be primarily centered on teaching you how to help your child, not sessions where the therapists work only with your child and do not include you in them.
- Remember you know your child and family best. Keep in mind when deciding how often your child needs services 1) your child's individual needs, 2) how long your child can play before getting tired, 3) how quickly your child learns new things and 4) more services aren't always better for your child.
- Services should fit into your daily lives and routines. Too many services can be stressful for your child and family. If you feel overwhelmed and unable to keep all of your child's appointments or if your child seems overly tired after services these could be signs that your child is receiving more services than necessary. If you feel your child is receiving an excess of services contact your Family Service Coordinator or talk to your child's provider about your concerns.

## Environment and Curriculum by Betty B. Blaize

An infant and toddler caregiver considers carefully what she will have in her classroom and how she will arrange it. She must first reflect on each child's temperament, needs and desires, and then consider the flow of the curriculum. The classroom environment is a basic part of the curriculum that allows children to grow, explore, play, feel confident and, most importantly, develop trusting relationships with caregivers and each other. A classroom that is arranged to be efficient and interesting for each child will be pleasing to the caregivers too and they will maintain the children's interest by adding new elements when the children's curiosity begins to wane.

Here is a list of “**Must Do's**”

1. Design a room that is easy to clean and sanitary
2. Place furniture and equipment to match each child's size in classroom
3. Arrange toys and other items so they are easily accessible allowing for child's choice.
4. Add new things of special interest to each child.
5. Remove things that no longer interest any child in the group
6. Assure there are favorite things and challenging things for each child
7. Provide things that encourage children to learn and play with each other
5. Provide an “alone” space for children who need to be protected or disengaged from the group.
6. Provide toys and equipment that support physical development such as:
  - Areas where the children can learn to “pull up”
  - Furniture that allows children to “cruise” as they learn to walk
  - Multiple levels and climbing equipment
  - Small items to grab with isolated fingers, but not small enough for a choking hazard. (pincer grasp)
7. Use soft colors to create a calming atmosphere
8. Ensure that the outside play area is shaded
9. Provide comfortable and convenient space for the caregiver with locked space for her possessions
10. Display two or more of the children's favorite toys
11. Maintain in-room locked storage for supplies
12. Provide a parent information area
13. Plumb classroom for water source near diapering/toileting area. Include a child size sink.
14. Establish developmentally appropriate areas for dramatic play, science play, mathematical play and reading based on the children's ages and abilities

15. Provide sensory materials including art supplies
16. Use natural materials
17. Be creative and provide toys, materials and equipment that promote the essence of home
18. Provide outdoor space equipped with toys and equipment that promote emotional, social, physical and intellectual development

Here's a list of “**Don'ts**”

1. Clutter
2. Television or Video
3. Things that inhibit exploration – swings, playpens...
4. Bright lights
5. Background noise such as a radio
6. Small things that might be a choking hazard

Each caregiver bears the responsibility of creating an ongoing, flexible environment for each child. A well thought-out environment is an important basis for brain development, the formation of a foundation for future learning, empathetic caring for others, and the desire to succeed.

Infants and Toddlers have been in group care for a relatively very short time. From the beginning of time, children from birth through three have been traditionally cared for in a home. Create a room for these children that is cozy, homelike and comfortable rather than a stark dreary, uninviting schoolroom. Create a familial atmosphere that provides infants and toddlers with a sense of security, an opportunity to explore and a sense of identity that will endure throughout their life.

## Reflective and Respectful Curriculum for Infants and Toddlers

By Mary Jane Maguire Fong

At birth, infants begin an amazing journey. Fueled with curiosity and supported by their families, infants set out to explore the world around them. Within months, many infants enter an infant program and find their base of support expanded to include infant care teachers. How does an infant care teacher support the curious infant? What does it mean to teach infants? What does respectful teaching look like with infants and toddlers? Interestingly, the same ingredient that fuels infant learning fuels infant teaching: curiosity. Curious infants do best when matched with curious adults, who are just as intent in their desire to learn about the infants in their care as the infants are to learn about the world before them. Guiding infant learning begins and ends with sensitive observation and requires a blend of respectful curiosity, thoughtful reflection, and flexible planning.

### Observing and Noting

Curious teachers begin their work by watching, listening, and carefully thinking about what they see and hear. As they greet and spend time with each family in their program, teachers listen for beliefs, values, expectations, and life experiences that make each infant and each family unique. Teachers also get to know the infants in their care by observing how they approach people and spaces before them. By watching and listening, teachers find out what, with whom, and how infants play. When viewed from the perspective of guiding curious infants in their discovery of the world around them, teaching is a respectful, reflective act that gives value to what children bring to the learning.

In all these ways curious teachers gather valuable information about the infants in their care. They compare what they observe to the rich body of child development research on how young children develop their bodies, their minds, their social strategies, and their personalities. Doing so helps them make thoughtful decisions in planning for infants' learning.

How do teachers turn their observations and reflections into useful written plans? Teachers begin with simple notes—brief, clear descriptions of key aspects they wish to remember. These observational notes of children's play and interactions form the foundation for infant curriculum.

## Reflecting and Discussing

Teachers who thoughtfully observe infants at play not only see how play engages the curious mind of the child but also find their own curiosity to be engaged. Together with colleagues and infants' families, teachers think, talk, and wonder about observational notes. Doing so with others helps teachers clarify and expand their thinking about what infants are learning. This leads naturally to pondering, "How might we support what the infants are doing?" or "How might we add an interesting challenge by adding novelty, surprise, or complexity?" A team of teachers comes up with ideas and makes a list or a concept web, a diagram formed by writing the observed interest or issue in the center and writing ideas from the discussion on lines extending out from the center. The intent is to freely brainstorm options for supporting the interest and to record all possibilities before deciding on a plan.

## Planning and Implementing

Once teachers decide on an idea, they prepare a brief, written plan to organize their work and make it visible to others. A useful plan describes what will be done, why, and what preparations need to be made. Directly on the plan, teachers note what infants actually do in response to the plan, briefly recording observations they want to remember for later use. Such notes help teachers identify and describe infants' development and learning. What emerges is a study document that teachers can use in several ways. The observational notes provide an informed assessment -- evidence of infants' development and learning. Such information helps families and program administrators see the learning. Most importantly, it helps teachers generate new possibilities for subsequent curriculum.

## Planning Cycle

What emerges is a planning cycle—beginning with observation, which prompts reflection, which leads to planning, then implementation, which generates observation, which again leads to reflection and implementation. The planning cycle is flexible. It guides play encounters that take place over a period of weeks, such as a teacher's creating possibilities for children to explore moving water. Or it guides a teacher's work in one afternoon of play. For example, a teacher who sees several infants climb onto a low shelf can rearrange the furniture in the play space to create more opportunities for climbing and observe and note what they do in response. The planning cycle also helps teachers plan for individual children. For example, teachers can use the planning cycle to organize their thinking and strategies for working with a child who shows a pattern of taking toys from other children.

The most compelling feature of the reflective planning cycle is that it makes teaching fun and rich with adventure for both children and adults. As a guide for teaching infants, the planning cycle takes participants on a delightful journey of discovering how infants explore the intriguing world before them.

## Young Children and Media

The following resources will provide guidance to caregivers and parents in regards to television, video and computer use:

"The American Academy of Pediatrics recommends no more than one to two hours of quality TV and videos a day for older children and no screen time for children under the age of 2." - Media Guidelines for Parents, American Academy of Pediatrics, <http://www.aap.org/healthtopics/mediause.cfm>. Retrieved 11/14/2005.

A national non-profit to provide parents with information about the effects of the media on their children, MediaWise ([www.mediawise.org](http://www.mediawise.org)), has resources and links, including an article about "Baby Einstein" by David Walsh, PhD - [http://www.mediafamily.org/mediawisecolumns/baby\\_einstein\\_mw.shtml](http://www.mediafamily.org/mediawisecolumns/baby_einstein_mw.shtml). Dr. Walsh states that there isn't anything inherently bad contained in the Baby Einstein videos, but that the marketing and habit-forming aspects are pernicious: "Increased screen time is one of the causes of childhood obesity, attention problems, video game addiction, poor reading scores, impaired social skills, and aggression, just to name a few of the media-related issues we face every day."

## A Letter from a Toddler

Dear Caregiver,

You looked a little tired and discouraged when the parents were coming to pick all of us up today. Then, when that one dad said, “Did they learn anything today or did they just play?” I thought you’d just about had it. I’m writing to cheer you up and tell you that I’m learning lots because you help us play.

Tonight at supper my big sister said that she learned “the nines table” in school today. I’m not sure what the “nines table” is but everyone seemed pleased and excited that she’d learned it.

I learned a lot today. Unfortunately, I can’t talk enough to describe what I learned about how the world works. I know that dumping out bins of toys, climbing, knocking over blocks and squashing bananas on my feeding tray doesn’t sound as mysterious as “the nines table” but I’m sure grateful that you know how important it all was.

Thank goodness you know I have to play to learn. For example, remember today how every time you’d kneel down and open up your arms, I’d run to you for a big hug? We were playing a game of course, and we’d both laugh – but just the act of running was learning for me. Babies and toddlers learn through their big muscles, you know. When I ran into your arms it not only made me feel loved and happy, it gave me a chance to practice the movements of using my arms and legs together. I’m brand new at that. Running strengthens those muscles too. It was fun. I wanted to do it over and over. I’m glad you had time to play so that I could learn. Thank you.

And I’m glad you noticed today how much fun I had tapping with the xylophone hammer, remember? I tapped the xylophone for a while, then the table, then the floor and lots of other objects. I discovered so many different sounds – metallic, strong, soft. Oh, by the way, sorry about Robby’s head. It sure scared me when he cried so loud. Thanks for finding all those boxes and pans for me to tap. I am beginning to understand so much more about the world now because you realized I was learning, not “just playing”.

I heard you say, “Tappers need things to tap!” You must believe that “dumpers need things to dump” too, because you filled up that coffee can with clothespins over and over and let me dump it out as much as I wanted to. You must have realized that I wasn’t trying to make a mess when I dumped out all the tubs of toys yesterday. I need to dump things out. I’m so curious about how something can be full one minute and empty the next and that I can make it happen. Dumping things out makes me feel big. After lots of play dumping, I’ll want to try filling. It’s really the very first step towards being able to put things away neatly – when I’m older.

Thanks to your helping me play, I’m learning that it’s good to be curious, it’s good to explore and learn and understand. I get the feeling you think my play is pretty valuable. My play is all my own idea you know. You must think that my ideas are pretty valuable, too. Hey, that must mean you value me, too. I’m important, and what I learn is important – even if it isn’t “the nines table”.

Please don’t be discouraged. You helped me play today. You gave me gifts of learning and self-worth that nobody can ever take away. See you tomorrow!

A Toddler in Child Care

Author Unknown

## Books for Babies and Toddlers

Babies and toddlers enjoy a variety of books in sturdy formats with content to which they can relate as they grow and develop physically, socially, emotionally, and cognitively. Early contact with books, reading and singing literally wires young children's brains for future learning and fosters early literacy skill development they later need to be ready to learn to read.

Though young children develop early literacy skills at individual rates, particular types of books seem to have great appeal for broad age categories. The books in this list are organized into 4 broad age categories that roughly correspond to young children's early literacy milestones. However, children can explore and enjoy many different types of books at all ages. If children are ready for a type of book that does not correspond to their age group, by all means they should be encouraged to enjoy the book anyway, for every child has his or her own preference as well as his or her own developmental progression. Selected titles represent a sample of the types of books (underlined below) that many children find appealing during their early years. The majority of the titles are available in board book format.

**NOTE:** A separate list of very small novelty books that are easy for children to hold is included at the end of the age-category book lists.

This booklist will be available at [www.state.lib.la.us](http://www.state.lib.la.us) and updated periodically

### Babies 0-6 months

- Books with black and white photos can be seen best by newborns who prefer the contrast of black-and-white
- Books with bright simple color pictures help develop a baby's eye muscles as they focus on the colors
- New babies are taking in the world of sound around them, particularly the human voice; poetry and rhyme present many language sounds not heard in daily conversations; poems and rhymes can be long.



*Compiled by*

Rose Anne St. Romain, Early Childhood Services Consultant, State Library of Louisiana,  
701 North 4<sup>th</sup> St., Baton Rouge, LA 70802 (225) 219-9502 Fax (225) 342 – 3547  
[rstromai@state.lib.la.us](mailto:rstromai@state.lib.la.us) [www.state.lib.la.us](http://www.state.lib.la.us)

### Babies 6-12 months

- Cloth books are sturdy, can be chewed (but not swallowed!), and washed
- Photos of babies are fascinating and help children learn the names of the parts of their bodies
- Rhyming books with few words per page foster awareness of the sounds of language and often involve action games for caregivers to play with children
- Sign language can help children communicate with their hands before they can speak
- Vinyl bath books make bath time fun and promote books as familiar objects

### Toddlers 1-2 years

- Books about animals help children begin to learn about the world around them
- Books featuring color and counting introduce the words and ideas of these concepts
- Photos and illustrations of familiar things and situations provide an opportunity for learning new words and for making the connection between the real world, the illustrations, and the printed word
- Fold-out and lift-the-flap books engage children's natural curiosity to see what's next
- Photos of babies and toddlers continue to intrigue children and can be more complex
- Predictable books with patterned narratives are often a first-step towards real book listening and active verbal participation
- Rhyming books celebrate the sounds of language, often involve action, and give children an opportunity to imitate sounds
- Books featuring songs are fun to sing, dance, and act out with young children
- Very simple stories based on familiar situations are children's introduction to the narrative form
- Touch-and-feel books stimulate the senses and provide unique vocabulary building opportunities
- Vinyl bath books continue to fascinate
- Wordless books encourage caregivers to use their own words when telling the story to children



*Compiled by*

Rose Anne St. Romain, Early Childhood Services Consultant, State Library of Louisiana,  
701 North 4<sup>th</sup> St., Baton Rouge, LA 70802 (225) 219-9502 Fax (225) 342 – 3547  
rstromai@state.lib.la.us www.state.lib.la.us

### Toddlers 2-3 years

- Alphabet books familiarize children with the shape and sounds of letters though they may not yet make the connection between letters and the printed word; letters can become familiar symbols.
- Books about animals continue to help children begin to learn about the world and the words that describe the world
- Books featuring color, counting and shape help children understand these concepts
- Photos and illustrations of familiar things and situations continue to provide an opportunity for learning new words and for making the connection between the real world, the illustrations, and the printed word
- Fold-out and lift-the-flap books engage children's natural curiosity to see what's next
- Photos of babies and toddlers continue to intrigue children and can be more complex
- Predictable books with patterned narratives foster listening skills and active verbal participation
- Rhyming books celebrate the sounds of language, often involve action, and give children an opportunity to imitate sounds
- Books featuring songs continue to be fun to sing, dance, and act out with young children; older toddlers can memorize songs and chants and the accompanying movements
- Simple stories based on familiar situations and about fictitious characters help children develop the narrative structures involved in communication
- Wordless books give children opportunities for telling stories to caregivers



*Compiled by*

*Rose Anne St. Romain, Early Childhood Services Consultant, State Library of Louisiana,  
701 North 4<sup>th</sup> St., Baton Rouge, LA 70802 (225) 219-9502 Fax (225) 342 – 3547  
[rstromai@state.lib.la.us](mailto:rstromai@state.lib.la.us) [www.state.lib.la.us](http://www.state.lib.la.us)*

| Age               | Type Of Book             | Author                 | Title                                     |
|-------------------|--------------------------|------------------------|---|
| Babies 0-6 months | Black and white pictures | Murphy Mary            | I Kissed the Baby                         |
| Babies 0-6 months | Black and white pictures | Phyllis L Tildes       | Baby Animals Black and White              |
| Babies 0-6 months | Black and white pictures | Phyllis Tildes         | Animals Black and White                   |
| Babies 0-6 months | Black and white pictures | Tana Hoban             | Black on White                            |
| Babies 0-6 months | Black and white pictures | Tana Hoban             | What Is That?                             |
| Babies 0-6 months | Black and white pictures | Tana Hoban             | Where Is It?                              |
| Babies 0-6 months | Black and white pictures | Tana Hoban             | White on Black                            |
| Babies 0-6 months | Black and white pictures | Tana Hoban             | Who Are They?                             |
| Babies 0-6 months | Rhyme                    | Joyce Carol Thomas     | You Are My Perfect Baby                   |
| Babies 0-6 months | Rhyme                    | Kay Choro              | The Baby's Lap Book                       |
| Babies 0-6 months | Rhyme                    | Robert Louis Stevenson | A Child's Garden of Verses                |
| Babies 0-6 months | Rhyme                    | Stephanie Calmenson    | Welcome, Baby: Baby Rhymes for Baby Times |
| Babies 0-6 months | Simple color pictures    | Byron Barton           | Boats                                     |
| Babies 0-6 months | Simple color pictures    | Byron Barton           | Machines at Work                          |
| Babies 0-6 months | Simple color pictures    | Byron Barton           | My Car                                    |
| Babies 0-6 months | Simple color pictures    | Byron Barton           | Trains                                    |
| Babies 0-6 months | Simple color pictures    | Byron Barton           | Trucks                                    |
| Babies 0-6 months | Simple color pictures    | Charles Green Shaw     | It Looked Like Split Milk                 |
| Babies 0-6 months | Simple color pictures    | Lucy Cousins           | Farm Animals                              |
| Babies 0-6 months | Simple color pictures    | Lucy Cousins           | Pet Animals                               |



*Compiled by*

Rose Anne St. Romain, Early Childhood Services Consultant, State Library of Louisiana,  
701 North 4<sup>th</sup> St., Baton Rouge, LA 70802 (225) 219-9502 Fax (225) 342 – 3547  
[rstromai@state.lib.la.us](mailto:rstromai@state.lib.la.us) [www.state.lib.la.us](http://www.state.lib.la.us)

| Age                | Type Of Book     | Author             | Title   |
|--------------------|------------------|--------------------|---|
| Babies 6-12 months | Cloth book       | Beatriz Potter     | My Peter Rabbit Cloth Book                                |
| Babies 6-12 months | Cloth book       | Eric Hill          | Hello, Spot! (Rag Book)                                   |
| Babies 6-12 months | Cloth book       | Golden Books       | Sleepy Bunny (Pat the Bunny Cloth Book)                   |
| Babies 6-12 months | Cloth book       | Julie Aigner-Clark | Baby Einstein in the Rain with Jane: A Fabric Rattle Book |
| Babies 6-12 months | Cloth book       | Julie Aigner-Clark | Baby Einstein My Favorite Colors: A Fabric Rattle Book    |
| Babies 6-12 months | Photos of babies | Charles R Smith    | Ain't No Mountain High Enough                             |
| Babies 6-12 months | Photos of babies | Charles Smith      | How Sweet It Is to Be Loved by You                        |
| Babies 6-12 months | Photos of babies | Charles Smith      | I'll Be There: Motown Baby Love Board Books               |
| Babies 6-12 months | Photos of babies | Charles Smith      | My Girl: Motown Baby Love Board Books                     |
| Babies 6-12 months | Photos of babies | Charles Smith      | Pride and Joy   |
| Babies 6-12 months | Photos of babies | Charles Smith      | Sugar Pie Honey Bunch                                     |
| Babies 6-12 months | Photos of babies | Charles Smith      | The Way You Do the Things You Do                          |
| Babies 6-12 months | Photos of babies | Charles Smith      | You're All I Need to Get By                               |
| Babies 6-12 months | Photos of babies | Lara Holtz(editor) | Babies  |
| Babies 6-12 months | Photos of babies | Margaret Miller    | Baby Food   |
| Babies 6-12 months | Photos of babies | Margaret Miller    | Baby Talk   |
| Babies 6-12 months | Photos of babies | Margaret Miller    | Boo Baby  |
| Babies 6-12 months | Photos of babies | Margaret Miller    | Get Ready Baby  |
| Babies 6-12 months | Photos of babies | Margaret Miller    | I Love Colors   |
| Babies 6-12 months | Photos of babies | Margaret Miller    | Peekaboo, baby  |
| Babies 6-12 months | Photos of babies | Penny Gentieu      | Baby! Talk!   |
| Babies 6-12 months | Photos of babies | Penny Gentieu      | Grow! Babies!   |
| Babies 6-12 months | Photos of babies | Penny Gentieu      | Wow! Babies!  |



Compiled by

Rose Anne St. Romain, Early Childhood Services Consultant, State Library of Louisiana,  
701 North 4<sup>th</sup> St., Baton Rouge, LA 70802 (225) 219-9502 Fax (225) 342 – 3547  
[rstromai@state.lib.la.us](mailto:rstromai@state.lib.la.us) [www.state.lib.la.us](http://www.state.lib.la.us)

| Age                | Type Of Book     | Author                   | Title                                     |
|--------------------|------------------|--------------------------|---|
| Babies 6-12 months | Photos of babies | Susan Canizares          | Babies                                    |
| Babies 6-12 months | Rhyme            | Blanche Fisher Wright    | My First Real Mother Goose Board Book     |
| Babies 6-12 months | Rhyme            | Janet Ahlberg; Allan     | Peek-a-Boo! Board Book                    |
| Babies 6-12 months | Rhyme            | Nola Buck                | How a Baby Grows                          |
|                    |                  |                          |   |
| Babies 6-12 months | Sign Language    | Kim Votry, Curt Waller   | Out for a Walk: A Baby's First Sign Book  |
| Babies 6-12 months | Sign Language    | Linda Acredolo           | Baby Signs For Animals                    |
| Babies 6-12 months | Sign Language    | Linda Acredolo           | Baby Signs: How To Talk With Your Baby... |
| Babies 6-12 months | Sign Language    | Linda Acredolo; Penny    | My First Baby Signs                       |
| Babies 6-12 months | Sign Language    | Linda Acredolo; Susan    | Baby Signs for Mealtime                   |
| Babies 6-12 months | Vinyl bath book  | Amery Heather et al      | Ted Gets Wet                              |
| Babies 6-12 months | Vinyl bath book  | Amery Heather et al      | Where's Rusty?: Lift-the-Flap Bath Book   |
| Babies 6-12 months | Vinyl bath book  | Andy Cooke               | Bear's Bath Tub                           |
| Babies 6-12 months | Vinyl bath book  | DK Publishing            | My First Word Bath Book                   |
| Babies 6-12 months | Vinyl bath book  | DK Publishing Staff      | My First Babies Bath Book                 |
| Babies 6-12 months | Vinyl bath book  | Dr. Seuss                | One Fish Two Fish Red Fish Blue Fish      |
| Babies 6-12 months | Vinyl bath book  | Jenny Tyler et al        | Curly Gets Muddy                          |
| Babies 6-12 months | Vinyl bath book  | Joseph Mathieu           | Elmo Wants a Bath (Bathtime Books)        |
| Babies 6-12 months | Vinyl bath book  | Julie Aigner-Clark       | Water, Water Everywhere                   |
| Babies 6-12 months | Vinyl bath book  | Stephen Cartwright et al | Duck's Bathtime Book                      |



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[rstromai@state.lib.la.us](mailto:rstromai@state.lib.la.us) [www.state.lib.la.us](http://www.state.lib.la.us)

| Age                | Type Of Book    | Author               | Title                                   |
|--------------------|-----------------|----------------------|---|
| Toddlers 1-2 years | Animals         | Anne Gutman          | Mommy Hugs                              |
| Toddlers 1-2 years | Animals         | Cheryl Willis Hudson | Animal Sounds for Baby                  |
| Toddlers 1-2 years | Animals         | Harriet Ziefert      | Who Said Moo?                           |
| Toddlers 1-2 years | Animals         | Jan Pfloog           | Kittens Are Like That                   |
| Toddlers 1-2 years | Animals         | Jan Pfloog           | Puppies Are Like That                   |
| Toddlers 1-2 years | Animals         | Jonathan London      | Wiggle Waggle                           |
| Toddlers 1-2 years | Animals         | Linda Ashman         | Babies on the Go                        |
| Toddlers 1-2 years | Color           | Donald Crews         | Freight Train                           |
| Toddlers 1-2 years | Color           | Eric Hill            | Spot's Favorite Colors                  |
| Toddlers 1-2 years | Color           | Neil Ricklen         | Baby's Colors Super Chubbies Board Book |
| Toddlers 1-2 years | Color           | Tana Hoban           | Red, Blue, Yellow Shoe                  |
| Toddlers 1-2 years | Counting        | Cheryl Willis Hudson | Let's Count, Baby                       |
| Toddlers 1-2 years | Counting        | Eric Hill            | Spot's Favorite Numbers                 |
| Toddlers 1-2 years | Counting        | Neil Ricklen         | Baby's 1 2 3 Super Chubbies Board Book  |
| Toddlers 1-2 years | Familiar things | Annie Kubler         | Ten Little Fingers                      |
| Toddlers 1-2 years | Familiar things | Cheryl Willis Hudson | Good Morning, Baby                      |
| Toddlers 1-2 years | Familiar things | Cheryl Willis Hudson | Good Night, Baby                        |
| Toddlers 1-2 years | Familiar things | Eric Hill            | Spot's Favorite Words                   |
| Toddlers 1-2 years | Familiar things | Helen Oxenbury       | I Can                                   |
| Toddlers 1-2 years | Familiar things | Helen Oxenbury       | I Hear                                  |
| Toddlers 1-2 years | Familiar things | Helen Oxenbury       | I See                                   |
| Toddlers 1-2 years | Familiar things | Helen Oxenbury       | I Touch                                 |
| Toddlers 1-2 years | Familiar things | Irene OBook          | Maybe My Baby                           |
| Toddlers 1-2 years | Familiar things | Jean Marzollo        | Baby's Alphabet                         |
| Toddlers 1-2 years | Familiar things | Margaret Miller      | Big And Little                          |
| Toddlers 1-2 years | Familiar things | Mary McKenna Siddals | Morning Song                            |



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|--------------------|-----------------|-----------------------------|---|
| Toddlers 1-2 years | Familiar things | Neil Ricklen                | Baby's Home Super Chubbies Board Book       |
| Toddlers 1-2 years | Familiar things | Rebecca Emberley            | My Clothes (Mia Ropa)                       |
| Toddlers 1-2 years | Familiar things | Rebecca Emberley            | My Colors (Mia Colores)                     |
| Toddlers 1-2 years | Familiar things | Rebecca O'Connell           | The Baby Goes Beep                          |
| Toddlers 1-2 years | Familiar things | Stephen Cartwright          | Animal Babies                               |
| Toddlers 1-2 years | Familiar things | Stephen Cartwright          | Find the Kitten                             |
| Toddlers 1-2 years | Familiar things | Susan Meyers                | Everywhere Babies                           |
| Toddlers 1-2 years | Familiar things | Tony Ross                   | I Want my Potty                             |
| Toddlers 1-2 years | Fold-out book   | Dan Yaccarino               | So Big!                                     |
| Toddlers 1-2 years | Lift-the-flap   | Bernard Most                | Peek-a-Moo                                  |
| Toddlers 1-2 years | Lift-the-flap   | Dee Shulman                 | A Perfect Cuddle                            |
| Toddlers 1-2 years | Lift-the-flap   | Dorothy Kunhardt            | Pat the Bunny                               |
| Toddlers 1-2 years | Lift-the-flap   | Eric Hill                   | Where's Spot?                               |
| Toddlers 1-2 years | Lift-the-flap   | Harriet Ziefert; Simms      | Where Is My Baby?                           |
| Toddlers 1-2 years | Lift-the-flap   | Jane Simmons                | Daisy's Hide-And-Seek: A Lift-The-Flap Book |
| Toddlers 1-2 years | Lift-the-flap   | Jeannette Rowe              | Whose Nose?                                 |
| Toddlers 1-2 years | Lift-the-flap   | Karen Katz                  | Where Is Baby's Belly Button?               |
| Toddlers 1-2 years | Lift-the-flap   | Karen Katz                  | Where is Baby's Mommy                       |
| Toddlers 1-2 years | Lift-the-flap   | Lucy Cousins                | Maisy's Big Flap Book                       |
| Toddlers 1-2 years | Lift-the-flap   | Lucy Cousins                | Where Are Maisy's Friends                   |
| Toddlers 1-2 years | Lift-the-flap   | Lucy Cousins                | Where is Maisy?: a lift-the-flap book:      |
| Toddlers 1-2 years | Lift-the-flap   | Marie Torres Cimarusti      | Peek-a-Moo                                  |
| Toddlers 1-2 years | Lift-the-flap   | Marie Torres Cimarusti      | Peek-a-Pet                                  |
| Toddlers 1-2 years | Lift-the-flap   | Marie Torres Cimarusti      | Peek-a-Zoo                                  |
| Toddlers 1-2 years | Lift-the-flap   | Marion Dane Bauer;<br>Karen | Toes, Ears, and Nose                        |
| Toddlers 1-2 years | Lift-the-flap   | Matthew Van Fleet           | Fuzzy Yellow Ducklings: Fold-Out Fun        |



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rstromai@state.lib.la.us www.state.lib.la.us

| Age                | Type Of Book     | Author                      | Title   |
|--------------------|------------------|-----------------------------|---|
|                    |                  |                             | ...   |
| Toddlers 1-2 years | Lift-the-flap    | Matthew Van Fleet           | Spotted Yellow Frogs: Fold-Out With Patterns ...  |
| Toddlers 1-2 years | Lift-the-flap    | Rod Campbell                | Dear Zoo  |
| Toddlers 1-2 years | Lift-the-flap    | Sandra Boynton              | Dinosaur's Binkit                                 |
| Toddlers 1-2 years | Photos of babies | David Ellwand               | The Big Book of Beautiful Babies                  |
| Toddlers 1-2 years | Photos of babies | Kelly Johnson               | Look at the Baby                                  |
| Toddlers 1-2 years | Photos of babies | Susan Canizares;<br>Moreton | Babies on the Move                                |
| Toddlers 1-2 years | Predictable book | Audrey Wood; Don Wood       | Piggies   |
| Toddlers 1-2 years | Predictable book | Bill Martin, Jr.            | Polar Bear, Polar Bear, What Do You Hear?         |
| Toddlers 1-2 years | Predictable book | Eric Carle                  | Brown Bear, Brown Bear What Do You See?           |
| Toddlers 1-2 years | Predictable book | John Prater                 | Again!  |
| Toddlers 1-2 years | Predictable book | Karen Katz                  | Counting Kisses                                   |
| Toddlers 1-2 years | Predictable book | Karen Pandell               | I Love You Baby from Head to Toe                  |
| Toddlers 1-2 years | Predictable book | Rachel Isadora              | Peekaboo Morning                                  |
| Toddlers 1-2 years | Rhyme            | Ada Campoy et al            | I Pio Peep! Traditional Spanish Nursery Rhymes    |
| Toddlers 1-2 years | Rhyme            | Andrea Davis Pinkney        | I Smell Honey                                     |
| Toddlers 1-2 years | Rhyme            | Andrea Davis Pinkney        | Pretty Brown Face: Family Celebration Board Books |
| Toddlers 1-2 years | Rhyme            | Andrea Pinkney              | Shake Shake Shake                                 |
| Toddlers 1-2 years | Rhyme            | Andrea Pinkney              | Watch Me Dance                                    |
| Toddlers 1-2 years | Rhyme            | Bill Martin Jr              | Here Are My Hands                                 |
| Toddlers 1-2 years | Rhyme            | Cheryl Willis Hudson        | Bright Eyes, Brown Skin                           |
| Toddlers 1-2 years | Rhyme            | Cheryl Willis Hudson        | Many Colors of Mother Goose                       |
| Toddlers 1-2 years | Rhyme            | Dakari Hru                  | Tickle, Tickle                                    |



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|--------------------|--------------|--------------------|--------------------------------------|
| Toddlers 1-2 years | Rhyme        | Debi Gliori        | Tickly under There                   |
| Toddlers 1-2 years | Rhyme        | Denise Fleming     | Lunch                                |
| Toddlers 1-2 years | Rhyme        | Flora McDonnell    | Giddy-up! Let's Ride!                |
| Toddlers 1-2 years | Rhyme        | Helen Oxenbury     | Clap Hands                           |
| Toddlers 1-2 years | Rhyme        | Helen Oxenbury     | Say Goodnight                        |
| Toddlers 1-2 years | Rhyme        | Helen Oxenbury     | Tickle Tickle                        |
| Toddlers 1-2 years | Rhyme        | Jane Manning       | My First Baby Games                  |
| Toddlers 1-2 years | Rhyme        | Judy Hindley       | Eyes, Nose, Fingers, and Toes        |
| Toddlers 1-2 years | Rhyme        | Julie Aigner-Clark | Baby Einstein: Poems For Little Ones |
| Toddlers 1-2 years | Rhyme        | Julie Aigner-Clark | Baby Einstein: See And Spy Counting  |
| Toddlers 1-2 years | Rhyme        | Julie Aigner-Clark | Baby Einstein: See And Spy Shapes    |
| Toddlers 1-2 years | Rhyme        | Ken Lewis          | Chugga Chugga Choo Choo              |
| Toddlers 1-2 years | Rhyme        | Lorianne Siomades  | Itsy Bitsy Spider                    |
| Toddlers 1-2 years | Rhyme        | Marni McGee        | Sleepy Me                            |
| Toddlers 1-2 years | Rhyme        | Mary Murphy        | I Like It When...                    |
| Toddlers 1-2 years | Rhyme        | Mem Fox            | Time for Bed                         |
| Toddlers 1-2 years | Rhyme        | Michael Hague      | Teddy Bear, Teddy Bear               |
| Toddlers 1-2 years | Rhyme        | Remy Charlip       | Sleepytime Rhyme                     |
| Toddlers 1-2 years | Rhyme        | Ros Asquith        | Babies                               |
| Toddlers 1-2 years | Rhyme        | Tom Tracy          | Show Me!                             |
| Toddlers 1-2 years | Rhyme        | Tony Kenyon        | Pat-a-Cake                           |
| Toddlers 1-2 years | Song         | Ann Taylor         | Baby Dance                           |
| Toddlers 1-2 years | Song         | Annie Kubler       | Down by the Station                  |
| Toddlers 1-2 years | Song         | Annie Kubler       | Farmer in the Dell                   |
| Toddlers 1-2 years | Song         | Annie Kubler       | Five Little Ducks                    |
| Toddlers 1-2 years | Song         | Annie Kubler       | Head Shoulders Knees and Toes        |
| Toddlers 1-2 years | Song         | Annie Kubler       | Here We Go Round the Mulberry Bush   |



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| Age                | Type Of Book   | Author                 | Title   |
|--------------------|----------------|------------------------|---|
| Toddlers 1-2 years | Song           | Annie Kubler           | If You're Happy and You Know It               |
| Toddlers 1-2 years | Song           | Annie Kubler           | Over in the Meadow                            |
| Toddlers 1-2 years | Song           | Annie Kubler           | Ring Around the Rosie                         |
| Toddlers 1-2 years | Song           | Annie Kubler           | Sign and Sing Along Baa Baa Black Sheep       |
| Toddlers 1-2 years | Song           | Annie Kubler           | Sign and Sing Along Itsy Bitsy Spider         |
| Toddlers 1-2 years | Song           | Annie Kubler           | Sign and Sing Along Teddy Bear<br>Teddy Bear  |
| Toddlers 1-2 years | Song           | Annie Kubler           | Ten Little Monkeys Jumping on the<br>Bed      |
| Toddlers 1-2 years | Song           | Annie Kubler           | Twinkle Twinkle Little Star                   |
| Toddlers 1-2 years | Song           | Annie Kubler           | Wheels on the Bus, The                        |
| Toddlers 1-2 years | Song           | Bernard Zaritsky; Walt | Little White Duck                             |
| Toddlers 1-2 years | Song           | Jan Ormerod            | If You're Happy And You Know It!              |
| Toddlers 1-2 years | Song           | Lorinda Bryan Cauley   | Clap Your Hands                               |
| Toddlers 1-2 years | Song           | Raffi                  | Five Little Ducks                             |
| Toddlers 1-2 years | Song           | Raffi                  | Spider On The Floor                           |
| Toddlers 1-2 years | Song           | Raffi                  | Wheels on the Bus                             |
| Toddlers 1-2 years | Story          | Dav Pilkey             | Big Dog and Little Dog                        |
| Toddlers 1-2 years | Story          | Eric Hill              | Good Night Spot                               |
| Toddlers 1-2 years | Story          | Helen Oxenbury         | Pippo Gets Lost                               |
| Toddlers 1-2 years | Story          | Helen Oxenbury         | Tom and Pippo Read a Story                    |
| Toddlers 1-2 years | Story          | Helen Oxenbury         | Tom and Pippo's Day                           |
| Toddlers 1-2 years | Touch-and-feel | Ant Parker             | Touch And Feel: Shapes; House                 |
| Toddlers 1-2 years | Touch-and-feel | Barney Saltzberg       | Baby Animals Kisses: A Touch and<br>Feel Book |
| Toddlers 1-2 years | Touch-and-feel | DK Publishing Staff    | My First Word Touch and Feel                  |
| Toddlers 1-2 years | Touch-and-feel | DK Publishing Staff    | Touch and feel Farm                           |
| Toddlers 1-2 years | Touch-and-feel | DK Publishing Staff    | Touch and Feel Fire Engine                    |



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|--------------------|-----------------|--------------------------|---|
| Toddlers 1-2 years | Touch-and-feel  | DK Publishing Staff      | Touch and Feel Puppy                              |
| Toddlers 1-2 years | Touch-and-feel  | DK Publishing Staff      | Touch and Feel Wild Animals                       |
| Toddlers 1-2 years | Touch-and-feel  | Edith Kunhardt           | Pat The Bunny                                     |
| Toddlers 1-2 years | Touch-and-feel  | Edith Kunhardt           | Pat The Pony                                      |
| Toddlers 1-2 years | Touch-and-feel  | Edith Kunhardt           | Pat the Cat                                       |
| Toddlers 1-2 years | Touch-and-feel  | Edith Kunhardt           | Pat the Puppy                                     |
| Toddlers 1-2 years | Touch-and-feel  | Elizabeth Hathlon        | Oh Baby! A Touch-and-Feel Book                    |
| Toddlers 1-2 years | Touch-and-feel  | F Watt                   | That's Not My Lion: It's Nose is Too Fuzzy        |
| Toddlers 1-2 years | Touch-and-feel  | F Watt; R Wells          | That's Not My Truck: It's Too Squashy             |
| Toddlers 1-2 years | Touch-and-feel  | Fiona Watt               | That's Not my Bunny: It's Tail Is Too Fluffy      |
| Toddlers 1-2 years | Touch-and-feel  | Fiona Watt               | That's Not My Kitten: It's Ears Are Too Soft      |
| Toddlers 1-2 years | Touch-and-feel  | Fiona Watt               | That's Not My Puppy: It's Coat Is Too Hairy       |
| Toddlers 1-2 years | Touch-and-feel  | Fiona Watt               | That's Not My Teddy: It's Paws Are Too Woolly     |
| Toddlers 1-2 years | Touch-and-feel  | Fiona Watt; Rachel Wells | That's Not My Tractor: It's Engine is Too Bumpy   |
| Toddlers 1-2 years | Touch-and-feel  | Fiona Watt; Rachel Wells | That's Not My Train: It's Wheels Are Too Slippery |
| Toddlers 1-2 years | Touch-and-feel  | Matthew Van Fleet        | Tails   |
| Toddlers 1-2 years | Touch-and-feel  | Priddy & Bicknell        | Duckling & Friends: Touch, Feel                   |
| Toddlers 1-2 years | Vinyl bath book | Eric Hill                | Spot's Bath                                       |
| Toddlers 1-2 years | Wordless book   | Alexandra Day            | Follow Carl                                       |
| Toddlers 1-2 years | Wordless book   | Alexandra Day            | Good Dog, Carl                                    |
| Toddlers 1-2 years | Wordless book   | Raymond Briggs           | The Snowman                                       |



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|--------------------|--------------|-----------------------|--|
| Toddlers 2-3 years | Alphabet     | Bill Martin Jr.; John | Chicka Chicka Boom Boom                          |
| Toddlers 2-3 years | Alphabet     | Buddy Kaye et al      | A You're Adorable                                |
| Toddlers 2-3 years | Alphabet     | Cheryl Willis Hudson  | Afro-Bets A, B, C Book                           |
| Toddlers 2-3 years | Alphabet     | DK Publishing Staff   | ABC  |
| Toddlers 2-3 years | Alphabet     | Lois Ehlert           | Eating the Alphabet                              |
| Toddlers 2-3 years | Alphabet     | Lucy Cousins          | Maisy's ABC                                      |
| Toddlers 2-3 years | Alphabet     | Mick Inkpen           | Kipper's A to Z: An Alphabet Adventure           |
| Toddlers 2-3 years | Alphabet     | Rachel Isadora        | A B C Pop!                                       |
| Toddlers 2-3 years | Alphabet     | Sandra Boynton        | A Is for Angry: An Animal and Adjective Alphabet |
| Toddlers 2-3 years | Alphabet     | Wanda Gag             | ABC Bunny  |
| Toddlers 2-3 years | Animals      | Jan Pfloog            | The Farm Book                                    |
| Toddlers 2-3 years | Animals      | Jan Pfloog            | The Kitten Book                                  |
| Toddlers 2-3 years | Animals      | Jan Pfloog            | The Monkey Book                                  |
| Toddlers 2-3 years | Animals      | Jan Pfloog            | The Puppy Book                                   |
| Toddlers 2-3 years | Animals      | Jan Pfloog            | The Zoo Book                                     |
| Toddlers 2-3 years | Animals      | Karen Pandell         | Animal Action ABC                                |
| Toddlers 2-3 years | Animals      | Katie Davis           | Who Hoots?                                       |
| Toddlers 2-3 years | Animals      | Katie Davis           | Who Hops?  |
| Toddlers 2-3 years | Animals      | Mary Engelbreit       | Baby Booky: Booky                                |
| Toddlers 2-3 years | Animals      | Nancy Tafuri          | Silly Little Goose                               |
| Toddlers 2-3 years | Animals      | Nancy Tafuri          | Spots, Feathers, And Curly Tails                 |
| Toddlers 2-3 years | Animals      | Rosemary Wells        | Old MacDonald                                    |
| Toddlers 2-3 years | Color        | Ann Jones             | Color Dance                                      |
| Toddlers 2-3 years | Color        | Debbie Mackinnon      | Eye Spy Colors: A Peep Hole Book                 |
| Toddlers 2-3 years | Color        | Eric Hill             | Spot Looks at Colors                             |
| Toddlers 2-3 years | Color        | Lois Ehlert           | Color Zoo  |



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|--------------------|-----------------|----------------------|---|
| Toddlers 2-3 years | Color           | Mick Inkpen          | Kipper's Book Of Colors                 |
| Toddlers 2-3 years | Color           | Petr Horacek         | Strawberries Are Red                    |
| Toddlers 2-3 years | Color           | Sandra Boynton       | Blue Hat, Green Hat                     |
| Toddlers 2-3 years | Counting        | Dick Mccue           | Bunny's Numbers                         |
| Toddlers 2-3 years | Counting        | DK Publishing Staff  | 1, 2, 3                                 |
| Toddlers 2-3 years | Counting        | Eric Hill            | Spot Counts from 1 to 10                |
| Toddlers 2-3 years | Counting        | Keith Baker          | Big Fat Hen                             |
| Toddlers 2-3 years | Counting        | Lucy Cousins         | Count with Maisy                        |
| Toddlers 2-3 years | Counting        | Mick Inkpen          | Kipper's Book Of Numbers                |
| Toddlers 2-3 years | Counting        | Molly Garrett Bang   | Ten, Nine, Eight                        |
| Toddlers 2-3 years | Counting        | Phyllis Root         | One Duck Stuck                          |
| Toddlers 2-3 years | Counting        | Sue Williams         | Let's Go Visiting                       |
| Toddlers 2-3 years | Counting        | W. Awdry             | Thomas, the Tank Engine: Counts to Ten  |
| Toddlers 2-3 years | Familiar things | Anne Civardi         | Going To The Doctor                     |
| Toddlers 2-3 years | Familiar things | Anne F. Rockwell     | Trucks                                  |
| Toddlers 2-3 years | Familiar things | Anne Rockwell        | Big Wheels                              |
| Toddlers 2-3 years | Familiar things | Anne Rockwell        | Things That Go                          |
| Toddlers 2-3 years | Familiar things | Caroline Uff         | Hello, Lulu                             |
| Toddlers 2-3 years | Familiar things | Caroline Uff         | Lulu's Busy Day                         |
| Toddlers 2-3 years | Familiar things | Cheryl Willis Hudson | Book of Opposites                       |
| Toddlers 2-3 years | Familiar things | Cressida Cowell      | What Shall We Do with the Boo-Hoo Baby? |
| Toddlers 2-3 years | Familiar things | Debbie Bailey        | Clothes                                 |
| Toddlers 2-3 years | Familiar things | Debbie Bailey        | Good Night                              |
| Toddlers 2-3 years | Familiar things | Debbie Bailey        | Grandma                                 |
| Toddlers 2-3 years | Familiar things | Debbie Bailey        | Grandpa                                 |
| Toddlers 2-3 years | Familiar things | Debbie Bailey        | Happy Birthday                          |
| Toddlers 2-3 years | Familiar things | Debbie Bailey        | My Dad                                  |



| Age                | Type Of Book     | Author                     | Title                                 |
|--------------------|------------------|----------------------------|---------------------------------------|
| Toddlers 2-3 years | Familiar things  | Debbie Bailey              | Shoes                                 |
| Toddlers 2-3 years | Familiar things  | Debbie Bailey              | Sisters                               |
| Toddlers 2-3 years | Familiar things  | Harriet Ziefert            | Let's Get Dressed                     |
| Toddlers 2-3 years | Familiar things  | Karen Pandell              | I Love You Sun, I Love You Moon       |
| Toddlers 2-3 years | Familiar things  | Kristine OConnell George   | Book!                                 |
| Toddlers 2-3 years | Familiar things  | Spike Lee; Tonya Lewis Lee | Please, Baby, Please                  |
| Toddlers 2-3 years | Familiar things  | Stephen Cartwright         | Going To The Hospital                 |
| Toddlers 2-3 years | Familiar things  | Tana Hoban                 | Construction zone                     |
| Toddlers 2-3 years | Flip book        | Jean Marzollo              | Mama Mama/Papa Papa Flip Board Book   |
| Toddlers 2-3 years | Flip book        | Nancy Tafuri               | What the Sun Sees; What the Moon Sees |
| Toddlers 2-3 years | Fold-out book    | Lucy Cousins               | Maisy's Color Collection              |
| Toddlers 2-3 years | Predictable book | Amanda Leslie              | Flappy, Waggy, Wiggly                 |
| Toddlers 2-3 years | Predictable book | Audrey Wood                | Silly Sally                           |
| Toddlers 2-3 years | Predictable book | Deborah Guarino            | Is Your Mama a Llama?                 |
| Toddlers 2-3 years | Predictable book | Eric Carle                 | From Head to Toe                      |
| Toddlers 2-3 years | Predictable book | Jane Yolen                 | How do Dinosaurs Say Good Night       |
| Toddlers 2-3 years | Predictable book | Margaret Wise Brown        | Goodnight Moon                        |
| Toddlers 2-3 years | Predictable book | Marisabina Russo-Stark     | Come Back, Hannah!                    |
| Toddlers 2-3 years | Predictable book | Nancy Tafuri               | I Love You, Little One                |
| Toddlers 2-3 years | Predictable book | Philemon Sturges           | I Love Trucks                         |
| Toddlers 2-3 years | Predictable book | Rosemary Wells             | The Bear Went over the Mountain       |
| Toddlers 2-3 years | Predictable book | Sue Williams               | I Went Walking                        |
| Toddlers 2-3 years | Rhyme            | Al Perkins                 | Hand, Hand, Fingers, Thumb            |
| Toddlers 2-3 years | Rhyme            | Bruce Degen                | Jamberry                              |
| Toddlers 2-3 years | Rhyme            | Clare Beaton               | Mother Goose Remembers                |
| Toddlers 2-3 years | Rhyme            | Debbie Harter              | Walking through the jungle            |



*Compiled by*

Rose Anne St. Romain, Early Childhood Services Consultant, State Library of Louisiana,  
701 North 4<sup>th</sup> St., Baton Rouge, LA 70802 (225) 219-9502 Fax (225) 342 – 3547  
[rstromai@state.lib.la.us](mailto:rstromai@state.lib.la.us) [www.state.lib.la.us](http://www.state.lib.la.us)

| Age                | Type Of Book | Author                   | Title   |
|--------------------|--------------|--------------------------|---|
| Toddlers 2-3 years | Rhyme        | Denise Fleming           | Barnyard Banter                                   |
| Toddlers 2-3 years | Rhyme        | Denise Fleming           | In the Tall, Tall Grass                           |
| Toddlers 2-3 years | Rhyme        | Denise Fleming           | The Everything Book                               |
| Toddlers 2-3 years | Rhyme        | Dr. Seuss                | The Foot Book                                     |
| Toddlers 2-3 years | Rhyme        | Eileen Christelow        | Five Little monkeys Jumping on the Bed            |
| Toddlers 2-3 years | Rhyme        | Eloise Greenfield        | Big Friend, Little Friend                         |
| Toddlers 2-3 years | Rhyme        | Eloise Greenfield        | I Make Music                                      |
| Toddlers 2-3 years | Rhyme        | Helen Oxenbury           | All Fall Down                                     |
| Toddlers 2-3 years | Rhyme        | Iona Opie                | Here Comes Mother Goose                           |
| Toddlers 2-3 years | Rhyme        | Iona Opie                | Little Boy Blue And Other Rhymes                  |
| Toddlers 2-3 years | Rhyme        | Iona Opie                | Mother Goose: My First Library                    |
| Toddlers 2-3 years | Rhyme        | Iona Opie                | Pussycat, Pussycat: And Other Rhymes              |
| Toddlers 2-3 years | Rhyme        | Iona Opie                | Wee Willie Winkie and Other Rhymes                |
| Toddlers 2-3 years | Rhyme        | James Marshall           | Hickory, Dickory, Dock: And Other Mother Goose... |
| Toddlers 2-3 years | Rhyme        | Jane Dyer                | Animal Crackers: Nursery Rhymes                   |
| Toddlers 2-3 years | Rhyme        | Jane Simmons             | Go To Sleep, Daisy                                |
| Toddlers 2-3 years | Rhyme        | Jean Marzollo            | Mama Mama   |
| Toddlers 2-3 years | Rhyme        | Jean Marzollo            | Papa Papa   |
| Toddlers 2-3 years | Rhyme        | Katherine Riley Nakamura | Song of Night: It's Time to Go to Bed             |
| Toddlers 2-3 years | Rhyme        | Kathi Appelt             | Bubbles Bubbles                                   |
| Toddlers 2-3 years | Rhyme        | Lulu Delacre             | Arroz Con Leche: Songs and Rhymes from Latin      |
| Toddlers 2-3 years | Rhyme        | Marion Dane Bauer        | Love Song for a Baby                              |
| Toddlers 2-3 years | Rhyme        | Marni McGee              | Wake Up, Me!                                      |
| Toddlers 2-3 years | Rhyme        | Nancy White Carlstrom    | Jesse Bear, What Will You Wear?                   |



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| Age                | Type Of Book | Author              | Title                                      |
|--------------------|--------------|---------------------|--|
| Toddlers 2-3 years | Rhyme        | Rebecca Kai Dotlich | Away We Go!                                |
| Toddlers 2-3 years | Rhyme        | Rosemary Wells      | The Itsy Bitsy Spider                      |
| Toddlers 2-3 years | Rhyme        | Ruth Young          | Golden Bear                                |
| Toddlers 2-3 years | Rhyme        | Tara Jaye Morrow    | Mommy Loves Her Baby, Daddy Loves His Baby |
| Toddlers 2-3 years | Shape        | Debbie Mackinnon    | Eye Spy Shapes                             |
| Toddlers 2-3 years | Shape        | Eric Hill           | Spot Looks at Shapes                       |
| Toddlers 2-3 years | Song         | Merle Peek          | Roll Over!: A Counting Song                |
| Toddlers 2-3 years | Song         | Pat Cummings        | My Aunt Came Back                          |
| Toddlers 2-3 years | Song         | Sylvia Long         | Hush Little Baby                           |
| Toddlers 2-3 years | Story        | Byron Barton        | The Little Red Hen                         |
| Toddlers 2-3 years | Story        | Cindy Ward          | Cookie's Week                              |
| Toddlers 2-3 years | Story        | Denise Fleming      | Mama Cat Has Three Kittens                 |
| Toddlers 2-3 years | Story        | Ellen Stoll Walsh   | Mouse Paint                                |
| Toddlers 2-3 years | Story        | Eric Carle          | The Very Busy Spider                       |
| Toddlers 2-3 years | Story        | Eric Carle          | The Very Hungry Caterpillar                |
| Toddlers 2-3 years | Story        | Esphyr Slobodkina   | Caps for Sale                              |
| Toddlers 2-3 years | Story        | Ezra Jack Keats     | The Snowy Day                              |
| Toddlers 2-3 years | Story        | Jane Simmons        | Come along, Daisy!                         |
| Toddlers 2-3 years | Story        | Janet Morgan Stoeke | A Hat For Minerva Louise                   |
| Toddlers 2-3 years | Story        | Jill Murphy         | Peace At Last                              |
| Toddlers 2-3 years | Story        | John Burningham     | Mr. Gumpy's Outing                         |
| Toddlers 2-3 years | Story        | Lisa Kopper         | Daisy Is a Mommy                           |
| Toddlers 2-3 years | Story        | Lois Ehler          | Snowballs                                  |
| Toddlers 2-3 years | Story        | Lucy Cousins        | Maisy Goes to the Library                  |
| Toddlers 2-3 years | Story        | Lucy Cousins        | Maisy Makes Gingerbread                    |
| Toddlers 2-3 years | Story        | Margaret Wise Brown | Runaway Bunny                              |
| Toddlers 2-3 years | Story        | Margaret Wise Brown | The Golden Egg Book                        |



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| Age                | Type Of Book | Author                | Title                         |
|--------------------|--------------|-----------------------|-------------------------------|
| Toddlers 2-3 years | Story        | Margaret Wise Brown   | The Runaway Bunny             |
| Toddlers 2-3 years | Story        | Marjorie, Flack       | Ask Mr. Bear                  |
| Toddlers 2-3 years | Story        | Mick Inkpen           | Kipper                        |
| Toddlers 2-3 years | Story        | Nancy Tafuri          | Mama's Little Bears           |
| Toddlers 2-3 years | Story        | Nicola Smee           | Freddie Visits The Dentist    |
| Toddlers 2-3 years | Story        | Nicola Smee           | Freddie Visits The Doctor     |
| Toddlers 2-3 years | Story        | Norman Bridwell       | Clifford's Bathtime           |
| Toddlers 2-3 years | Story        | Norman Bridwell       | Clifford's Bedtime            |
| Toddlers 2-3 years | Story        | Norman Bridwell       | Clifford's Opposites          |
| Toddlers 2-3 years | Story        | Pamela Allen          | Who Sank the Boat             |
| Toddlers 2-3 years | Story        | Pat Hutchins          | Rosie's Walk                  |
| Toddlers 2-3 years | Story        | Paul Galdone (retold) | The Three Bears               |
| Toddlers 2-3 years | Story        | Robert Kalan          | Jump, Frog, Jump!             |
| Toddlers 2-3 years | Story        | Robert Kraus          | Whose Mouse Are You?          |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Bunny Cakes                   |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Goodnight Max:                |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Max's Bedtime                 |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Max's Birthday                |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Max's Breakfast               |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Max's New Suit                |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Max's Ride                    |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Max's Toys                    |
| Toddlers 2-3 years | Story        | Rosemary Wells        | Read to Your Bunny            |
| Toddlers 2-3 years | Story        | Ruth Bornstein        | Little Gorilla                |
| Toddlers 2-3 years | Story        | Sam McBratney         | Guess How Much I Love You     |
| Toddlers 2-3 years | Story        | Tony Bradman          | Daddy's Lullaby               |
| Toddlers 2-3 years | Story        | V. Suteev             | The Chick and the Duckling    |
| Toddlers 2-3 years | Story        | Vera B Williams       | More More More, Said the Baby |



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| Age                | Type Of Book  | Author               | Title                        |
|--------------------|---------------|----------------------|------------------------------|
| Toddlers 2-3 years | Story         | W. Awdry             | Thomas And The Freight Train |
| Toddlers 2-3 years | Story         | Watty Piper          | The Little Engine That Could |
| Toddlers 2-3 years | Wordless book | Brinton Turkle       | Deep in the Forest           |
| Toddlers 2-3 years | Wordless book | Emily Arnold McCully | Four Hungry Kittens          |
| Toddlers 2-3 years | Wordless book | Kevin Luthardt       | Peep!                        |
| Toddlers 2-3 years | Wordless book | Pat Hutchins         | Changes Changes              |
| Toddlers 2-3 years | Wordless book | Peter Spier          | Rain                         |
| Toddlers 2-3 years | Wordless book | Tomie de Paola       | Pancakes for Breakfast       |



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## Hand-Sized Books For Children To Hold: Portable Pet Board Books

Each of these little board books is shaped like the critter it features. The books contain either a simple story or information with beautiful illustrations that correlate closely with the text.

- Bumble Bee.** Abrams, Harry N, Staff (Contribution by). Harry N. Abrams, Inc. 2001. ISBN: 0-8109-5666-7. \$6.95
- Butterfly.** Lorella Rizzatti. Harry N. Abrams, Inc. 1999. ISBN: 0-8109-5630-6. \$6.95
- Caterpillar.** Abrams, Harry N, Staff (Contribution by). Harry N. Abrams, Inc. 2001. ISBN: 0-8109-5668-3. \$6.95
- Chicken.** Lorella Rizzatti. Harry N. Abrams, Inc. 2001. ISBN: 0-8109-5686-1. \$6.95
- Cow.** Lorella Rizzatti. Harry N. Abrams, Inc. 2001. ISBN: 0-8109-5688-8. \$6.95
- Crab.** Lorella Rizzatti (Illustrator). Harry N. Abrams, Inc. 1998. ISBN: 0-8109-5626-8. \$6.95
- Dimetrodon.** Annapaola del Nevo. Harry N. Abrams, Inc. 2000. ISBN: 0-8109-5662-4. \$6.95
- Frog.** Lorella Rizzatti (Illustrator). Harry N. Abrams, Inc. ISBN: 0-8109-5627-6. \$6.95
- Grasshopper.** Abrams, Harry N, Staff (Contribution by). Harry N. Abrams, Inc. ISBN: 0-8109-5670-5. \$6.95
- Kitten.** Lorella Rizzatti. Harry N. Abrams, Inc. 1999. ISBN: 0-8109-5633-0. \$6.95
- Ladybug.** Lorella Rizzatti (Illustrator). Harry N. Abrams, Inc. 1998. ISBN: 0-8109-5628-4. \$6.95
- Lamb.** Lorella Rizzatti. Harry N. Abrams, Inc. 1999. ISBN: 0-8109-5640-3. \$6.95
- Octopus.** Abrams, Harry N, Staff, Lorella Rizzatti, Harry N. Abrams, Inc. 2000. ISBN: 0-8109-5655-1. \$6.95
- Pig.** Lorella Rizzatti. Harry N. Abrams, Inc. 2001. ISBN: 0-8109-5689-6. \$6.95
- Pony.** Lorella Rizzatti. Harry N. Abrams, Inc. 2001. ISBN: 0-8109-5691-8. \$6.95
- Rabbit.** Lorella Rizzatti. Harry N. Abrams, Inc. 1999. ISBN: 0-8109-5645-4. \$6.95
- Seahorse.** Lorella Rizzatti. Harry N. Abrams, Inc. 2000. ISBN: 0-8109-5658-6. \$6.95
- Snail.** Abrams, Harry N, Staff (Contribution by). Harry N. Abrams, Inc. 2001. ISBN: 0-8109-5672-1. \$6.95
- Stegosaurus.** Abrams. Harry N. Harry N. Abrams, Inc. 2000. ISBN: 0-8109-5644-6. \$6.95
- Triceratops.** Annapaola del Nevo. Harry N. Abrams, Inc. 2000. ISBN: 0-8109-5643-8. \$6.95
- Turtle.** Lorella Rizzatti (Illustrator). Harry N. Abrams, Inc. 1998. ISBN: 0-8109-5629-2. \$6.95
- Tyrannosaurus Rex.** Abrams, Harry N. Harry N. Abrams, Inc. 2000. ISBN: 0-8109-5664-0. \$6.95



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### McGraw-Hill “My Little Library” Books

These boxed sets of 12 tiny board books include either simple stories, information, or concepts, depending on the subject of the boxed set with beautiful illustrations that correlate closely with the text.

- My Little Library of ABCs.** Vincent Douglas. McGraw-Hill Children's Publishing . 2000. ISBN: 1-58845-233-6. \$12.95  
**My Little Library of Baby Animals.** Vincent Douglas. McGraw-Hill Children's Publishing . 2000. ISBN: 1-58845-188-7. \$12.95  
**My Little Library of Bible Stories.** Vincent Douglas. McGraw-Hill Children's Publishing . 2001. ISBN: 1-58845-232-8. \$12.95  
**My Little Library of Bunny Tales.** Vincent Douglas. McGraw-Hill Children's Publishing . 2001. ISBN: 1-58845-400-2. \$12.95  
**My Little Library of Christmas Tales.** Vincent Douglas. McGraw-Hill Children's Publishing . 2001. ISBN: 1-58845-440-1. \$12.95  
**My Little Library of Colors and Shapes.** Vincent Douglas. McGraw-Hill Children's Publishing . 2001. ISBN: 1-58845-234-4. \$12.95  
**My Little Library of Counting.** Vincent Douglas. McGraw-Hill Children's Publishing . 2002. ISBN: 1-58845-500-9. \$12.95  
**My Little Library of Dinosaurs.** McGraw-Hill Children's Publishing . 2003. ISBN: 1-58845-498-3. \$12.95  
**My Little Library of Early Learning.** Vincent Douglas. McGraw-Hill Children's Publishing . 2000. ISBN: 1-58845-186-0. \$12.95  
**My Little Library of Farm Animals.** Vincent Douglas. McGraw-Hill Children's Publishing . 2001. ISBN: 1-58845-231-X. \$12.95  
**My Little Library of Halloween Tales.** Vincent Douglas. McGraw-Hill Children's Publishing . 2001. ISBN: 1-58845-420-7. \$12.95  
**My Little Library of Nursery Rhymes.** Vincent Douglas. McGraw-Hill Children's Publishing . 2000. ISBN: 1-58845-187-9. \$12.95

### Block Books

These books are shaped like blocks. There are 15-26 block books per boxed set.

- Sylvia Long's Mother Goose Block Books.** Sylvia Long. Chronicle Books, 2003. ISBN: 081183574X. \$16.47  
**ABC Block Books: 26 Board Books in a Box!** Susan Estelle Kwas. Chronicle Books, 1999. ISBN: 0811824748 \$16.47.  
**Learning Block Books: Numbers, Colors, Shapes, Animals.** Susan Estelle Kwas. Chronicle Books, ISBN: 0811832783. \$9.99.



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 701 North 4<sup>th</sup> St., Baton Rouge, LA 70802 (225) 219-9502 Fax (225) 342 – 3547  
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## The Seven Senses and Sensory Integration

Most people are aware of our five senses: smell, taste, touch, hearing, and sight, but many don't realize that there are two more senses that are crucial in early development: the sense of proprioception and the sense of the vestibular system. Piaget referred to these two sensory system together (movement) as "the sixth" sense.

Proprioception is the sensation one feels and the information moving muscles and joints send to the brain. A person knows how hard to step down from a curb or with how much strength to lift a heavy suitcase from the experiences he has had. He integrates this information without even thinking about it, but it is crucial for efficient control of his body.

The vestibular system is the sense of balance and movement through space. Again, this is an automatic sense that kicks in without conscious knowledge. If you've ever been sitting at a stop light, and slammed on your brake because you had a sensation that you were moving when it was actually the car next to you that was moving – that's your vestibular system at work.

Both of these senses/systems develop early through experiencing movement. Climbing, running, riding wheeled toys, swinging and moving in, under and around obstacles are the kinds of movements that allow this development to become integrated into a child's entire sensory system. Children who spend a lot of time in front of television and computer screens often miss out on this aspect of development.

When these senses are not integrated so that they become "second nature" to a child, there may be problems with learning, because children rely on all seven senses to help them learn about the world. Problems with integration may mean that the child over registers or under registers movement. He may push too hard on something or step too far down a step, or miss a step. If children have to concentrate so hard to continue to control their movements, they have trouble focusing on learning in other area of development.

If you suspect that a child has sensory integration problems consult your child's pediatrician, an occupational or physical therapist or get assistance through EarlySteps (please see EarlySteps contact information in the Resource Section).

Martha R. South, M.Ed.  
Early Childhood Initiatives  
info@earlychildhoodinitiatives.com

This document was developed as a collaborative effort between the Department of Social Services/Office of Family Support, Louisiana Head Start Collaboration Office, and the Louisiana Team of the National Infant Toddler Project. Additional copies of the document can be obtained at [www.dss.state.la.us](http://www.dss.state.la.us) or by calling 225-219-4245.