

**Mississippi
Early Learning Guidelines
For Infants and Toddlers**

2010

**Mississippi Head Start
Collaboration Office**

Suggested Citation

Mississippi Head Start Collaboration Office. (2010). *Mississippi early learning guidelines for infants and toddlers*. Jackson, MS: Author.

Mississippi Head Start Collaboration Office

The Mississippi Head Start Collaboration Office facilitates communication and coordination of services, alignment of planning, enrollment, administration, and reporting systems among State and local leadership across funding streams and disciplines. More specifically, the MHSCO enhances collaborative partnerships that:

- Assist in building early childhood systems and access to comprehensive services and support for all low-income children;
- Promote widespread collaboration and partnership between Head Start and other appropriate programs, services, and initiatives, including child care and State preschool; and
- Facilitate the involvement of Head Start in the development of State policies, plans, processes and decisions affecting the Head Start target population and other low-income families

P.O. Box 139

Jackson, MS 39205

601-359-3150

www.governorbarbour.com/links/headstart.html

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Acknowledgments

Laura Beth Hebbler
Director, Mississippi Head Start Collaboration Office
Early Care and Education Policy Advisor, Office of the Governor
2004-2009

Holly Spivey
Director, Mississippi Head Start Collaboration Office and Early Care and Education
2009 –

Writing Group

Stacy Callender, M.A.
Executive Director
State Early Childhood Advisory Council of
Mississippi

Alice L. Camp, Ph.D.
Instructor of Early Childhood Education
Northwest Mississippi Community College

Valerie Rovin Campbell, Ph.D.
Infant/Toddler Specialist
Head Start Training and Technical
Assistance Project
Region IV, U.S. Administration for Children
and Families

Connie Clay, M.S.
Director
Mississippi Child Care Quality Step System
Mississippi State University Early Childhood
Institute

Katherine Culpepper
First Steps Early Intervention Program
Mississippi State Department of Health

Louise Davis, Ph.D.
Extension Professor
School of Human Sciences
Mississippi State University

Jill Dent, Ph.D.
Bureau Director
Office for Children and Youth
Mississippi Department of Human Services

Leigh Ann Gant
Director
Delta State University Child Care Center

Vanessa Gibson
Director
Head Start Program
Jackson County (Mississippi) Civic Action
Committee

Cathy Grace, Ed.D.
Professor and Founding Director
Mississippi State University Early Childhood
Institute

Ann Henson
Institute for Disability Studies
University Southern Mississippi

Deyanna Jenkins
Mississippi Public Broadcasting

JoAnn Kelly
Director
Horizon Project
Mississippi State University Early Childhood
Institute

Gay Logan
Child Care Licensure Branch
Mississippi State Department of Health

Jessica Moore
Child Care Licensure Branch
Mississippi State Department of Health

Cheryl Mueller, M.S.
Director
Mississippi Power Early Learning Program
Mississippi State University Early Childhood
Institute

Pamela Myrick-Mottley, M.Ed.
Director
Project Joy
Mississippi State University Early Childhood
Institute

Beverly Peden
Director
Crossgates Methodist Children's Center
Brandon, Miss.

Jane Siders, Ed.D.
Executive Director
Institute for Disability Studies
University of Southern Mississippi

Festus Simkins
Bureau Director
Child Care Licensure Branch
Mississippi State Department of Health

Laurie Smith, Ph.D.
Executive Director
Mississippi Building Blocks

JoAnn Thomas, M.S.
Director
Partners for Quality Child Care
Mississippi State University Early Childhood
Institute

Beverly Willis
Mississippi Building Blocks
Mississippi State University Early Childhood
Institute

Review Group

Stacy Callender, M.A.
Executive Director
State Early Childhood Advisory Council of
Mississippi

Bitsy Browne Miller, Ph.D.
Assistant Professor
School of Education
William Carey University

Shirley J. Miller
Deputy Director
Bureau of Intellectual and Developmental
Disabilities
Mississippi Department of Mental Health

Laurie Smith, Ph.D.
Executive Director
Mississippi Building Blocks

Editorial, Design and Production Services

Elizabeth F. Shores, M.A.P.H.
Mississippi State University Early Childhood Institute

Editor

Lynn Bell
Mississippi State University Early Childhood Institute

Design and Production

Introduction

A group of early childhood educators in Mississippi developed these voluntary guidelines in 2009 to show how teachers can help children from birth to 3 years to learn and grow in language, social-emotional and physical development and to practice and master basic concepts and skills in mathematics, science, and self-help.

The authors of the guidelines compiled lists of competencies, such as “understanding of language and sounds,” in each of those developmental domains, and objectives, such as “turns head in direction of sounds,” for each competency. For each objective, the authors provided sample teaching and learning activities such as “place the baby on his back and gently shake a rattle or bell in a circular motion approximately 12 inches above his head.” Some objectives, denoted by asterisks, correspond to the 1-36 Months Developmental Checklists of the First Steps Program of the Mississippi Department of Health (2005a, 2005b, 2005c).

This guide includes the sample activities and observational checklists for each of the six developmental domains.

References

- Mississippi Department of Health. (2005a). *One – 12 months developmental checklist*. Jackson, MS: Author.
- Mississippi Department of Health. (2005b). *Thirteen - 24 months developmental checklist*. Jackson, MS: Author.
- Mississippi Department of Health. (2005c). *Twenty-five – 36 months developmental checklist*. Jackson, MS: Author.

Teaching and Learning Activities To Support Language, Vocabulary and Literacy Development

1.1 Understanding of Language and Sounds

0-12 Months

1.1.1 Turns head in direction of sounds*

- Place the baby on his back and gently shake a rattle or bell in a circular motion approximately 12 inches above his head.
- Approach the baby from outside her view and sing or say her name, ring a bell, or use a squeaky toy to attract her attention.
- Ring a bell or musical instrument while children are playing outside.

1.1.2 Repeats a syllable (*ma-*, *ma-*, *ma-*)* or sound 2-3 times

- Say “ma-, ma-, ma-” or “da-, da-, da-” while changing the baby’s diaper.
- Provide a toy barn or farm and toy animals and encourage the children to make the sounds of the animals as they place them in or around the toy. Introduce more toy animals from time to time.
- Play recordings of familiar sounds and encourage children to mimic and identify the sounds.

1.1.3 Responds with gestures to gestures with gestures, name, simple questions*

- Be certain to use the name that the family uses for the child.
- Insert children’s names in songs, poems and chants like the following.

If You Miss Me

If you miss me and you are looking around
And you can’t find me anywhere.
Come on over to _____’s house,
And I’ll be playin’ round there.
I’ll be playin’ round there,
I’ll be playin’ round there.
Come on over to _____’s house,
I’ll be playin’ round there.

Today Is _____’s Birthday

Today is _____’s birthday.
Let’s make him (her) a cake.
Mix and stir, Stir and mix,
Then into the oven to bake.

Here is the cake so nice and round,
Frosted with blue and white,
We put two (or three) candles on top.
And blow out the birthday light!

You've Been Gone

_____’s been gone
and _____’s been missed.

Here’s an angel
For a hello kiss!

Dancing Hands

Hold the child’s hands and move them to the directions of the following chant.

_____’s hands are up
And _____’s hands are down.
_____’s hands are dancing
All around the town.

Dancing on my knees,
Dancing on my feet,
Dancing on my shoulders,
And dancing on my cheeks.

(Blow raspberries: fill your cheeks with air, then gently touch them, forcing a squirt of air through your puckered lips.)

_____’s hands are up
And _____’s hands are down.
_____’s hands are dancing
All around the town.

Dancing on your knees,
Dancing on your feet,
Dancing on your shoulders,
And dancing on your cheeks.

(Blow raspberries again.)

- Give meaning and intention to children’s gestures, sounds and facial expressions. Make a “guess or guesses” to what the child is signaling. As you act on your guesses be aware that when you “hit” on the right need or desire, you can see

the child physically relax. Responsive care requires this type of attunement to the child.

- Look directly into the baby's eyes from a distance of 6-9 inches and coo and play briefly with him.
- Make facial expressions such as opening your mouth or sticking out your tongue.
- Wave to the baby while saying "Hi, Baby!"
- Play pat -a-cake with the child.
- Ask children questions such as "Is this your bottle?" "Is this your crib?", and "Are you hungry?" and demonstrate answers like so: "Yes, I think this is Suzy's bottle" and "No, this is Jaden's crib!"
- Give meaning and intention to children's gestures, sounds and facial expressions. Make a "guess or guesses" to what the child is signaling. As you act on your guesses be aware that when you "hit" on the right need or desire, you can see the child physically relax. Responsive care requires this type of attunement to the child.
- Respect a child's natural schedule. Most babies will settle into a routine for eating, sleeping, and eliminating. Establish a consistent routine that honors each infant's natural schedule.

13-24 Months

1.1.4 Responds to requests to "Give me" or "Show me"*

- Talk to the child while feeding her.
- Ask the child simple questions such as "Do you want that toy?" "Are you sleepy?" and "Are you hungry?" Point to and name the child's body parts during routine care.
- Give the child a doll and ask, "Where is the doll's nose?"
- When the child points to the doll's nose, encourage him to name it by asking, "What is that?"
- Sing "Head and Shoulders, Knees and Toes" with children.

1.1.5 Understands 5+ single words, names objects and persons*

- Lay the child on her back and sing her name.
- Make up a song with the child's name in it, such as to the tune of "B-I-N-G-O"
- Sing the names of children who are present, perhaps using the song "Who Came to School Today?"
- Name objects in the room during routine care times such as diapering, feeding, and rocking.
- Give the child a mirror and ask "Whom do you see in the mirror?"
- Point to pictures of familiar objects and ask the child to name the objects.
- Hang interesting pictures of familiar objects near the diapering area, substituting new pictures often.
- Name objects in the room during routine care times such as diapering, feeding, and rocking.

- Use new words each day.
- Use books to give examples of animal sounds.
- Engage children in a game of Simon Says.
- During Circle Time activities and other times of day, use simple directions such as “Raise your hand,” “Stomp your feet,” and “Clap your hands.”

1.1.6 Hands book to read or share to an adult*

- Show the child brief picture books; point to and name objects.
- Encourage the child to point to objects in picture books.
- Read soft-cover picture books to children.
- Display several picture books, with front covers visible, in children’s reach at all times. Encourage children to bring books to you for reading aloud.

25-36 Months

1.1.7 Pays attention to brief stories, especially ones about self

- Use a puppet while reading a book aloud.

1.1.8 Moves and claps to rhythm and songs

- Include music in daily activities.
- Play musical games such as Hokey Pokey.
- Conduct a musical parade, giving each child instrument and leading the group in a march around the room or to other classrooms.

1.1.9 Repeats patterns of sounds

- Sing “Old McDonald Had a Farm” during routine care times such as diapering, feeding, and rocking.

1.1.10 Understands and follows one-step directions*

- Play Follow Me: Ask a child to find an item such as one big blue interlocking block. Continue the game by asking the child to follow other simple directions.

1.2 Use of Language

0-12 Months

1.2.1 Uses gestures to communicate desires

- Ask children questions such as “Is this your bottle?” “Is this your crib?”, and “Are you hungry?” and demonstrate answers like so: “Yes, I think this is Suzy’s bottle” and “No, this is Jaden’s crib!”

- Give the child a mirror and ask “Whom do you see in the mirror?”
- Point to pictures of familiar objects and ask the child to name the objects.

1.2.2 Uses some words

- Ask children questions such as “Is this your bottle?” “Is this your crib?”, and “Are you hungry?” and demonstrate answers like so: “Yes, I think this is Suzy’s bottle” and “No, this is Jaden’s crib!”

13-24 Months

1.2.3 Combines words and gestures to communicate desires*

- Encourage the child to use words with gestures. For example a child indicates non-verbally that she desires milk, say, “I see you want milk. Can you say *milk*?”
- Talk with the child about the steps of routine care activities. For example: “I want to wash your hands so they are clean and have no more germs etc...”

1.2.4 Uses additional words

- Make a book of photographs of animals and common objects and place it in the reading area for children to examine. Encourage them to name the objects that they recognize.
- Use familiar and unfamiliar words with children, giving the new words a little emphasis as you talk with them. For example, ask a child “Could you bring me that *gorgeous* doll?” or “Do you think this is an *unbelievably* wonderful book?”

1.2.5 Participates in conversations

- Act as a “social interpreter” for children. Describe one infant’s actions to each other, addressing each child by name. Example: “Amy, you are looking at Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.” Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”
- Play News Ball: Children love to tell their own news but sometimes have trouble listening to each other. News Ball helps children to define their turn to talk as they hold a ball, and it helps them to wait their turn to talk. Gather 2 or 3 children around you as you hold a medium-sized soft ball. Tell the children that the ball is going to be a news ball and whoever holds it in their hand gets to tell some news. It can be good news, sad news, surprising news, or any kind of news they want to share. Demonstrate the game by telling some news of your own. When you finish telling your news, pass the ball to a child for him to share his news. When he finishes, he will pass it to another child. If a child does not want to share news, she can say “Pass” and pass the news ball to someone else.

25-36 Months

1.2.6 Uses at least 50 words

- Ask children to bring favorite objects from home and encourage them to talk about their show-and-tell items.

1.2.7 Recognizes and names familiar objects*

- Set up dramatic play area. As you observe the children at play, encourage them to use words to talk about their play. Examples: “Tell me about washing the dishes” and “Tell me about getting ready for bed.”

1.2.8 Asks “Why?” questions

- Demonstrate “Why?” questions by asking, “Why can’t we go outside today?” or “Why do we need to take naps?” Praise the children for their answers like so: “Yes, it’s raining and that’s *why* we can’t go outside today.”

1.2.9 Engages in rich and continuous interactions

- Once a week, work with small groups to ask individual children to talk about something that happened during the day. Record their responses on chart paper and display for children and parents to see.
- Show genuine respect for children’s ideas and questions. Use simple language to respond to their statements and questions. Example: “I don’t know why Mr. Smith has a new car, Ashdon. Maybe his old car broke down too many times.”
- Act as a “social interpreter” for children. Describe children’s statements and questions to each other, addressing each child by name. Examples: “Antonio, you are telling us a lot of things.” and “Savannah, I am glad to see you are so interested in tigers.”
- Ask other adults to briefly take your place if children’s constant talking makes you tired or tense. Do not scold or punish children for being expressive and engaged with others.
- Listen to children in the same genuine manner you listen to others whom you respect. Be authentic with children. Avoid asking them too many questions. Begin your conversations with observations and comments that invite children into friendship with you. For example, “Oh, Sirah, I notice you have a new backpack. Will you let me look at it?” Of, course the child will be thrilled to show it to you. As you explore it together, expand the conversation by building on what she says. Children know how to spot people who have a genuine interest in them.

1.2.10 Speaks in simple, correct sentences*

- Once a week, work with small groups to ask individual children to talk about

something that happened during the day. Record their responses on chart paper and display for children and parents to see.

1.2.11 Sings short songs and repeats simple rhymes

- Sing songs and recite short rhyming poems during transition times and encourage children to sing songs and repeat poems with you.

1.3 Awareness of Language in Print

25-36 Months

1.3.1 Understands differences between pictures and print

- Working with children in small groups and then one child at a time, guide them in looking at picture books that have a single picture and identifying word per page. Point to the pictures and then to the labels, naming the objects and reading the words.

1.3.2 Recognizes familiar symbols such as logos and traffic signs

- Add items from various community businesses, such as clean paper cups from fast food restaurants, to the Dramatic Play Center. As you introduce new items in the learning center, talk with the children about them.

1.3.3 Recognizes that symbols have meaning

- Provide toy road signs in the Block Center. As you introduce new items in the learning center, talk with the children about them.
- Provide a handmade book of pictures of road signs.

1.3.4 Recognizes first name in print

- Display children's first names on cubbies, artworks, and in an exhibit of photographs of the children and their families.

1.3.5 Scribbles and draws with various writing and drawing tools*

- Set up an Art Center that is in children's reach, with a variety of safe art materials and writing and drawing implements, and make it available to small groups of 2 or 3 children at all times.

1.4 Awareness of Books

0-12 Months

1.4.1 Is interested in books and reading

1.4.2 Points to pictures in books upon request

13-24 Months

1.4.3 Turns pages of a book, looking at some pages and pictures

- Provide a wide variety of books, displayed with front covers visible, in children's reach every day so they have many opportunities to hold and examine the books.
- As you read books aloud to children, demonstrate how you turn the pages, place books back on the shelf, etc.

25-36 Months

1.4.4 Repeats words when an adult reads a predictable or pattern book

- Read predictable books, such as *Brown Bear, Brown Bear*, aloud to children in small groups and one-on-one.

1.4.5 Practices proper use and care of books

- As you read books aloud to children, demonstrate how you turn the pages, place books back on the shelf, etc.

1.4.6 Holds a book and pretends to read

- Make a book of photographs of animals and common objects and place it in the reading area for children to examine. Encourage them to name the objects that they recognize.

1.4.7 Answers simple questions about books and stories

- As you read books aloud to children, talk about how one event leads to another. Ask questions such as "What will happen next?" and "What happened after that?"
- Use flannel board stories at eye level to engage children in telling stories and predicting outcomes.
- Working with children in small groups and then one child at a time, guide them in looking at picture books that have a single picture and identifying word or words per page. Point to the pictures and then to the labels, naming the objects and reading the words.

1.4.8 Acts out stories using dramatic play

- Provide a Pretend Play Center with props and prompts for pretend play
- Encourage children to act out nursery rhymes, such as "Jack and Jill," and the stories of simple books you have read to them.

Teaching and Learning Activities To Support Mathematical Development

2.1 Awareness of Numbers and Operations

0-24 Months

2.1.1 Understands concepts of 1 and 2

- Repeat the following rhyme with the baby while pointing to child's body parts.

I see two eyes.

One, two.

I see two ears.

One, two.

I see two hands.

One, two.

I see two feet.

One, two.

- Encourage the child to point to his own body parts.
- During floor time or while changing the baby's diaper, repeat the following rhyme.

Arms up,

One, two, three.

Arms out,

One, two, three.

Arms together,

One, two, three.

Arms down,

One, two, three.

Legs up,

One, two, three.

Legs out,

One, two, three.

Legs together,

One, two, three.

Legs down,

One, two, three.

With younger babies, gently move their arms and legs as you repeat the rhyme. Older babies will soon be able to move as you repeat the words.

- Sit with the child on the floor. Place one item, such as a block, in an open container such as a bowl, box, or bin, saying “One block.” Add another block and say “Two blocks.” Hand the child a block and repeat the words as she places the blocks into the container.

2.1.2 Matches two like objects

- Working with children in small groups or one-on-one, show them familiar items such as stuffed toy animals, dolls, toy dishes, and balls. As you show each item, ask the child or children to find “something like it” in the classroom. Make sure there are like objects in view and in reach for the children.
- Place an assortment of small items, such as balls, toy cars, blocks, socks, and mittens, in a basket, making sure that there are at least two of most types of items. While sitting with children, ask them to look in the basket and find two things that are alike.
- Take photos of all of the children in the classroom. Copy the pictures and laminate two copies of each picture for durability. Place the pictures in a basket or tray and, working with one child at a time, show him the pictures of his friends. Name one of the other children and ask him to find two pictures of that child.
- Ask the children to look around the room and find objects that are alike. Example: “Can you find something that is red?” and “Can you find two things that are round?” Praise them as they begin to find like items. Play along if they have trouble with the game: “Look, I found two things that are red. Can anyone else find something that is red?”
- Gather several snapping blocks of the same color. Show a child one block and ask her to find one that is the same color. Snap them together. Keep going until you and the child have snapped all like colors together.
- Cut several milk jugs in half to create bowls with the bottom halves. Cover the rough edge of each bowl with masking tape of a different color. Ask children to place objects in the bowl that match the colored tape. (Colored masking tape is available at discount stores and paint supply stores.)

25-36 Months

2.1.3 Counts 1-5 objects

- Create a sign, with 1, 2, or 3 shapes such as triangles on it, for each learning center. Post the signs and show children how to count the shapes. Explain that the number of shapes is the number of children who can play in a center at one time. Ask children to count the shapes with you.
- If too many children crowd a center, invite them to again count the shapes on the sign.
- Count the number of children present each morning. Count cups, plates, and other items.
- Post signs with the numerals 1-5 at child’s eye level on the wall. Place sets of

objects beneath each number. Example: Place three balls beneath the numeral 3. Invite children to count the items in each set aloud.

2.1.4 Recites rhymes or songs with adult

- Recite counting rhymes such as “Five Little Monkeys Jumping on the Bed” and “Five Green and Speckled Frogs Sitting on a Speckled Log.”

2.1.5 Understands concept of *more*

- While sitting on the floor with the children, ask them to add “more blocks” to a container, emphasizing the word *more* each time: “Will you add *more* blocks to the container?”
- Ask a child to bring or give you “one more” of an item. Thank her for giving you *more*.
- Encourage children to use the word *more* when asking for extra servings or when playing with toys. Say things like, “Can you say ‘Please, may I have more?’”
- While sitting with the children at mealtime, ask a child if he would like more before giving him another serving. Always ask “Would you like more?” while using the hand sign for more.

2.1.6 Understands concept of 1, 2, and 3

- Place plastic bowls or drums where the children can reach them. Sit on the floor and begin tapping on one of the bowls or drums, saying “One, two, three” to the beat. Children will begin to gather as they hear the sounds. Encourage children to drum and count with you.
- Count with children as they walk up stairs: “1 step, 2 steps, 3 steps.”
- Give a child set of three items such as blocks, balls, or toy cars. Hand the items, one at a time, to the child, saying, “One, two, three.” Encourage the child to repeat “One, two, three” as she hands the items back to you. Do this several times.
- Recite counting rhymes such as “Five Little Monkeys Jumping on the Bed” and “Five Green and Speckled Frogs Sitting on a Speckled Log.”

2.2 Awareness of Patterns

0-24 Months

2.2.1 Repeat actions

- Repeat sounds, such as “Ma-, ma-,” that the baby makes. Eventually the baby will repeat the sounds after you and the process will become a game.
- Play a rhyming game such as Pat-a-Cake with the baby and encourage her to play with you:

Pat-a-Cake

Pat a cake, pat a cake, baker's man.
Bake me a cake as fast as you can.
Pat it and prick it and mark it with a "B."
Put it in the oven for baby and me.

- Clap with a baby by clapping one time and then taking baby's hands to clap one time. Gradually increase the amounts of claps as baby begins to clap with you.
- Play In and Out: Engage a child in placing small soft toys or socks in a container, dumping them out, and repeating.

25-36 Months

2.2.2 Notices simple patterns of sounds and objects

- Introduce a pattern such as the following.

Clap your hands one time.
Pat your legs one time.

Encourage children to copy the pattern. Expand the pattern as children master the first version:

Clap you hands two times.
Pat your legs three times.

- Sing songs with patterns, such as "Old MacDonald Had a Farm," "Head, Shoulders, Knees, and Toes," and "B-I-N-G-O," with the children.
- Play Animal Sounds: Make a mooing sound and ask the children to mimic the sound and name the animal that makes the sound. Make a "meow" sound like a cat and ask children to mimic you and name the animal. Invite children to repeat the process until all who wish to play have had a turn.

2.3 Awareness of Sorting

0-24 Months

2.3.1 Places objects in containers

- Provide nesting cups, measuring cups, bowls or boxes of varying sizes. Encourage toddlers to place smaller objects in the larger ones.
- Play What Toy Is It? Place the baby on the floor, propping him if necessary. Place three different interesting toys on the floor before him. Hold up each toy one at a time and tell the baby the name of the toy (boat, ball, block, or duck). Ask the baby to pick up one of the toys: "Can you pick up the ball?" Help the baby find the right toy and congratulate him: "Yay! You picked up the ball!"

- Repeat as long as the game interests the baby.
- Play Where Is It? Position or prop a baby who is able to sit without assistance. Sit facing the baby. Pick two different colored blocks and place them in front of the baby. Describe one block: “This is a red block.” Then place it in another spot or under the edge of a blanket. Make sure the baby sees you hide the block. Ask the baby where the block is: “Where is the red block?” Encourage the baby to pick up the block. If the baby is correct, show her the block again and offer praise. If not, help the baby find the block. Repeat with the other block. This activity will help babies develop eye-hand coordination and memory.
 - Help children put learning materials in the proper containers during clean up. Talk about how the toys fit in the proper containers.

25-36 Months

2.3.2 Understands concept of *big or little*

- Play Big and Little: Gather various large and small items such as big and little toy bears, socks for adults and children, or big block and little blocks of a single color. Show children the individual items and comment on whether each is big or little. Mix up the items and then show one item, such as the little bear, to a child and ask him to find the big bear.
- Vary the game of Big and Little: Provide two baskets and encourage the children to put the big items in one basket and the little items in the other. Leave the baskets and items in the Dramatic Play or Math Center where they can continue to play Big and Little.
- Use favorite stories like “The Three Bears” to introduce the concepts of *big* and *little*.
- Cut out big and little paper shapes. Talk with the children about which shapes are big and which are little. Ask a child to show you a big heart or a little heart, a big circle and a small circle, etc.

2.4 Awareness of Shapes

0-24 Months

2.4.1 Matches objects by shape*

- Show children familiar items such as toy plates or bowls, paper napkins. As you show each item, talk about its shape and ask the child or children to find “something with the same shape” in the classroom. Make sure there are like objects in view and in reach for the children.
- Cut various shapes from wallpaper sample books. (Most paint and wallpaper retailers will gladly give you old sample books.) Ask children to find the shapes that match.
- Place an assortment of small items, such as wooden blocks or paper cut-outs, in a basket, making sure that there are at least two items of each shape. While

sitting with children, ask them to look in the basket and find two things that are the same shape.

- Without showing objects to the children, ask them to look around the room and find objects that are square, round, or triangular (“a triangle shape”). Example: “Can you find two things that are round?” Praise them as they begin to find like items. Play along if they have trouble with the game: “Look, I found two things that are round. Can anyone else find something that is round?”

2.4.2 Understands concept of *shape*

- Provide many blocks of various shapes and comment on their shapes as children play with them. (Make blocks: Stuff small empty boxes in a variety of shapes with newspaper and tape them shut with packing tape.)
- Provide several shape-sorter toys for children to use. Talk with each child as he begins to take an interest in the toys. Show the child how to push the item through the hole. Talk about the shape of the item as you encourage the child to put the item in the container. (Make shape-sorters: Use clean large margarine or ice cream tubs. Cut an opening in a lid to match a small block or ball.)
- Use colored masking tape on the floor to outline a small circle, triangle, and square. Encourage children to trace the shapes with their hands. On another day, outline large shapes on the floor so that children can walk around the shapes.
- Provide several shape books for babies to handle and examine. Talk with each child as he begins to take an interest in a shape book, showing him how to feel the shapes and textures on different pages. (Make shape books: Cut poster board into six pieces that are 8.5 x 11 inches. Gather brightly colored materials such as velvet, satin, vinyl, sandpaper, corduroy, and fake fur. Cut out simple shapes in two sizes. Glue a big circle on the first inside page and a small circle of the matching texture on the facing page. Continue with 2 rectangles and 2 triangles. Attach the pages using a hole-punch and string and tie with a double knot.)
- Hang shape posters at eye-level for children to touch and examine. Talk with each child as he begins to take an interest in a poster, showing her how to feel the shapes and textures on different posters. (Make shape posters: Cut poster boards into two pieces. Gather brightly colored materials such as velvet, satin, vinyl, sandpaper, corduroy, and fake fur. Cut out simple shapes in two sizes. Glue a big circle and a small circle of the matching texture on one poster. Continue with 2 rectangles and 2 triangles.)
- Hang a shape mobile in windows or over the changing table. When standing with baby in your arms or at the changing table, gently tap the mobile and talk about the shapes. (Make a shape mobile: Cut simple shapes in bright colors. Use yarn and a hole-punch to tie the shapes to a coat hanger and hang from a cup hook.)
- Read books about shapes aloud. Trace a child’s finger around a shape, naming the shape as you go.
- Talk with children about the shapes of objects in the room: Balls are round and blocks are square.

25-36 Months

2.4.3 Distinguishes straight and curvy lines*

- Demonstrate straight and curvy lines while painting at the easel with toddlers. As toddlers are busy painting, comment on lines that are straight and lines that are curvy.
- Provide non-toxic (not homemade) play dough on a table or at the Art Center. Show the children how to roll out a tube or “snake” of dough and how to make it straight or curvy. As children make their own tubes, comment on those that are straight and those that are curvy.
- Provide pieces of yarn of various lengths on a table or at the Art Center. Encourage children to glue the yarn to paper in straight and curvy lines.
- Play Musical Chairs: Place chairs in a straight or curving row and explain to the children that chairs are in a straight line or curvy line. Lead the children in walking around the chairs while music is playing and stopping and finding a chair when the music stops. Place the chairs in different patterns and talk with the children about the shapes that you create with the chairs. For this game, each child should have a chair.

2.4.4 Identifies basic shapes such as circles and squares

- Read books about shapes, and books with pictures of shapes, aloud to small groups of children or one-on-one. Name the shapes as you find them in the books. Ask children to repeat the names of the shapes after you. As the child becomes more knowledgeable of the names, you can ask them to tell you the names of the shapes before you name them.
- Provide several shape-sorter toys for children to use. Talk with each child as he begins to take an interest in the toys. Show the child how to push the item through the hole. Talk about the shape of the item as you encourage the child to put the item in the container. (Make shape-sorters: Use clean large margarine or ice cream tubs. Cut an opening in a lid to match a small block or ball.)
- Cut shapes in various colors and sizes from heavy paper. Provide these in the Art Center, with glue sticks and art paper, and encourage children to make shape collages. Invite the children to talk about the shapes they choose for their collages.

2.5 Awareness of Space

0-24 Months

2.5.1 Looks for objects that are hidden from sight*

- Play Where Is It? Show a child an item such as a small stuffed toy animal. Place a box or bowl over the object so that it is hidden and ask, “Where is it?” At first, cover the toy while the child watches. Later, hide the object while the child’s attention is elsewhere.
- Use a blanket to cover a favorite object while the baby is watching. Leave a corner of the object exposed as a hint. Ask, “Where is the ...?”

- Play Peek-a-Boo: Place your hands in front of your eyes and ask “Where’s Miss -- ?” Then move your fingers so the baby can see your eyes and say “Here I am!” or “Peek-a-boo!” After a while, the baby will mimic your play, hiding his eyes behind his hands while you ask, “Where’s Baby?”
- Use pillows, boxes, or secure shelving to create space for exploration. Encourage babies to crawl and reach safely where you can always see them clearly.

25-36 Months

2.5.2 Understands concept of *in or out**

- Create a maze using boxes, chairs, and table. Show children how to explore the maze. As you demonstrate, use the words *in*, *out*, *around*, and *through*.
- Use every opportunity during the day to reinforce the words *in* and *out*.
- Play In and Out: Provide boxes or other containers where children place items *in* and take them *out*.
- During clean-up time, reinforce the concepts of *in* and *out* as children put learning materials away.

2.5.3 Understands words, such as “my cubby,” which describe personal space

- Give children individual spaces where they can store personal belongings. Label the spaces with their names and photographs.
- Create space in the classroom where toddlers can go to be by themselves.
- Purchase duplicates of favorite learning materials. It is better to buy 2-3 items that are the same rather than 2-3 different items. Toddlers are by nature selfish and want what other children have.

2.5.4 Understands concept of *whole or part*

- Use fruit such as a banana during meals or snack time to demonstrate *whole* and *part*. Cut the banana in front of the child and talk about the *whole* banana and the *parts* of the banana. Ask, “Would you like a whole banana or part of a banana?” (Children may ask for a whole banana and then only eat part of it. Do not make an issue of this, as you offered them the choice as a learning activity.)

Teaching and Learning Activities To Support Scientific Development

3.1 Awareness of Living and Non-Living Things

25-36 Months

3.1.1 Notices and names characteristics of self, other people, and objects

- Make a terrarium for the classroom. Plant several plants in the terrarium and place it where children can observe the plants.
- Take children outside each day. Talk with them about what they see, hear, and feel.
- Let children observe and help care for pets such as fish. If no aquarium is available, place a Beta fish in water in a clean, clear plastic bottle. Screw the lid on tightly and place the bottle at the children's level where they can observe the fish. At the end of the day, unscrew the lid and let the fish breath until morning. Before children arrive replace the lid.
- While on a walk outside, encourage children to collect nature items and bring them back to class. Have each child put his items in a zip lock bag. Write each child's name on his bag and place the bags in the science area for everyone to examine. Talk with the children about what they found.
- Take a basket or box outside and let the children collect objects such as pine cones, leaves, nuts, and flowers. Place these finds in a special place in the classroom so that children can feel and explore the various collections.
- Make an Insect Trap: Choose a clear container such as a plastic cookie canister or peanut butter jar. Poke air holes in the lid. With the children, place a moist piece of bread in a clear container. Add a little honey or sugar. Turn the open container on its side and place it on the ground outside. The next morning, take the children outside to see if you have attracted any insects. If there are insects in the container, tightly screw the lid on the container and bring your Insect Trap inside. Place the trap where children can observe the insects throughout the day. At the end of the day, take the container back outside and release the insects.
- Install a bird feeder outside a window where children can watch and listen. To attract a variety of colorful birds, use sunflower seeds instead of a blend of seeds.
- Sing "Head, Shoulders, Knees and Toes" while naming body parts. Add verses for the neck, back, stomach, eyes, ears, nose, and mouth.
- Sing "If You're Happy and You Know It, Touch Your Eyes" or "Hokey Pokey."
- Display family photographs and photos of class activities at the eye level of the children. Talk with the children about the pictures. Encourage them to locate and identify themselves and other children in the pictures.
- Help children create books about their families. Ask parents to send photographs and other materials about their families. Cut poster board into 5-inch by 7-inch pieces. Help the children mount pictures on the pages and tie the pages together with string. The children can keep their books in their cubbyholes and look at them when they need reassurance.

- Cut out a large circle from felt. Use skin tones if possible. Cut out two eyes, one nose and mouth, and a hat. Make several sets. Using the flannel board, help children place the features on the faces. Store where children can get the pieces and play with them as they wish.

3.2 Awareness of Immediate Surroundings

25-36 Months

3.2.1 Notices and names characteristics of seasons and weather*

- Read aloud children’s books about seasons and the weather.
- During outdoor play, talk about point out changes in the seasons and weather.
- Provide seasonal clothes for children and dolls in the Dramatic Play Center. As they show an interest, talk with the children about items of clothing and temperature of various seasons.
- Make Feely Bags so that children can experience temperature changes: Squirt some hair gel into heavy-duty zip lock bags. Add sequins. Seal the bags and add packing tape across the seals. Chill the bags in the refrigerator and then place them in the Science Center for children to handle. Allow the bags to reach room temperature and invite the children to handle them again. Ask, “Are the Feely Bags still cold?”
- Talk with the children about changing temperatures and how they affect our surroundings. Let children watch as you place water in an ice tray. When you take the tray out of the freezer, let the children feel the difference. Place several ice cubes in a bowl and place the bowl on a table so the children can observe the changes as the ice gets warmer and begins to melt.
- During outdoor play, give each child an 18-inch piece of crepe paper. Demonstrate running with the streamers. When they stop running, ask the children whether the wind is blowing the streamers.
- Provide a collection of clean fly swats, strawberry baskets, drainers, etc. along with a dishpan full of bubble mixture. Take the materials outside and show children use the objects to make bubbles. Talk about where the bubbles are going. Are they flying high or flying low? Explain that wind is what makes the bubbles travel.
- Go outside during a light rain or after a heavy rain and look for puddles. Pat the water with the children and talk about the puddles.

3.3 Exploration and Experimentation

0-24 Months

3.3.1 Feels and examines objects with mouth and hands

- Make sure the toys and other materials within their reach are safe and properly sanitized, with no loose or removable parts and no sharp edges.

25-36 Months

3.3.2 Notices differences in textures

- Make a Texture Path: Cut squares of shelf paper, wax paper, sand paper, etc. Tape the squares to the floor. Invite children to take off their shoes and walk on the Texture Path.
- Place several objects with different textures, such as a wooden spoon, bath sponge, soft stuffed animal, hairbrush, cotton ball, and plastic kitchen scrubber, into a cloth or paper bag. (Never use plastic bags in classrooms with young children.) Ask each child to reach in the bag and find something soft, hard, smooth, or rough. When the child pulls out an object talk about the texture of that object.
- Make a Sticky Ball: Take a roll of masking tape and begin rolling the tape into a ball with the sticky side out. Keep adding tape until the ball is the size of a baseball. Hand the ball to a child and encourage him to throw it back to you. Talk about how the ball feels. When the child is comfortable with the ball, encourage him to toss it to a friend.
- Take small pieces of material with varying textures. Sew the scrap pieces to the fingers of an old glove. Place the glove on your hand and invite the child to touch each of the fingertips. Talk about how they feel.

3.3.3 Notices differences in colors

- Provide a Color Basket: Gather items in one color such as blue. Ask parents to contribute items for the basket. Place the items in a basket. Let the children examine the items. Ask them to find matching items in the classroom.
- Display colors at children's eye level. When children appear to be interested in a particular color, it is the time to talk about the color, find things that are that color, and use that color to paint or draw.
- Use the names of colors during transitions. Example: "If you have on yellow, you may go wash your hands." For younger children you might have to show the color yellow as well as saying it.
- Provide Color Windows for children to handle and examine: Make a tinted paper-plate "window" by cutting the centers from two paper plates. Cut a piece of colored cellophane to fit between the plates and staple or glue the edges together. Hold up the "window" for children to look through. (Easter is a good time to purchase colored cellophane.)
- Provide Color Shakers for children to handle and examine: Thoroughly wash several plastic bottles. Fill with water and add tempera or food coloring in red, green, yellow, orange, and blue. Glue the lids on with superglue before giving to the children.
- Play Mix the Colors: Place eyedroppers and ice trays on a cookie sheet. Add water to several of the compartments in the ice tray. Add food coloring to the water. Encourage toddlers to use the droppers to mix the colors.
- Make Misty Pictures: Fill a spray bottle with just enough water to work effectively. (Do not fill the spray bottle or it may be too heavy for the children.) Place large coffee filters and markers on the art table. Encourage the children to color the filters.

Then show them how to spray the filter with water and watch the colors merge and change. Hang the filters up to dry.

3.3.4 Uses all available senses to explore the environment

- Place a bin that contains items with various textures in the center of the floor. Talk to the children about things that are hard, soft, smooth, rough, warm, or cold.
- Provide Sound Shakers for children to handle and examine: Partially fill empty tissue boxes or small plastic containers with small bells, rice, pebbles, etc. Cover the openings with packing tape. Talk with the children about the sounds they hear.
- During outdoor play, encourage children to listen for surprising sounds. See if the children can identify some of the sounds.
- Bring several types of fruit to the classroom. Cut the fruits open in front of the children and talk about the seeds and how they look. Are they big or little? Cut the fruit into small pieces for children to taste. Talk about how each fruit tastes, what color it is, and what texture it has.
- Play I Spy: Sit on the floor with a small group of children. Say something like “I see a red truck in the block area. Can you see it too?” If one child says that she sees it, ask her to get the toy. Repeat with other items until all children have “spied” something. Explain that we use our eyes when we are trying to find something.
- Talk about the sounds you hear outside or ones in the classroom, or play a recording of common sounds and ask children to identify what they hear. (Make your own recording with a tape recorder.) Explain that we use our ears to hear sounds.
- Make sachets or “smelly socks”: Stuff small clean socks with cotton. Drop scents, spices, or flavorings, on the cotton. Stitch the tops of the socks together. Place the sachets in a basket in the Science Center. Ask the children if they can tell you what they smell. Explain that we smell things with our noses.

Teaching and Learning Activities To Support Social-Emotional Development

4.1 Close and Secure Relationships with Adults

0-12 Months

4.1.1 Shows attachment to familiar adults and anxiety around strangers*

- Let the infant look at your face and see your expressions. Make different expressions, such as blinking your eyes, making big mouth movements or sticking out your tongue.
- Foster secure attachment by using daily routines such feeding, dressing and diaper-changing for close personal interactions. For example, when diapering the baby, talk about what you are doing. Look into the baby's eyes, pitch your voice a little higher, change the tone of your voice to make the activity playful, and exaggerate facial expressions to gain and maintain the baby's attention and interest.
- Pretend that an infant is telling you something when he coos and gurgles. Expand on his "comments" as you verbally respond to him. Imitate his sounds and allow him to touch your mouth as you speak.
- Play Peek-A-Boo: Place the infant in your lap, on his back, so he can see your face. Make eye contact and smile. Hold a colorful soft cloth or scarf in front of your face, and sing "Peek-a-Boo." Pull away the scarf revealing your face and sing "Peek-a-Boo." Repeat several times. As the infant begins to grab blankets or other cloths and pull them over her face, say "Peek-A-Boo" as she tugs the cloth away and reveals her face.
- Lift an infant up into your arms when she reaches out to you.
- Remain in the child's view while he is free to explore.
- Be supportive and patient with infants as they encounter strangers. Hold them closely and securely while you whisper gently to them, "You are safe, you are safe. I am here with you and I'm going to keep you safe."
- Foster secure attachment by using daily routines such feeding, dressing and diaper-changing for close personal interactions. For example, when diapering the baby, talk about what you are doing. Look into the baby's eyes, pitch your voice a little higher, change the tone of your voice to make the activity playful, and exaggerate facial expressions to gain and maintain the baby's attention and interest.
- Create greeting and goodbye routines. For example, kiss fingers and toes and recite a verse or sing a song such as "I Love You a Little," inserting the baby's name:

I love you a little,
I love you a lots,
My love for _____
Would fill ten pots!

- Encourage parents to create a goodbye ritual that signals to the child that it is time for goodbye and reassures the child that the parent will return at the end of the day.

4.1.2 Stops crying when held by a familiar adult

- Respond to infants' different types of cries. Consistent and loving response to children's individual needs nurtures infants' development of trust, love and security.
- Comfort crying infants as soon as possible. Children who are comforted quickly develop trust that their needs will be met. Over time, they cry less than infants who must wait longer for attention.
- Provide touch time throughout the day.
- Take 10 minutes a day to massage each baby in your group to soothe and calm. Begin by wiggling individual toes. Slowly move to fingers, arms and legs. If the baby responds happily, then use long strokes to massage each leg and arm. Use hand-over-hand palm strokes slowly and gently in a counterclockwise motion to soothe a baby's tummy and relieve gas pains. After you have massaged a baby on one side, turn him over so that you can make long strokes from his neck all the way down to his toes. You can also gently stroke the baby's cheeks to ease teething pain. If touching the baby in this way makes her cry, then stop the massage.

4.1.3 Uses a blanket or soft toy for comfort and reassurance

- Some babies, such as premature babies, cannot tolerate a lot of stimulation. If the baby turns away from you or goes to sleep while you are talking to him, he may be over-stimulated. Try lowering your voice and reducing the amount of facial expression to limit stimulation. Continue to talk to the child in a quiet, calm voice.
- Provide soft objects in the classroom for children to use for comfort.
- Allow children to bring objects for comfort such as stuffed animals or blankets.

13-24 Months

4.1.4 Seeks an adult to share an activity

- Play Feather Touches: Place the baby in your lap and use soft, colored craft feathers to gently touch his face. Move the feather across his nose, cheeks, ears, and around hairline and eyes. You may also move the feather along arms, finger, hands, legs, feet and toes. Sing or chant a verse such as

Tickle, tickle eyes.
 Tickle, tickle nose.
 Tickle, tickle cheeks,
 And tickle, tickle toes.

Are there any tickles
Left to see?
I'll give you the feather
And you can tickle, tickle me!

Offer the infant the feather and see if he will tickle you or tickle himself. This soothes the baby, helps to promote trust, and encourages turn-taking behaviors. (Some children cannot tolerate light touch and show clear avoidance cues. If this is the case, refrain from using a feather, tickle, or light rub with fingers; instead use deep touch with a soft but firm rub.)

- Engage in lots of book-sharing times with children. Snuggle a child or several children into your lap with a simple book. The children may not become fully engaged with the story, but they will become engaged with you and the book as you share the pages and talk about the pictures. Choose a book with pictures that are bright, simple, and uncluttered.

4.1.5 Displays intense feelings when separating or reuniting with a parent

- Offer children who experience separation anxiety understanding and support. As children develop and mature they are more aware of a parent's absence and feel afraid that the parent will not return. Validate those feelings by saying, "You did not want your mom to leave. You will miss her. You are wondering when you will see her again. She will be back later. I will hold you and keep you safe until you feel better."

4.1.6 Responds to encouragement and recognition

- Comment on what children are doing with their bodies as they explore through reaching, grabbing, kicking, looking, and chewing.
- Notice, recognize and celebrate new skills. Avoid praise statements such as "good job." Instead say, "Look at you, Henry; you hit the mobile with your hand." "You pushed and pushed, Sarah, until you rolled all the way over!"

4.1.7 Prefers a familiar adult in unfamiliar situations

- Avoid becoming frustrated with children when they are clingy. The reassurance and attention you offer, as you remain calm yourself, help them to develop the security they need to grow out of their clinginess.
- Lift an infant into your arms (grasping the baby around the torso and not by the arms) when he reaches out to you.
- As you comfort a child, rub her gently on the upper back, between the shoulders. This part of the back is a "comfort" spot. Gentle rubbing on the back promotes a feeling of wellbeing and happiness.
- Demonstrate calm behavior and reactions when talking and interacting with infants. They will begin to learn how to calm themselves by observing your self-calming skills. Use self-calming strategies for yourself, such as saying to your self, "I am safe, I am calm, and I can handle this." Take deep breaths as you say these

words to yourself. Call for back-up support and take a break if you feel yourself really losing control.

- When strangers are present and children demonstrate fear and anxiety, hold the children close and comfort them. Demonstrate acceptance of other trusted adults by introducing them to the children and allowing time for children to feel comfortable.
- Take infants on your hip for brief walks through the center to meet other staff members. This will give children the opportunity to interact with other adults while in the safety of your arms.
- Explain to other adults how to interact to the child by looking them in the eyes, smiling, and refraining from touching them unless the child gestures in some manner that a touch would be okay.
- Friendship Fort: Use an empty appliance box and place soft pillows in it, or cover a table with a sheet or a tablecloth to make a cozy area large enough for two children to go into. Allow them to take a book and some stuffed animals to read to.
- Invite a clinging child to engage in a meaningful task, such as being a greeter or a buddy to a new child, with you and one other child.
- When children come to you for contact and reassurance, keep a pump bottle of lotion handy to put little dots on your fingers and touch to “hurt” spots on the child. You can look for new “hurts” and old “hurts.”

4.1.8 Says “no” to adults

- Provide freedom for the child to explore her environment and her feelings while holding constant to your classroom limits and appropriate behavioral expectations. Accept “No” sometimes when you can live with it. Expect to hear “No” sometimes when the child doesn’t really mean it, and expect to hear “No” when he does mean it. You may need to ignore the “No” and calmly help him do what you need him to do. Being cheerful during this period is possible if you understand that these behaviors are absolutely normal and expected at this age and stage of development.
- Maintain a close secure relationship with the child. As a child begins to understand himself as a separate person from his parents and as he begins to struggle toward independence he begins to deliberately test limits and boundaries. He will respond with “No!” to many requests and suggestions even when he means yes. While this is particularly challenging to caregivers, these are absolutely necessary and important developmental behaviors for the formation of the child’s sense of self and formation of individuality. Children need warmth, love, comfort and support especially during these developmental challenges.
- Continue to provide limited choices when possible and avoid giving choices when “No” is not acceptable. Instead of asking, “Are you ready to take your nap now?” say, “Now it is time for your nap.”
- Play silly Yes-No games when it is okay to say “No.” Example: “Does a dog say, ‘Meow?’”

25-36 Months

4.1.9 Shows empathy and caring for others

- Brainstorm with a child who may have hurt another child, or may be feeling empathy with the pain or distress of another child, ways in which they can offer comfort. This is a way of holding children responsible for hurtful behavior that also helps them to recover from a mistake in a positive way. Ideas for offering help will include things like placing an ice cube or a cold towel on a hurt. You will be amazed at the ideas children will come up with. (Play out scenarios in pretend play)
- Play News Ball: Children love to tell their own news but sometimes have trouble listening to each other. News Ball helps children to define their turn to talk as they hold a ball, and it helps them to wait their turn to talk. Gather 2 or 3 children around you as you hold a medium-sized soft ball. Tell the children that the ball is going to be a news ball and whoever holds it in their hand gets to tell some news. It can be good news, sad news, surprising news, or any kind of news they want to share. Demonstrate the game by telling some news of your own. When you finish telling your news, pass the ball to a child for him to share his news. When he finishes, he will pass it to another child. If a child does not want to share news, she can say “Pass” and pass the news ball to someone else.

4.1.10 Initiates and accepts gestures of affection

- Validate gentle touches and hugs by naming and describing what you see children doing. For example, “Look at Amy and Tristan hugging each other. You are showing each other love and care.”

4.1.11 Enacts warm and close relationships with adults during dramatic play

- Become a partner in children’s play. Sit on the floor near children and when they approach you to share in an activity, follow their lead. Imitate their actions with toys. Ask them to tell you what you should do with the toy. Name and describe what you see the child doing as he plays. Talk about what you are doing as you partner with a child in the play activity. (Do not simply sit and watch the child play.)

4.2 Relationships with Peers

0-12 Months

4.2.1 Looks closely at other infants, responding excitedly

- Provide opportunities for children to be with and to look at each other. Seat children so they face each other. Provide soft floor areas with well-defined boundaries where infants can play close to others. Sit on the floor with the children and provide close supervision.

- Act as a “social interpreter” for children. Describe infant’s actions to each other. Call each child by name. For example, “Amy, you are looking at Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.” Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”

4.2.2 Reaches to touch another infant, grabs objects held by another infants

- Encourage children to notice the arrival and departure of their peers. Greet children by name: “Look who’s here today! It’s _____. Can you wave ‘Hi’ (or ‘Bye’)?” Demonstrate waving to the babies.
- Provide plenty of toys and duplicates of favorite toys so that extras are available when conflicts occur.
- Do not expect children to share except where sharing is fun, such as by rolling a ball to each other or riding in a wagon together.

4.2.3 Laughs or cries when another child laughs or cries

- Comfort crying infants as soon as possible. Children who are comforted quickly develop trust that their needs will be met. Over time, they cry less than infants who must wait longer for attention.

4.2.4 Plays beside another child

- Blow Bubbles: Place the infants on their backs and sit in front of them. Make eye contact with each baby and smile. Blow bubbles into the air so that the children can see them as they float down. Some children may try to reach for them. Mobile infants may move to try to touch the bubbles.

13-24 Months

4.2.5 Interacts purposefully and with enjoyment with another child

- Rub-a-Dub Tub: Get three or four plastic tubs for each child to have his own individual tub. (These are a good alternative to a large water play table where children have to share space. It is also more sanitary.) Put a small amount of water in each tub and place them on a towel-covered table inside or outside. Provide a variety of kitchen tools like slotted spoons, wire whisks, sieves, squeeze bottles, scoops, ladles, basting tubes, and hand-cranked eggbeaters. Have enough tools for each child to have one. Add a small amount of dishwashing soap to each tub for bubbles. Roll up sleeves and provide plastic smocks, because they will get wet!

4.2.6 With guidance by an adult, joins activities of other children

- Sit on the floor near children to guide their successful interactions.
- Parachute Play: Use a soft scarf, blanket or small parachute to gently lower

and raise over a small group of children. As you lower and raise the scarf, say, “Down, Down, Down, and Up!” Follow the children’s lead. Coo, laugh and squeal with them. If they seem uncomfortable with the activity, do not continue.

- Provide enough space that children are not crowded into small areas. Inadequate space sets children up for social frustrations and failure. Place non-mobile children so that they can be included in play while you protect them from accidental injury.
- Play cooperative games such as “Pingpong Painting”: You will need a lid from a cardboard box, such as a carton of copier paper, and two pingpong balls or golf balls. Cut pieces of construction paper to fit in the bottom of the lid. Put a dab of washable paint in the middle of the paper. Sit on the floor with two children, one at each end of the lid, and place the balls in the lid. Help the children tilt the lid for the balls to roll through the paint. Add a second color and continue to tilt the lid and roll the balls. Talk about working together to create the art. Use words like *sharing*, *helping*, and *cooperation*. Allow children to do the activity as many times as they are interested.
- Play “Dancing Baby”: Select a variety of dance music such as children’s music, classical, rock and roll, hip-hop, and show tunes. Gather the children in the middle of the floor and turn on the music. Let them dance any way they want as you dance with them. Switch tunes to see how children change their movements to adjust to the rhythm. After a few minutes of dancing, stop the music and model “freezing” for the children. Then restart the music and dance a little more. Every so often turn off the music to “freeze”, and notice and mimic children’s postures. Make sure the floor is not slick. Dancing in bare feet allows for better traction.

4.2.7 Shows preference for play partners

- Sit on the floor near children to guide their successful interactions.

4.2.8 Takes toy from another child and says “Mine”

- Provide toys such as balls and telephones that promote taking turns.
- Acknowledge that the children are using words such as “Mine” and use the conflict as an opportunity to demonstrate negotiation skills. Example: “Joachim, you want Alyssa to share the blocks, don’t you? Alyssa, if you scoot over a little bit like this, you will both have room to play with the blocks.”

4.2.9 Greets other children with a touch or a hug

- Validate gentle touches and hugs by naming and describing what you see children doing. For example, “Look at Amy and Tristan hugging each other. You are showing each other love and care.”
- If a child hits or give “hard” hugs, say “Gentle touches!”
- Encourage children to pay attention to the emotions of other children.
- Express emotions in dramatic play, such as “the doll is scared” to help children understand their emotions and the effects of their actions.

25-36 Months

4.2.10 With guidance by an adult, waits a short time to take turns

- Friendship Fort: Use an empty appliance box and place soft pillows in it, or cover a table with a sheet or a tablecloth to make a cozy area large enough for two children to go into. Allow them to take a book and some stuffed animals to read to.
- Encourage children to bargain and negotiate swaps for different tools. Protect children who are not quite ready to swap. Give them enough time to get their fill of the tools they are using.

4.2.11 Imitates the play and actions of other children

- Act as a “social interpreter” for children. Describe one infant’s actions to each other, addressing each child by name. Example: “Amy, you are looking at Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.” Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”
- Encourage children to participate with a partner in daily routines such as washing hands and brushing teeth together.

4.2.12 Joins activities of other children

- Comment on children’s positive interactions. Example: “Tawanna, you were nice to tell Stacy hello.”

4.2.13 Expresses empathy when others are hurt or mad

- Brainstorm with a child who may have hurt another child, or may be feeling empathy with the pain or distress of another child, ways in which they can offer comfort. This is a way of holding children responsible for hurtful behavior that also helps them to recover from a mistake in a positive way. Ideas for offering help will include things like placing an ice cube or a cold towel on a hurt place. You will be amazed at the ideas children will come up with. (Play out scenarios in pretend play)

4.3 Self-Awareness

0-12 Months

4.3.1 Recognizes, holds, and touches own hands and feet*

- Acknowledge the infant’s progress by saying things like “You noticed your hand, didn’t you?”

4.3.2 Imitates adult behavior

- Notice and give real value to children's efforts to try new things. "Erin, you are trying to pick up that block. I bet you can try again!"
- Share children's new accomplishments with parents. When an infant demonstrates a new skill, write his on a sticky-backed nametag and stick it on the back of the baby's shirt. Call parent's attention to the new skill and demonstrate how to recognize the child for his special event.
- Break down challenging tasks into manageable steps. For example, if a child is afraid to go down the slide, go down the slide first to show him it is safe, or have him push a favorite stuffed animal down the slide first. Then offer to stand behind or next to him as he climbs the steps. Then try going down the slide with him on your lap. All along let him know that you believe in him. Also, let him know it is ok if he is not ready to go down on his own yet.
- Model self-confidence and persistence. Let them see and hear you as you talk yourself through challenging tasks and moments. Then once you've accomplished your task say, "Yay, I did it!"

4.3.3 Smiles at and points to self in mirror*

- Hold an infant or toddler in your lap and show her a hand mirror, or hold the baby in your arms as you stand in front of a mirror. Point to the baby's reflection and say, "Look, there you are in the mirror!"
- Display family photographs and photos of class activities at the eye level of the children. Talk with the children about the pictures. Encourage them to locate and identify themselves and other children in the pictures.
- Mirror Image: Sit in front of a large mirror, or hold a hand mirror, with several children in your lap or next to you. Make silly faces in the mirror and encourage the children to do the same. Shake your head, blink your eyes, and do a variety of other movements children can imitate. Point to and name different body parts. Throughout the activity, say the children's names and name what they are doing in the mirror. Encourage children to point to themselves in the mirror when you ask, "Where is _____?" If you have children from second language homes, learn to name the body parts in their languages. Use these words when you ask them to point to what they see in the mirror.
- Help children notice likenesses and differences during mirror play. As you point out the ways they are alike and different, focus on the value of uniqueness. During these conversations stress once again the value of uniqueness, and that their individual preferences help to make them the wonderful little individuals they are.

13-24 Months

4.3.4 Shows preferences for foods, toys, and activities

- Store toys on low shelves where children can act on their own initiative to find

and select toys. Self-directed play promotes the child's sense of competence and positive self-concept.

- Give children many chances through the day to choose playmates, the areas where they play, the toys and learning materials they use, and how they play.
- Provide open-ended materials such as small blocks, sets of large manipulative learning materials, containers to drop objects into, finger paints, and large watercolor markers. Make certain these materials are accessible every day.
- When possible, provide them to select a favorite food or snack from two possible choices. Plan foods that you know the children will like.
- To help children practice making choices, give them two options within open-ended activities. Example: Tape a large piece of butcher paper to a table and then tape individual pieces of drawing paper to it. (You may also use an individual tray, such as a baking sheet, for each child. The tray provides an individual workspace with boundaries for each child.) Cut sponges into pieces easy for toddlers to hold and dampen them. You will also need two-inch paintbrushes, paint shirts, and paper towels for clean up. Put a small amount of washable paint on a paper plate. One color will be enough. Allow the children to choose a sponge or brush and show them how to dip the sponges and brushes into the paint and apply paint to paper. Some children may prefer only one of the tools, but let them have a chance to try both.
- Offer non-stereotypical toys that reflect the diversity of ethnicity, gender, abilities, and cultures of the children in the classroom.

4.3.5 Smiles or claps when successful at a task

- Point out to children the result of their actions so that they can begin to see that they can make things happen and that they can assume responsibility for making things happen. "You put the toys away. Now the room is clean and we can find what we want again tomorrow."

4.3.6 Looks to adults for approval

- Notice, recognize and celebrate new skills. Avoid praise statements such as "good job." Instead say, "Look at you, Henry; you hit the mobile with your hand." "You pushed and pushed, Sarah, until you rolled all the way over!"

4.3.7 Uses words *you*, *me*, and *I*

- Ask children to practice new words as you talk about new activities. Example: "Who wants to blow the bubbles? Who wants to pop the bubbles?" As children respond, teacher encourages them to say the words *bubbles*, *pop*, and *blow*.
- Once a week, work with small groups to ask individual children to talk about something that happened during the day. Record their responses on chart paper and display for children and parents to see.

25-36 Months

4.3.8 Recognizes ability to make things happen but not his responsibility for actions

- Use “when/then” statements with children. Example: “When you put the toys away, then you can go outside.” Such statements help children to begin to see the causes and effects of their actions.
- Play cause-and-effect games such as Toddler Bowling: Stack a few lightweight plastic cups in a row on the floor. Give a child a beanbag or a soft foam ball. Take turns tossing the ball or beanbag with the goal of knocking down the cups. Encourage the child to help you gather and restack the cups. Over time, set the cups up a little further away and watch the child figure out that she must throw a little harder to reach the cups.

4.3.9 Speaks proudly of accomplishments, says “Watch me”

- Point out to children the result of their actions so that they can begin to see that they can make things happen and that they can assume responsibility for making things happen. “You put the toys away. Now the room is clean and we can find what we want again tomorrow.”
- Talk to children about ways they change as they grow; they can talk more, they know more words, and they can do more things with their bodies. Sometimes trying new things and feeling strong feelings can be scary for toddlers. Acknowledge their fears and confusion and let them know that you will be near to support them as they grow and change.
- Break down challenging tasks into manageable steps. For example, if a child is afraid to go down the slide, go down the slide first to show him it is safe, or have him push a favorite stuffed animal down the slide first. Then offer to stand behind or next to him as he climbs the steps. Then try going down the slide with him on your lap. All along let him know that you believe in him. Also, let him know it is ok if he is not ready to go down on his own yet.
- Make up stories using a child’s name and emphasize the name as you tell the story. To engage children in telling the story with you, repeat two or three words or a phrase and encourage them to repeat these words with you. Example:
- Once upon a time there was a little girl named *Kim*. *Kim* had a little dog named Ellie Belle and they loved to take walks, but Ellie Belle was always getting into stuff, and *Kim* would have to say, “Ellie Belle, Ellie Belle, stop that now!” So one day they were walking along and Ellie Belle saw a frog. She ran over and began to sniff the frog so much that she made him hop, and *Kim* had to say, “Ellie Belle, Ellie Belle, stop that now!” Before long Ellie Belle came to a pile of leaves and she ran right over and jumped into the middle of them and *Kim* said, “Ellie Belle, Ellie, Belle, stop that now!” Extend or shorten the story, depending on the child’s interest and attention span.

4.3.10 Identifies self in photograph, as a boy or girl

- Display family photographs and photos of class activities at the eye level of the

children. Talk with the children about the pictures. Encourage them to locate and identify the girls in the pictures. Then ask them to identify the boys.

- Display family photographs and photos of class activities at the eye level of the children. Talk with the children about the pictures. Encourage them to find pictures of themselves.

4.3.11 Acts in an assertive manner to control the environment

- Counter negativity in the classroom environment by using positive language to tell children what you want them to do. Avoid saying things like “Don’t run.” Instead tell children what you want them to do. For example, “Let’s walk in the classroom. That is the way to move safely through the room.”
- Encourage children to participate with a partner in daily routines such as washing hands and brushing teeth together.
- Approach children’s conflicts calmly. Children need you to model calm to help them become calm. Place yourself at the child’s level. Using a calm voice and gentle touch, stop any hurting behaviors that might be occurring by placing your hand up and saying, “Stop, no hurting.” Acknowledge children’s feelings by naming and describing them. Example: “It looks like there is one set of keys and you both want them.” Describe choices or a solution. As you talk about the solution, ask to hold the keys in your hand until the problem is solved. Never snatch the item away. Once a solution is reached, stay close to the children to help them hold to the solution. Toddlers can learn these skills with your assistance.
- Children are more likely to respond to redirection if given a choice such as, “Would you like to ride in the wagon or play on the swing while you wait for a tricycle?”

4.4 Experience, Expression, and Regulation of Emotions

0-12 Months

4.4.1 Comforts self by sucking thumb or hand*

- Encourage infants’ attempts to calm themselves. Say, “Look at you, you are making yourself calm. You are breathing slowly and getting more and more still. You are calm now.”
- There is no harm in a young child sucking his thumb, fingers, or a pacifier. Do not abruptly take calming items like a pacifier or blanket away from a child. Some children suck their thumbs to calm themselves.
- Schedule eating, sleeping and wakeful play on a consistent schedule to help infants create patterns of self-regulation.

4.4.2 Shows strong emotions (anger, anxiety, affection, pleasure)*

- In a gentle and positive tone of voice acknowledge and label children’s emotions.

Example: “Lashon, I know you want to play with the ball, but Macy is using the ball so let’s go play with the truck!

4.4.3 Starts, maintains, or stops social contact through looks, gestures, sounds, and smiles that are understood by others*

- Pay attention to infants’ sucking patterns as you feed them. When an infant pauses in sucking, talk to her. When she begins to suck again, stop talking and attend to her as though you are listening to him speak. When she pauses, speak to her again. This back-and-forth response is the beginning of social communication.

13-24 Months

4.4.4 Cuddles a comfort object when upset or other children are upset

- There is no harm in a young child sucking his thumb, fingers, or a pacifier. Do not abruptly take calming items like a pacifier or blanket away from a child. Some children suck their thumbs to calm themselves.
- Limit stimulation in the environment. Dim the lights, reduce background noise, play soft quiet music, and avoid eye contact with the infant. Children need quiet moments as well as nurturing stimulation.

4.4.5 Accepts guidance by adults

- Respond to the child with close attention and comfort. As you are comforting a child, talk softly and make “guesses” based on their gestures, cries, and body language to determine how best to meet their needs. The child will usually relax when you accurately identify the need. Children’s abilities to self-regulate grow as they come to understand and be secure in the fact that their needs will be met.
- Remain positive with children who are feeling intense emotions. Shame and punishment do not teach self-control or help children mature emotionally. Shame and punishment cause stress, fear, resentment, and elevate power struggles. All of these negative emotions increase the production of brain chemicals that can negatively effect development of the brain.
- Provide a Calm Area with a warm and quiet atmosphere. This is not a time-out area for punishment but a calming area where a child can work on calming himself. Accompany the child to the Calm Area. This works well with children who are easily or over-stimulated.
- Approach children’s conflicts calmly. Children need you to model calm to help them become calm. Place yourself at the child’s level. Using a calm voice and gentle touch, stop any hurting behaviors that might be occurring by placing your hand up and saying, “Stop, no hurting.” Acknowledge children’s feelings by naming and describing them. Example: “It looks like there is one set of keys and you both want them.” Describe choices or a solution. As you talk about the solution, ask to hold the keys in your hand until the problem is solved. Never snatch the item away. Once a solution is reached, stay close to the children

to help them hold to the solution. Toddlers can learn these skills with your assistance.

- Children are more likely to respond to redirection if given a choice such as, “Would you like to ride in the wagon or play on the swing while you wait for a tricycle?”
- Create classroom limits based on these four guidelines:
 - Assure the safety of each child and adult.
 - Prevent the destruction of non-disposable materials and equipment.
 - Assure that children accept responsibility for their actions.
 - Assure equal and respectful treatment of all people.

Express these guidelines in language for young children:

- We work together to keep each other safe in the classroom.
- We work together to take care of our classroom toys and materials.
- We work together to overcome our mistakes.
- We work together to be fair and respectful to all people.

4.4.6 Responds to warnings or unsafe signals from an adult

- Create classroom limits based on these four guidelines:
 - Assure the safety of each child and adult.
 - Prevent the destruction of non-disposable materials and equipment.
 - Assure that children accept responsibility for their actions.
 - Assure equal and respectful treatment of all people.

Express these guidelines in language for young children:

- We work together to keep each other safe in the classroom.
 - We work together to take care of our classroom toys and materials.
 - We work together to overcome our mistakes.
 - We work together to be fair and respectful to all people.
- As conflicts arise in the classroom, engage children in solving the problems. Older toddlers can begin to think and communicate simple ways to keep the classroom a safe place. For example, when Lisa is climbing on a chair in the classroom, approach her calmly, and say, “Lisa, it looks like you are wanting to climb on something. The chair is not a safe place to climb.” Help her off the chair, and ask, “Can you think of a safe place to climb in the classroom or outdoors? Let’s find a safe place to climb.” Encourage children to talk to you about why the safer place to climb is safe.

4.4.7 Uses 1-2 words, such as *no*, *stop*, *mine*, and *go away*, to express emotions or needs

- Act as a “social interpreter” for children. Describe one infant’s actions to each other, addressing each child by name. Example: “Amy, you are looking at

Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.” Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”

- When a child expresses emotions, whether sadness, joy, surprise, or anger, acknowledge her feeling in words. “I see that you are really angry.” Identify the cause of a tantrum but do not give in to it: “You wanted the toy and someone else has it.” Physically comfort the child, show understanding, and offer affection to ease the anger. Redirect the child’s attention or offer opportunities for the child to vent their anger in a positive way, perhaps through running, jumping, or shouting outside, or by punching a pillow pounding some play dough. If the child is slow to respond, say “I see that you are so upset that you need to continue to cry (or whatever emotion or behavior is being continued), so I am going to step away for a little while. Come get me when you feel better.” As soon as the child begins to calm down, acknowledge her success with, “Look at you! You are making yourself calm. You have stopped crying and your face is not red any more.” Show the child face in a mirror as you reconnect and allow the child to recover in a positive way.
- Play Glad, Sad, and Mad: Draw a variety of faces, with happy, sad, mad, and scared expressions on paper plates. Hold a child or children in your lap or next to you and read aloud a story that focuses on emotions. When an emotion arises in the book, pull out the appropriate paper plate and hold it up to your face. “Here’s my happy face. Can you make happy faces?” Continue to read the story and holding up paper plates at appropriate times. With older children you can use the faces in a pretend play game. Hold up one of the feeling faces and call out its name using a matching tone of voice (e.g., “Happy!”, “Sad!”, and “Mad!”) encourage the children to act out the new feeling. As they become more skilled at acting out the feelings, change the faces faster and faster for a fun game.
- Play Emotion Necklace: Prepare ten small picture cards about two inches square with simple happy and unhappy faces. Punch a hole at the top of each card and lace a long piece of yarn through each card. Tie the ends together to make Emotion Necklaces. Keep the Emotion Necklaces in a small basket easy for children to reach. Show children how to select a necklace to wear to match how they are feeling. Explain to the children that you can tell how someone is feeling by looking at the face card. Say something like, “I see Katie is wearing a happy necklace today. I wonder what she is happy about. I think I will go ask her.”

25-36 Months

4.4.8 Is sensitive to others’ judging behavior

- Remain calm when young children are not calm. As the young child develops socially and emotionally, he may become frustrated and angry when he is not allowed to do what he desires. Temper tantrums emerge often as a result of the child not having words to express his feelings. Out-of-control behavior is frightening to the child and often threatening to the adult.

4.4.9 Practices some impulse control

- Create quiet and soft corners for children to get away from what can often be over-stimulating noise and activity in a group setting. Place comfort objects such as stuffed animals and blankets in the area along with some soothing books.
- Teach relaxation strategies deep breathing. Demonstrate this to children often and use it for yourself. Explain to children that you are breathing deeply to help yourself relax and calm down.

To help children relieve stress, invite them to punch and knead non-toxic (not homemade) play dough.

- Tell children that hitting hurts and they may not hit to solve their problems. (Remind children to use “gentle touches.”)

4.4.10 Uses words to communicate desires*

- Help children practice using words to solve problems and express wishes. For example, when one child takes a book from another child, demonstrate: “Malia, can you say to Andrew, ‘Stop, I don’t want you to take my book. Give it back?’” Encourage the child to say those words using a strong voice. Use modeling to help the aggressor practice, too. Example: “Andrew, could you ask Malia, ‘Can I have the book when you are finished? Will you please come tell me when you are finished?’”
- Play Glad, Sad, and Mad Faces: Draw a variety of faces, with happy, sad, mad, and scared expressions on paper plates. Use the faces in a pretend play game. Hold up one of the feeling faces label it in a matching tone of voice (e.g., “Happy!” “Sad!” “Mad!”). Encourage children to act out each feeling. As they become more skilled at acting out the feelings, change the faces faster and faster for a fun game.

4.4.11 Engages in simple problem-solving

- Praise the child who settles a conflict or solves a problem. Express your feelings about the action, not the child. Avoid praise statements such as, “You are such a good boy.” Instead say, “You figured out a way to share the toy with William. I can tell you feel good about solving that problem.”

4.4.12 Responds to frustration with tantrums

- Remain positive with children who are feeling intense emotions. Shame and punishment do not teach self-control or help children mature emotionally. Shame and punishment cause stress, fear, resentment, and elevate power struggles. All of these negative emotions increase the production of brain chemicals that can negatively effect development of the brain.
- Provide a Calm Area with a warm and quiet atmosphere. This is not a time-out area for punishment but a calming area where a child can work on calming

himself. Accompany the child to the Calm Area. This works well with children who are easily or over-stimulated.

4.5 Exploration, Learning and Independence

0-12 Months

4.5.1 Cues caregiver to continue or restart game such as Horsey

- When a child signals you to continue a pleasurable activity, follow her lead. Pause in the activity to allow her to signal to you again that she wishes to continue. If a child does not signal for you to continue, encourage them to do so with animated voice, facial expression, or short start/stop actions. Watch for signs of fatigue and stop the activity before they completely tire of it.

4.5.2 Recognizes, holds, and touches own hands and feet*

- Notice, recognize and celebrate new skills. Avoid praise statements such as “good job.” Instead say, “Look at you, Henry; you hit the mobile with your hand.” “You pushed and pushed, Sarah, until you rolled all the way over!”

4.5.3 Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand

- Provide age-appropriate toys such as soft blocks, soft-cover books, and stacking cups and rings.

13-24 Months

4.5.4 Eats with fingers

- Many toddlers will try to do things they are not yet ready to do. They might try to use a spoon and only get a little in their mouth and spill the rest. Allow them to continue feeding themselves with only a little assistance and lots of encouragement.

4.5.5 Explores widely, shows little fear of dangerous object or actions

- Place an infant where he can see you and provide an object or a mobile within reach. Point to objects out of his view and encourage him to move toward the object or follow your pointing finger with eye gaze.
- Provide safe boundaries for a mobile infant and allow him to play and explore independently.
- Play a game with mobile infants by encouraging them to find you when you are out of their line of vision. Place an infant on the floor and move behind her. Call

her name. When she turns around to find you, open your arms wide and eagerly invite her to move toward you. When she reaches you, give her a big hug and say, “You found me!”

4.5.6 Plays contentedly beside adult activity, entertains self for brief periods

- Provide age-appropriate toys such as soft blocks, soft-cover books, and stacking cups and rings.

25-36 Months

4.5.7 Is eager to help with classroom routines such as clean up

- Toddlers love to help and they love to feel as though they are doing things the grown-ups do. Provide child-sized cleaning tools for children to use in the classroom. Small whiskbrooms with small dustpans are just right for little hands. Old socks that the children can fit over their hands and arms make great “dusters” and table-cleaners. Small containers of warm soapy water and sponges are great fun for children. If they make some water mess on the floor, give them paper towels and let them wipe it up. Recognize their efforts and tell them how helpful they are in keeping the room clean.

4.5.8 Insists of trying tasks without help

- Plan activities around the use of classroom tools such as the tape or CD player, child-safe scissors, and tape in a tape dispenser so children can become competent in using these tools independently.

4.5.9 Needs support to change activities

- Create a schedule chart that uses pictures of children in the classroom to show the schedule and activities. Go over the schedule at the beginning of the day showing the pictures. As activities are started and completed, refer to the pictures and talk about what activity came before and what comes after. If there is going to be a change in activity, mark it on the chart with a star to show that there will be a different activity that day. Give the children time to adjust to changes in activity and transition times will be less stressful for children.
- Provide 5-minute warnings before a transition is to occur, give children plenty of time to make the transition, and use ritual activities such as back rubs at rest time. Allow children to use transitional objects such as teddy bears or blankets. Songs and rhymes such as the following also help ease children into transitions.

Snuggle Up

Snuggle up children
 In your safe place.
You can go there,
 To have your own space.

When you feel scared
 And want to feel loved,
Just cuddle yourself
 And the bear with a hug.

Held in My Arms

Rock-a-bye baby,
 Held in my arms.
Having you near me,
 I see your charms.

When things seem scary,
 I'll hold you tight,
And whisper, "I love you"
 All through the night.

Little Bo Peep

Little Bo Peep has lost her sheep
 And doesn't know where to find them.
She'll look for them and bring them home
 Staying always close behind them.

"Little Bo Peep" is a great rhyme for gathering children to you. Recite the first two lines in a sad voice. With the third line, begin an exaggerated search for the children. Then begin to name the children who are coming to you and give them big hugs as you recite the last line.

- Create a schedule chart that uses pictures of children in the classroom to show the schedule and activities. Go over the schedule at the beginning of the day showing the pictures. As activities are started and completed, refer to the pictures and talk about what activity came before and what comes after. If there is going to be a change in activity, mark it on the chart with a star to show that there will be a different activity that day. Give the children time to adjust to changes in activity and transition times will be less stressful for children.

4.5.10 Has a sense of humor

- Use humor with children. Children love laughter and silliness and humor brings joy and fun to life. It reduces stress and frustrations and it brings peace to conflict. Laugh with the children you teach often.
- Purchase sets of the funny noses with attached goofy eyeglasses. Buy enough for each child in your class and when you want to break the tension of high emotion and stress, pull them out and have everyone put them on. Take out mirrors so children can see themselves and just laugh with them. It will quickly change the classroom atmosphere.

Teaching and Learning Activities To Support Physical Development

5.1 Awareness of Body in Space

25-36 Months

5.1.1 Moves and claps to rhythm and songs

- Play pat -a-cake with the child.
- Recite short nursery rhymes such as “Hickory Dickory Dock” and invite children to join you in repeating them.

5.2 Gross Motor Skills

0 – 12 Months

5.2.1 Holds head upright

- Play Look at This: Hold the baby in your lap so that he can lean comfortably against you and face outward. Hold different interesting toys and books before him so that you can look at them together. When an item engages the baby’s attention, move it slowly to the left and right to encourage him to turn his head. This activity will help babies develop head and neck motor control.
- Play Look, Look, Look: Position or prop the baby so that she is comfortable. Sit facing the baby, hiding several different toys such as a baby doll, a toy boat, and a ball, behind your back. Hold up and name one toy at a time. Then put each toy in the baby’s hand, one by one, and repeat the name of the toy. Ask, “Where is the ball?” Pick up the ball, hold it in front of the baby, and answer: “Here it is!” Repeat with each of the toys. Vary the activity by picking up the wrong toy and then correcting yourself: “No, this is not the ball! This is the duck! Here’s the ball.” This activity will help babies develop head and neck motor control while developing their concentration.

5.2.2 Hits or kicks things to make pleasing sights and sounds continue

- Comment on what children are doing with their bodies as they explore through reaching, grabbing, kicking, looking, and chewing.
- Notice, recognize and celebrate new skills. Avoid praise statements such as “good job.” Instead say, “Look at you, Henry; you hit the mobile with your hand.” “You pushed and pushed, Sarah, until you rolled all the way over!”
- Play Kick, Kick, Kick: Lay the baby on a soft floor covering such as a rug or blanket. Place several soft infant toys near the baby’s feet. One by one place each item against the baby’s feet. When the baby kicks a toy away congratulate the baby with soft positive sounds such as “Whee!” or “Wooo!” This activity will help babies develop their legs by kicking and lifting them.

5.2.3 Pushes up on hands while on stomach

- Play Tummy Play: Lie on the floor and hold the baby so that you are tummy-to-tummy. Talk to the baby in this position. Place a toy that makes interesting sounds in front of the baby and play with them to make interesting noises or sights. This activity will help babies develop their head and neck muscles while learning to tolerate play on their stomachs. Change to a sitting position and lay the baby on his tummy across your lap.

5.2.4 Rolls from stomach to back

- Play Rolling Surprise: Choose two colorful toys that the baby enjoys seeing. Place the baby on his back, on the floor or a bed with guard rails up, and put one toy on each side of him. Tell the baby: “*It’s time to roll.*” Gently roll the baby on his side so he can see the toy and reach for it. Then roll the baby over to the other side so he can see and reach for the other toy. This activity will help the baby develop motor control of his trunk and limbs.
- Play Turn Over, Baby: Lay the baby on her back. Sit behind her head and hold a small toy such as a soft block or toy car over her face. When you have the baby’s attention, slowly move the toy to one side, allowing her to follow the toy with her eyes. Encourage the baby to grab for the toy. As the baby turns to follow or reach for the toy, gently push against her back to help her turn over. When the baby turns over, give her the toy. Repeat the activity, encouraging the baby to turn over toward the other side. This activity will help the baby develop visual tracking skills and motor control of her trunk and limbs.

5.2.5 Pulls to sitting position when grasping adult’s fingers, maintains position for 2 minutes

- Play Pull-Up: Place the baby on his back on a soft rug or blanket on the floor. Sit cross-legged at the baby’s feet so that you can easily reach him. Supporting his head and neck with one hand and his back and shoulders with the other, gently pull the baby forward into a sitting position. Do this several times if the baby enjoys the activity. This activity helps babies develop strength and motor control in their trunks.
- Play Sit-Up: Once the baby is comfortable with Pull-Up, hold his hands and gently tug him toward you. If he bends at the waist and rises toward you, continue tugging. If he does not, continue the Pull-Up game. This activity helps babies develop strength and motor control in their trunks and limbs.
- As the baby develops more strength and responds to the Sit-Up game, gradually reduce how much help you give him so that he uses his muscles to pull himself upward.
- Prop babies who are new at sitting with one hand behind their heads and necks and the other behind their backs and shoulders. As they develop more strength, continue to prop their heads and necks.

5.2.6 Moves independently to sitting position, to hands-and-knees position, then to on-knees position

- Place the baby on his tummy on a blanket or soft rug on the floor. Place a variety of interesting soft toys and books on the floor in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to sit up, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to sit up independently, give him help.
- Place the baby in a sitting position on a blanket or soft rug on the floor. Place a variety of interesting soft toys and books on the floor in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to move to a hands-and-knees position, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to reach or crawl to the toys, give him help.
- Place the baby in a sitting position on a blanket or soft rug on the floor. Place a variety of interesting soft toys and books on the floor in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to move to a hands-and-knees position, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to reach or crawl to the toys, give him help.
- Provide a variety of interesting soft toys and books on the floor within the baby's reach and make them available throughout the day. This will encourage the baby to lean on one hand so that she can reach and grasp a toy with the other.

5.2.7 Crawls

- Dress babies who are beginning to crawl in pants with padded knees to make crawling more comfortable.
- Place the baby on his tummy or in a sitting position on a blanket or soft rug on the floor. Place a variety of interesting soft toys and books on the floor in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to crawl toward the toys, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to reach or crawl to the toys, give him help.
- Play Wiggle Worm: Place the baby on his tummy on a smooth floor. Place an interesting toy a few inches from his head. Call the baby's attention to the toy. Sitting behind the baby, press your leg or hands against the bottoms of his feet. The baby will push against you, causing him to move a few inches toward the toy. Keep moving the toy and pushing against the baby's feet until he has inched forward and covered some ground. Be careful not to move the baby too fast or let him bump into anything. Afterwards, allow the baby to explore the toy as long as he enjoys playing with it. This activity takes advantage of the baby's walking reflex (when you press a solid surface against babies' feet they stretch out their legs) to help her or him practice for crawling.
- Play Tunnel Trip: Open the ends of a large appliance box. Place the baby at one end and encourage her to crawl through the "tunnel." If the child needs help getting all of the way through, gently support her arms and pull her to the other

side. Call to her to encourage her to come back through the box. Repeat as long as the child enjoys the game. (Stay with the baby while she is in the box so she does not become scared.) To vary the game, place a blanket over your end of the box so the baby can't see you. Call to her from behind the blanket and see if she will crawl through the tunnel.

- Inspect the classroom or living areas carefully for dangers that a baby could discover. Make his world as safe as possible as he begins to crawl so that you can encourage his efforts.

5.2.8 Pulls up to standing position, maintains position 1 minute

- Remove loose items such as tablecloths or blankets that the baby might grasp while pulling up. Carefully observe babies who are mobile and crawling and encourage their efforts to pull up. Be the baby's "spotter" so if he loses his balance, you can catch him.
- Place the baby in sitting or crawling position near a sturdy, low table, chair, or sofa. Place a variety of interesting soft toys and books on the table, chair, or sofa, in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to pull up to reach the toys, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to pull up and reach the toys, give him help.
- Help the baby who is beginning to stand by bracing him as he lets go of support. Let go yourself but move your hands only a few inches away so that you can catch him if he begins to tumble. Praise his efforts.

5.2.9 Climbs onto adult chair

- Provide one or more sturdy low upholstered chairs or sofas for climbing toddlers to climb upon. Make a firm habit of limiting toddlers to climbing on furniture when you are with them and able to brace and spot them.
- Watch mobile children at all times to make sure they do not climb unassisted onto surfaces from which they can fall.
- Help the climbing baby safely climb onto an upholstered chair or sofa, bracing him with your hands. Praise his efforts while reminding him not to climb on the furniture without help from you.

13-24 Months

5.2.10 Walks with minimal support, then independently

- Provide several large dolls or stuffed toy animals in a basket. Be sure to have at least one doll or animal for each child who will be playing at one time. As a child picks up a doll, show him how to make the doll walk. Have him hold the doll facing him and make the doll walk forward as he walks backwards. Let the child have fun making up new ways to walk with and hold his special new friend.
- Inspect the classroom or living areas carefully for dangers that a toddler could

discover. Make his world as safe as possible as he begins to walk so that you can encourage his efforts.

- Help the baby who is beginning to walk by holding her hand and walking with her at her pace. Release her hand if she pulls it away, but move your hand only a few inches away so that you can catch her if she begins to tumble. Praise her efforts.
- Go for walks so the toddler can show off his new skill: Visit the next classroom or children or adults on the other side of the room. Take short walks outside, too.
- Inspect the classroom or living areas carefully again for dangers that a toddler could discover. Make his world as safe as possible as he improves his walking skill so that you can encourage his efforts.
- Play Baby's House: Place a sturdy table in an open area inside or outside. Cover the table with a sheet or blanket to form a house, fort, cave, or space ship. Fold back a corner to make a door. (If any toddler is fearful of the dark, you may leave one side or corner uncovered to let in more light.) Invite the toddlers to go inside. If the space is dark, provide child-safe flashlights for them to use. Talk with the toddlers as they enter the "house" or "fort" by asking them questions or commenting on where they are playing. (Never leave the toddlers unsupervised.)

5.2.11 Sits independently in chair

- Provide a sturdy child-sized chair and encourage the child to sit in it while eating or listening to a story. Watch her carefully and brace her to be sure she does not topple sideways or backwards.
- Do not expect toddlers to sit in chairs for very long. Healthy, growing toddlers are on the go most of the time! Meals are the best times for inviting toddlers to sit in chairs.

25-36 Months

5.2.12 Runs

- Do not expect toddlers to sit in chairs for very long. Healthy, growing toddlers are on the go most of the time! Meals are the best times for inviting toddlers to sit in chairs.
- Go for walks so the toddler can show off his new skill: Visit the next classroom or children or adults on the other side of the room. Take short walks outside, too.

5.2.13 Walks up and down stairs (both feet on each step)

- Give the child practice at walking up and down the stairs. Hold her hand at first, but help her learn to use the rail as she gets older. Allow the child to go at her own pace.
- Make sure the children have many chances to climb on low jungle gyms or climbers.

5.2.14 Kicks a stationary ball

- Set up a low target outside in the play area. Use a large box turned on its side or an empty laundry basket. Place a few 8 to 10-inch balls in front of the target. As the two-year-old watches, gently kick one of the balls so that it hits the target.
- Put out a box of different-sized balls for the child to kick and throw. Provide small tennis balls as well as large playground balls. Let them kick and throw these different-sized balls in their own ways.

5.2.15 Hops on one foot, then walks on tiptoe

- Play Bunny Rabbits: Take the children outside and pretend to be bunny rabbits. Hop all around as you smell the flowers, chase a butterfly, hide behind a tree, or hop up and down the sidewalk.
- Stand with the child in front of a tall, unbreakable mirror. Ask her to do what you do. As she watches you, lift one foot and balance on the other. As she tries to lift her foot, point to the mirror so that she can see what she is doing. At first, you may have to hold her hands or let her lean on a chair to balance.
- Place a ladder down flat on a rug or other soft area. Let children walk along the ladder, stepping over each rung carefully. You may want to hold each child's hand at first because stepping like this may knock him off balance.

5.2.16 Catches a rolled ball and rolls it forward

- Ask the child to stand near you and hold his arms out in front of him. Throw a lightweight 8-inch ball to him, practically rolling the ball into his arms. As his catching improves, stand a little further away or throw the ball a little higher.

5.2.17 Throws a large ball

- Put at least one 6-inch to 10-inch ball for each child in an open play area. Provide a few extra balls nearby in case a child desires more than one. As a child picks up a ball, ask her to throw or roll it to you. When she does, throw it back to her so she can roll or throw it again.
- Put a big basket or box in the middle of the classroom. Give the children a few small, soft balls to toss into the box. Have fun throwing the balls in different ways or from different places.

5.3 Fine Motor Skills

0-12 Months

5.3.1 Reaches and grasps objects

- Provide a variety of interesting, safe toys and objects for infants to look at and touch throughout the day.

- Place one or more items in the baby's view and reach during floor time. When you see that an object is not engaging the infant's interest, substitute another object. Colorful small soft toy animals, jingly plastic key rings, small plastic stacking rings, and rattles are appropriate for babies to reach, touch, and grasp. Even brightly colored lids from plastic margarine tubs can be interesting to very young babies.
- Hold the baby in your lap and show him surprising new objects, toys and books as well as objects he has seen and examined before. Items that make different sounds will be especially enticing. Help him reach and touch the objects.
- Observe the infant and remember which objects, toys, and books become his favorites. Provide those items and a variety of unfamiliar objects to encourage the baby to think about which he will reach for.
- Place one or more items in the baby's view and reach during floor time and throughout the day. When you see that an object is not engaging the infant's interest, substitute another object. Colorful small soft toy animals, toy key rings, small plastic stacking rings, and rattles are appropriate for babies to reach, touch, and grasp. Even brightly colored lids from plastic margarine tubs can be interesting to very young babies.
- Hold the baby in your lap and show him surprising new objects, toys and books as well as objects he has seen and examined before. Items that make different sounds will be especially enticing. Help him reach and touch the objects.

5.3.2 Feels and examines objects with mouth and hands

- Make sure the toys and other materials within their reach are safe and properly sanitized, with no loose or removable parts and no sharp edges.

5.3.3 Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand

- Do not scold or punish the child for flinging toys about. This is a natural part of how they learn about their bodies and the world around them. Make sure the toys and other learning materials within babies' reach are soft so that if a flying toy strikes another child, there will be no injury.
- Place one or more items in the baby's view and reach during floor time and throughout the day. When you see that an object is not engaging the infant's interest, substitute another object. Colorful small soft toy animals, toy key rings, small plastic stacking rings, and rattles are appropriate for babies to reach, touch, and grasp. Even brightly colored lids from plastic margarine tubs can be interesting to very young babies.
- Play Dump It Out: Provide a lightweight plastic bowl large enough to contain an assortment of safe, interesting objects for children to handle. Any unbreakable objects that cannot be swallowed, such as small plastic blocks, rubber and wooden puzzle pieces, and unbreakable spoons and cups, will do. Demonstrate placing the objects in a bowl, dumping the bowl, and then placing the objects in the bowl again. Most babies find this activity very interesting.

5.3.4 Uses pincer grasp to pick up objects

- **Play Tub Lids:** Provide an assortment of clean plastic tub lids in different sizes and colors for children to handle and manipulate. Do not use heavy plastic or metal lids for children at this stage, as they could hurt other children by throwing them.
- **Play Pounding:** Place a toy mallet or other pounding toy in the middle of an open space. Place the baby on the floor, helping her to sit if necessary. Place the mallet in the baby's right hand showing her how to hammer on the toy appropriately. Encourage the baby to hammer on the right side of the toy direct across from his or her trunk. Then encourage the baby to hammer on the left side, across the middle of her body. Carefully observe the baby so that she does not hit herself or others with the mallet. This activity will help babies develop fine and gross motor control in grasping, holding, and reaching across the body.

13-24 Months

5.3.5 Rolls a small ball in imitation

- Sit cross-legged on the floor, facing the child. Gently roll a small ball toward her and invite her to roll it back to you. Vary the game with balls of different sizes and textures.

5.3.6 Uses pincer grasp to place objects in and out of containers, in a tower of 3+ objects

- **Play Sorting Blocks:** Give toddlers a pile of soft blocks with one basket for each color. Place one block in each color in a different basket. Ask the toddlers to help each other finish sorting the blocks into baskets. After the toddlers have sorted the blocks, give a great group cheer!
- **Play Jar Lids:** Provide an assortment of clean plastic and metal jar lids in different sizes and colors for children to handle and manipulate. Show them how to stack smaller lids inside larger ones. Watch children as they handle objects with hard surfaces, in case they fling them in the direction of other children.
- Provide small assortments of objects, such as stacking rings and small books, which can be easily stacked. Demonstrate stacking the objects.
- **Play Jar Lids:** Provide an assortment of clean plastic and metal jar lids in different sizes and colors for children to handle and manipulate. Show them how to stack smaller lids inside larger ones. Watch children as they handle objects with hard surfaces, in case they fling them in the direction of other children.
- Provide small plastic or wooden blocks for building towers after the baby has shown an interest in stacking.

5.3.7 Makes marks with a crayon or pencil, scribbling in a circular motion

- **Play Scribbles:** Make paper and large crayons available each day. Reuse junk mail, paper bags, etc., as drawing material. Demonstrate how to use a crayon to

make marks on paper. Help the child wrap her fingers around the crayon. Watch children who are using crayons to make sure no one is accidentally poked.

- Label (with the date and the child's name) and display children's earliest marks on paper.
- Avoid giving toddlers drawing "assignments" such as "draw a dog" or "draw a ball." Children will spend a lot of time scribbling and learning how to use crayons, fingerpaints, etc., before attempting to draw realistic pictures.
- Play Scribble Circles: During scribbling activities, demonstrate drawing circles with a red or blue crayon. Invite children to make their own scribble circles. Vary the activity by making scribble circles with chalk on the pavement outside.
- Invite children to help you wash the table after lunch or snacks. Provide a basin of soapy water and paper towels. Demonstrate wiping the table in a circular motion.

25-36 Months

5.3.8 Scribbles and draws with various writing and drawing tools*

- Set up an Art Center that is in children's reach, with a variety of safe art materials and writing and drawing implements, and make it available to small groups of 2 or 3 children at all times.

Teaching and Learning Activities To Support Self-Help Development

6.1 Eating

0-12 Months

6.1.1 Sucks and swallows liquids

- Stimulate sucking by massaging the infant's cheeks, using a forward-backward motion with your finger, while the nipple of a bottle is in her mouth.
- Place a small amount of formula or breast milk on the tip of a pacifier and place it in the infant's mouth. If he does not suck on the pacifier, move it in and out for him. As child increases sucking response, put some formula or breast milk in the nipple of the bottle.
- Gently stroke the child's neck, starting under the chin moving down to the throat, to encourage swallowing.

6.1.2 Reaches for and holds bottle*

- Hold the bottle so the infant can see it. Move it slowly toward his mouth while talking to the child. If the child does not reach for the bottle, place his hands on it before inserting the nipple into the mouth.
- Give the child a bottle and allow him to nurse for a short time. Then move bottle a short distance away from his mouth and see if he will reach for it. If he does not, guide his hands with yours to reach the bottle.
- Hold the bottle during part of feeding and help the child to hold it part of the time. (Never prop a bottle for a baby to feed without assistance.)
- When the child is hungry, let him hold the bottle during first part of feeding. As he gets full and is not as motivated, hold bottle for him. Gradually encourage child to place his hands on the bottle for longer periods of time.
- Hold the baby in your arms or lap while feeding her with a bottle. Never place or leave a baby on her back to drink from a bottle.

6.1.3 Eats strained foods fed by adults

- Place the infant in an upright position. With a small spoon place a small amount of food toward back of tongue. Repeat with encouragement.
- Use a spoon, never a bottle feeder, for feeding infants strained foods.
- Have foods, bib, and warm washcloth or baby wipes handy so the child can eat without interruption.

13-24 Months

6.1.4 Eats with fingers

- Have foods cut in bite-size pieces, bib, and warm washcloth or baby wipes handy so the child can eat without interruption.
- Offer finger foods at the beginning of the meal when the child is hungry. Place several bite-size pieces of a favorite food before the child.
- If the child does not pick up the food on his own, place a small bite-size piece in his hand and help him by guiding his hand to his mouth. Encourage and engage the child in feeding himself and gradually reduce how much help you provide as he learns to feed himself.

6.1.5 Eats from a spoon and drinks from a cup independently*

- Have foods, bib, and warm washcloth or baby wipes handy so the child can eat without interruption. Place small portions on a plate or bowl. Guide the child in holding the spoon and tipping the food into his mouth. Repeat.
- Give the child foods that stick to the spoon, such as applesauce and mashed potatoes.
- Be patient and remember that eating is a messy process for young children.
- Have small portions of foods on a plate or bowl, small amount of liquid in a training cup, bib, and warm washcloth or baby wipes handy so the child can eat without interruption.
- Hold the training cup so the child can see it. Move it slowly toward the mouth while talking to child. If the child does not reach for the training cup, place his hands on it before inserting it into the mouth.
- Hold the training cup during part of the meal and encourage the child to hold it part of the time.

25-36 Months

6.1.6 Uses utensils and open cup properly most of the time

- Always sit closely with children during meals to demonstrate the proper way to use forks and spoons.
- Set a place for a child with a fork and a spoon.
- Offer children meals that require both a fork and a spoon.
- Encourage the child to eat by himself and to use utensils for eating.
- Praise children for their success.
- Always sit closely with children during meals to demonstrate the proper way to drink from a cup.
- Place a small amount of liquid in an open cup to avoid a big spill. Increase the amount in the cup as the child's skill increases.
- Encourage child to drink from the cup. Praise child for their efforts and success.

6.1.7 Attempts to clean up after a meal

- Show children where to place unbreakable dishes and trash.
- Praise the child for his efforts and success.

- Sing “The Clean Up Song” to encourage children to help.

The Clean Up Song

Clean up, clean up, everybody, everywhere.
 Clean up, clean up, everybody, everywhere.
 Clean up, clean up, everybody do your share.

6.1.8 Practices correct handwashing before and after meals

- Sing or chant “The Handwashing Song,” to the tune of “Row, Row, Row Your Boat,” two times, or at least 20 seconds, with the child.

The Handwashing Song

Wash, wash, wash your hands
 Play our handy game.

Rub and scrub, scrub and rub.
 Germs go down the drain.

6.2 Toileting

0-12 Months

6.2.1 Uses gestures or words to indicate that he is soiled

- Watch for gestures, such as pulling at his penis or fidgeting, that might mean a child has voided in his diaper or underwear. Acknowledge the child, using the word associated with toileting, like so: “Did you tinkle? Did you poop? Okay! Now we’ll clean you up.”
- Use the same words each time you talk about toileting and help a child with toileting. When the child uses the words, immediately praise him.

6.2.2 Imitates handwashing after toileting

- Place the child’s hands in sink, move them around in splashing motion until she does this on her own.
- Give verbal directions as the child washes her hands until he no longer needs verbal help. Praise her for washing hands.
- Sing or chant “The Handwashing Song.” (See 6.1.8.)

13-36 Months

6.2.3 Uses words to report the need to use the toilet

- Use the same words each time you talk about toileting and help a child with

toileting. When the child uses the words, immediately praise him.

- In addition to regularly scheduled bathroom time encourage children to ask to go to the bathroom.
- Watch for gestures, such as fidgeting, that might mean she needs to use the toilet. Acknowledge the child, using the word associated with toileting, like so: “Do you need to tinkle? Do you need to poop? Okay! Let’s go use the toilet.”

6.2.4 Undresses with little help to use the toilet

- Remind children to ask for help with clothes when they need it.
- Encourage child to independently pull down her pants and underwear to use the toilet.
- Praise the child for her success.

6.2.5 Wipes self and flushes the toilet with little or no help

- Hand the child the appropriate amount of tissue.
- Encourage child to wipe himself. Praise him for his attempt, but be sure to follow up with a more thorough wipe.
- After the child has redressed, allow him the reward of flushing the toilet.

6.2.6 Practices correct handwashing after toileting

Sing or chant “The Handwashing Song.” (See 6.1.8.)

6.3 Dressing

0-12 Months

6.3.1 Holds out arms and legs while being dressed*

- Hold garment close to the child’s body with the sleeve near the arm. Encourage child to raise his arm toward the sleeve. Praise the child when he makes the effort. If the child does not do this on spoken instructions alone, then help by raising his arm for him, praising him as you continue to dress him.
- To encourage child to place arms or feet in clothing, play a peek-a-boo game: Say, “Where’s your hand? There it is!” as his hand disappears into clothing and then emerges.

6.3.2 Puts on and takes off hat

- Put a hat on your head as the child watches. Remove it and give it to him to try.
- Let the child place a hat on your head and remove it.
- Give the child a hat and guide her hands and place it on her head. Use a child-safe mirror so the child can see herself do this.

13-24 Months

6.3.3 Pulls off socks, unfastens shoes, coat, and pants*

- Pull one sock almost off the child's foot. Place the loose end in his hand, place your hand over his and pull off the sock, saying "We're taking off your sock!"
- Pull one sock almost off the child's foot and encourage the child to complete the task. Praise him when he pulls it off.
- Remove an unfastened or unlaced shoe most of the way and encourage the child to pull it off his foot. Repeat each time you help the child undress, leaving shoe further and further on the child's foot. Praise his efforts each time.
- Have the child place her hands on either side of the opened coat. Pull the coat back so that the coat slides off her shoulders. Show her how to tug the sleeve over her opposite hand so that she can remove the coat easily. Praise her efforts each time.
- Have the child grasp the waistband of his unfastened pants and show him how to push it down below his knees. Ask the child to sit and show him how to pull his pants over his feet until they are off. Praise his efforts each time.

6.3.4 Pushes arms through sleeves and legs through pants

- Hold the sleeve opening near the child's hand. Encourage her to put her hand in the sleeve and push her arm through. Praise her for pushing her arm through without help. Follow same procedure for pushing legs through pants.
- To encourage child to place his arms or feet in clothing, play a peek-a-boo game: Say, "Where's your hand? There it is!" as his hand disappears into clothing and then emerges.

6.3.5 Puts on clothing with little help

- Each time you help a child dress, pull shirts, pants, etc., on most of the way for the child and invite her to pull them the rest of the way. Praise her efforts each time. Gradually reduce how much you help.

25-36 Months

6.3.6 Puts on socks and shoes with little help

- Each time you help a child dress, pull a sock on the child's foot most of the way. With your hands over his, pull sock up. Be sure to show the child where the heel part of the sock should be. Praise his efforts each time. Gradually reduce how much you help.
- Each time you help a child dress, pull a shoe on her foot most of the way. With your hands over hers, finish pulling the shoe on. Praise her efforts each time. Gradually reduce how much you help.

6.3.7 Puts on coat with little help

- Have the child put one arm into the sleeve. Show her how to reach behind with other arm and place her arm into the other sleeve. Hold coat for her initially. Praise her efforts each time. Gradually reduce how much you help.
- Place the child's coat on a low table with collar towards child and the opening facing up. Have him place his arms in the sleeves and flip the coat over his head.

6.3.8 Uses snaps, zippers, and some buttons

- Each time you help a child dress, guide his hand in pulling a zipper up and down. Praise his efforts each time. Gradually reduce how much you help.
- Each time you help a child dress, guide her hand in pushing down the top of a snap. Show her how to hold the bottom part as she pushes the snap. Praise her efforts each time. Gradually reduce how much you help.
- Beginning with garments with large buttons, each time you help a child dress, push a lower or middle button partially through a buttonhole and guide his hand in pushing it the rest of the way. Praise his efforts each time. Gradually reduce how much you help.
- Provide a zipper doll, button doll, or prop clothes from the Dramatic Play Center for children to use in practicing these skills.

6.4 Daily Routines

0-24 Months

6.4.1 Cooperates when teeth are brushed*

- Have toothbrush and toothpaste handy so that brushing can continue uninterrupted. Explain to the child that you are going to brush her teeth and ask her to open her mouth wide. Gently and thoroughly brush the child's teeth. Praise her for allowing you to brush her teeth. Each time you brush the child's teeth, extend the length of time and thoroughness.
- Sing or chant "We Brush Our Teeth," to the tune of "Here We Go 'Round the Mulberry Bush," twice while brushing the child's teeth.

We Brush Our Teeth

This is the way we brush our teeth, brush our teeth, brush our teeth.
This is the way we brush our teeth, brush our teeth, brush our teeth.
After we eat a meal.

6.4.2 With guidance by an adult, puts away belongings and classroom materials

- Show the children where toys should go to help them learn responsibility.
- Sing "The Clean Up Song" to encourage children to help.

The Clean Up Song

Clean up, clean up, everybody, everywhere.
Clean up, clean up, everybody, everywhere.
Clean up, clean up, everybody do your share.

6.4.3 Practices wiping his nose

- Each time you wipe a child's nose and throw away the tissue, hand him a clean tissue and say "Your turn!" Demonstrate for the child how to bring the tissue to his nose and wipe his nose. Praise his efforts each time. Demonstrate washing the child's hands and your own hands.

25-36 Months

6.4.4 Brushes teeth with little help

- Use a small toothbrush and let the child hold it under the water. Add a small amount of toothpaste. As you and the child both face the mirror, demonstrate brushing your teeth and encourage her to do the same with his toothbrush. Praise child for his efforts and success. Finish brushing his teeth to be sure he did a thorough job.

6.4.5 With guidance by an adult, selects and puts away belongings and classroom materials

- Label individual children's coat hooks and cubbyholes with their first names or photographs. Encourage children to help place their personal belongings in their cubbyholes. Praise children for helping.

6.4.6 Selects and puts away belongings and classroom materials

- Label low shelves and storage units with pictures and words.
- Encourage children to choose toys and learning materials. Remind them to return the items to the appropriate places.
- Sing "The Clean Up Song" to encourage children to help. (See 6.4.2.)

6.4.7 Wipes nose

- Place the tissues where children can easily reach them. Tell the child to get a tissue if he needs to wipe his nose. Praise him for wiping his own nose and for throwing away the tissue in a waste paper basket. Demonstrate washing the child's hands and your own hands.

6.4.8 Practices correct handwashing after wiping nose

Sing or chant "The Handwashing Song." (See 6.1.8.)

OBSERVATIONAL CHECKLIST
LANGUAGE, VOCABULARY AND LITERACY DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 1 OF 3

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
1.1	Understanding of Language and Sounds	
0-12 Months		
1.1.1	Turns head in direction of sounds*	____/____/20____
1.1.2	Repeats a syllable (<i>ma-</i> , <i>ma-</i> *) or sound 2-3 times	____/____/20____
1.1.3	Responds with gestures to gestures, name, simple questions*	____/____/20____
13-24 Months		
1.1.4	Responds to requests to "Give me" or "Show me"*	____/____/20____
1.1.5	Understands 5+ single words, names objects and persons*	____/____/20____
1.1.6	Holds book to read or share to an adult	____/____/20____
25-36 Months		
1.1.7	Pays attention to brief stories, especially ones about self	____/____/20____
1.1.8	Moves and claps to rhythm and songs	____/____/20____
1.1.9	Repeats patterns of sounds	____/____/20____
1.1.10	Understands and follows one-step directions*	____/____/20____
1.2	Use of Language	
0-12 Months		
1.2.1	Uses gestures to communicate desires	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

OBSERVATIONAL CHECKLIST
LANGUAGE, VOCABULARY AND LITERACY DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 2 OF 3

Number	Competencies and Objectives	Dates	
		___/___/20___	___/___/20___
1.2.2	Uses some words	___/___/20___	___/___/20___
13-24 Months			
1.2.3	Combines words and gestures to communicate desires*	___/___/20___	___/___/20___
1.2.4	Uses additional words	___/___/20___	___/___/20___
1.2.5	Participates in conversations	___/___/20___	___/___/20___
25-36 Months			
1.2.6	Uses at least 50 words	___/___/20___	___/___/20___
1.2.7	Recognizes and names familiar objects*	___/___/20___	___/___/20___
1.2.8	Asks "Why?" questions	___/___/20___	___/___/20___
1.2.9	Engages in rich and continuous interactions	___/___/20___	___/___/20___
1.2.10	Speaks in simple, correct sentences*	___/___/20___	___/___/20___
1.2.11	Sings short songs and repeats simple rhymes	___/___/20___	___/___/20___
1.3 Awareness of Language in Print			
25-36 Months			
1.3.1	Understands differences between pictures and print	___/___/20___	___/___/20___
1.3.2	Recognizes familiar symbols such as logos and traffic signs	___/___/20___	___/___/20___
1.3.3	Recognizes that symbols have meaning	___/___/20___	___/___/20___
1.3.4	Recognizes first name in print	___/___/20___	___/___/20___
1.3.5	Scribbles and draws with various writing and drawing tools*	___/___/20___	___/___/20___
1.4 Awareness of Books			
0-12 Months			
1.4.1	Is interested in books and reading	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
LANGUAGE, VOCABULARY AND LITERACY DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 3 OF 3

Number	Competencies and Objectives	Dates		
		___/___/20___	___/___/20___	___/___/20___
1.4.2	Points to pictures in books upon request	___/___/20___	___/___/20___	___/___/20___
13-24 Months				
1.4.3	Turns pages of a book, looking at some pages and pictures	___/___/20___	___/___/20___	___/___/20___
25-36 Months				
1.4.4	Repeats words when an adult reads a predictable or pattern book	___/___/20___	___/___/20___	___/___/20___
1.4.5	Practices proper use and care of books	___/___/20___	___/___/20___	___/___/20___
1.4.6	Holds a book and pretends to read	___/___/20___	___/___/20___	___/___/20___
1.4.7	Answers simple questions about books and stories	___/___/20___	___/___/20___	___/___/20___
1.4.8	Acts out stories using dramatic play	___/___/20___	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
MATHEMATICAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 1 OF 2

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
2.1	Awareness of Numbers and Operations	
0-24 Months		
2.1.1	Understands concepts of 1 and 2	____/____/20____
2.1.2	Matches two like objects	____/____/20____
25-36 Months		
2.1.3	Counts 1-5 objects	____/____/20____
2.1.4	Recites rhymes or songs with adult	____/____/20____
2.1.5	Understands concept of <i>more</i>	____/____/20____
2.1.6	Understands concept of 1, 2, and 3	____/____/20____
2.2	Awareness of Patterns	
0-24 Months		
2.2.1	Repeats actions	____/____/20____
25-36 Months		
2.2.2	Notifies simple patterns of sounds and objects	____/____/20____
2.3	Awareness of Sorting	
0-24 Months		
2.3.1	Places objects in containers	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

OBSERVATIONAL CHECKLIST
MATHEMATICAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 2 OF 2

Number	Competencies and Objectives	Dates
13-36 Months		
2.3.2	Understands concept of <i>big or little</i>	___/___/20___
2.4	Awareness of Shapes	
0-24 Months		
2.4.1	Matches objects by shape*	___/___/20___
2.4.2	Understands concept of <i>shape</i>	___/___/20___
25-36 Months		
2.4.3	Distinguishes straight and curvy lines*	___/___/20___
2.4.4	Identifies basic shapes such as circles and squares	___/___/20___
2.5	Awareness of Space	
0-24 Months		
2.5.1	Looks for objects that are hidden from sight*	___/___/20___
25-36 Months		
2.5.2	Understands concept of <i>in or out</i> *	___/___/20___
2.5.3	Understands words, such as "my cubby," which describe personal space	___/___/20___
2.5.4	Understands concept of <i>whole or part</i>	___/___/20___

**OBSERVATIONAL CHECKLIST
SCIENTIFIC DEVELOPMENT IN INFANTS AND TODDLERS**
PAGE 1 OF 1

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
3.1	Awareness of Living and Non-Living Things	
25-36 Months		
3.1.1	Notices and names characteristics of self, other people, and objects	____/____/20____
3.2	Awareness of Immediate Surroundings	
25-36 Months		
3.2.1	Notices and names characteristics of seasons and weather*	____/____/20____
3.3	Exploration and Experimentation	
0-24 Months		
3.3.1	Feels and examines objects with mouth and hands	____/____/20____
25-36 Months		
3.3.2	Notices differences in textures	____/____/20____
3.3.3	Notices differences in colors	____/____/20____
3.3.4	Uses all available senses to explore the environment	____/____/20____

Related Standards
Quality Step Items: 3.4.5, 4.4.5, 5.5.5

**OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS**
PAGE 1 OF 5

Child Name: _____
Child Birth Date: ____/____/20____
Facility Name: _____
Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
4.1	Close and Secure Relationships with Adults	
0-12 Months		
4.1.1	Shows attachment to familiar adults and anxiety around strangers*	____/____/20____
4.1.2	Stops crying when held by a familiar adult	____/____/20____
4.1.3	Uses a blanket or soft toy for comfort and reassurance	____/____/20____
13-24 Months		
4.1.4	Seeks an adult to share an activity	____/____/20____
4.1.5	Displays intense feelings when separating or reuniting with a parent	____/____/20____
4.1.6	Responds to encouragement and recognition	____/____/20____
4.1.7	Prefers a familiar adult in unfamiliar situations	____/____/20____
4.1.8	Says “no” to adults	____/____/20____
25-36 Months		
4.1.9	Shows empathy and caring for others	____/____/20____
4.1.10	Initiates and accepts gestures of affection	____/____/20____
4.1.11	Enacts warm and close relationships with adults during dramatic play	____/____/20____

Related Standards
Quality Step Items: 3.4.5, 4.4.5, 5.5.5

**OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS
PAGE 2 OF 5**

Number	Competencies and Objectives	Dates	
4.2	Relationships with Peers		
0-12 Months			
4.2.1	Looks closely at other infants, responding excitedly	___/___/20___	___/___/20___
4.2.2	Reaches to touch another infant, grabs objects held by another infant	___/___/20___	___/___/20___
4.2.3	Laughs or cries when another child laughs or cries	___/___/20___	___/___/20___
4.2.4	Plays beside another child	___/___/20___	___/___/20___
13-24 Months			
4.2.5	Interacts purposefully and with enjoyment with another child	___/___/20___	___/___/20___
4.2.6	With guidance by an adult, joins activities of other children	___/___/20___	___/___/20___
4.2.7	Shows preferences for play partners	___/___/20___	___/___/20___
4.2.8	Takes a toy from another child and says "Mine"	___/___/20___	___/___/20___
4.2.9	Greets other children with a touch or a hug	___/___/20___	___/___/20___
25-36 Months			
4.2.10	With guidance by an adult, waits a short time to take turns	___/___/20___	___/___/20___
4.2.11	Imitates the play and actions of other children	___/___/20___	___/___/20___
4.2.12	Joins activities of other children	___/___/20___	___/___/20___
4.2.13	Expresses empathy when others are hurt or mad	___/___/20___	___/___/20___
4.3	Self-Awareness		
0-12 Months			
4.3.1	Progresses from accidentally sucking hands to examining hands	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 3 OF 5

Number	Competencies and Objectives	Dates	
4.3.2	Imitates adult behavior	___/___/20___	___/___/20___
4.3.3	Smiles at and points to self in mirror*	___/___/20___	___/___/20___
13-24 Months			
4.3.4	Shows preferences for foods, toys, and activities	___/___/20___	___/___/20___
4.3.5	Smiles or claps when successful at a task	___/___/20___	___/___/20___
4.3.6	Looks to adults for approval	___/___/20___	___/___/20___
4.3.7	Uses words <i>you, me, and I</i>	___/___/20___	___/___/20___
25-36 Months			
4.3.8	Recognize ability to make things happen, unsure of responsibility for actions	___/___/20___	___/___/20___
4.3.9	Speaks proudly of accomplishments, says "Watch me"	___/___/20___	___/___/20___
4.3.10	Identifies self in photograph, as a boy or girl	___/___/20___	___/___/20___
4.3.11	Acts in an assertive manner to control the environment	___/___/20___	___/___/20___
4.4 Experience, Expression, and Regulation of Emotions			
0-12 Months			
4.4.1	Comforts self by sucking thumb or hand*	___/___/20___	___/___/20___
4.4.2	Shows strong emotions (anger, anxiety, affection, pleasure)*	___/___/20___	___/___/20___
4.4.3	Starts, maintains, or stops social contact through looks, gestures, sounds, and smiles that are understood by others*	___/___/20___	___/___/20___
13-24 Months			
4.4.4	Cuddles a comfort object when upset or other children are upset	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 4 OF 5

Number	Competencies and Objectives	Dates	
4.4.5	Accepts guidance by adults	___/___/20___	___/___/20___
4.4.6	Responds to warnings or unsafe signals from an adult	___/___/20___	___/___/20___
4.4.7	Uses 1-2 words, such as <i>no</i> , <i>stop</i> , <i>mine</i> , and <i>go away</i> , to express emotions or needs	___/___/20___	___/___/20___
25-36 Months			
4.4.8	Is sensitive to others' judging behavior	___/___/20___	___/___/20___
4.4.9	Practices some impulse control	___/___/20___	___/___/20___
4.4.10	Uses words to communicate desires*	___/___/20___	___/___/20___
4.4.11	Engages in simple problem-solving	___/___/20___	___/___/20___
4.4.12	Responds to frustration with tantrums	___/___/20___	___/___/20___
4.5	Exploration, Learning and Independence		
0-12 Months			
4.5.1	Cues caregiver to continue or restart game such as Horsey	___/___/20___	___/___/20___
4.5.2	Recognizes, holds, and touches own hands and feet*	___/___/20___	___/___/20___
4.5.3	Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand	___/___/20___	___/___/20___
13-24 Months			
4.5.4	Eats with fingers	___/___/20___	___/___/20___
4.5.5	Explores widely, shows little fear of dangerous object or actions	___/___/20___	___/___/20___

**OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS**
PAGE 5 OF 5

Number	Competencies and Objectives	Dates	
4.5.6	Plays contentedly beside adult activity, entertains self for brief periods	___/___/20___	___/___/20___
25-36 Months			
4.5.7	Is eager to help with classroom routines such as clean up	___/___/20___	___/___/20___
4.5.8	Insists on trying tasks without help	___/___/20___	___/___/20___
4.5.9	Needs support to change activities	___/___/20___	___/___/20___
4.5.10	Has a sense of humor	___/___/20___	___/___/20___

**OBSERVATIONAL CHECKLIST
PHYSICAL DEVELOPMENT IN INFANTS AND TODDLERS
PAGE 1 OF 2**

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
5.1	Awareness of Body in Space	
25-36 Months		
5.1.1	Moves and claps to rhythm and songs	____/____/20____
5.2	Gross Motor Skills	____/____/20____
0 – 12 Months		
5.2.1	Holds head upright	____/____/20____
5.2.2	Hits or kicks things to make pleasing sights and sounds continue	____/____/20____
5.2.3	Pushes up on hands while on stomach	____/____/20____
5.2.4	Rolls from stomach to back	____/____/20____
5.2.5	Pulls to sitting position when grasping adult's fingers, maintains position for 2 minutes	____/____/20____
5.2.6	Moves independently to sitting position, to hands-and-knees position, then to on-knees position	____/____/20____
5.2.7	Crawls	____/____/20____
5.2.8	Pulls up to standing position, maintains position 1 minute	____/____/20____
5.2.9	Climbs onto adult chair	____/____/20____
13-24 Months		
5.2.10	Walks with minimal support, then independently	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

**OBSERVATIONAL CHECKLIST
PHYSICAL DEVELOPMENT IN INFANTS AND TODDLERS
PAGE 2 OF 2**

Number	Competencies and Objectives	Dates	
5.2.11	Sits independently in chair	___/___/20___	___/___/20___
25 – 36 Months			
5.2.12	Runs	___/___/20___	___/___/20___
5.2.13	Walks up and down stairs (both feet on each step)	___/___/20___	___/___/20___
5.2.14	Kicks a stationary ball	___/___/20___	___/___/20___
5.2.15	Hops on one foot, then walks on tiptoe	___/___/20___	___/___/20___
5.2.16	Catches a rolled ball and rolls it forward	___/___/20___	___/___/20___
5.2.17	Throws a large ball	___/___/20___	___/___/20___
5.3	Fine Motor Skills		
0-12 Months			
5.3.1	Reaches and grasps objects	___/___/20___	___/___/20___
5.3.2	Feels and examines objects with mouth and hands	___/___/20___	___/___/20___
5.3.3	Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand	___/___/20___	___/___/20___
5.3.4	Uses pincer grasp to pick up objects	___/___/20___	___/___/20___
13-24 Months			
5.3.5	Rolls a small ball in imitation	___/___/20___	___/___/20___
5.3.6	Uses pincer grasp to place objects in and out of containers, in a tower of 3+ objects	___/___/20___	___/___/20___
5.3.7	Makes marks with a crayon or pencil, scribbling in a circular motion	___/___/20___	___/___/20___
25 – 36 Months			
5.3.8	Scribbles and draws with various writing and drawing tools*	___/___/20___	___/___/20___

**OBSERVATIONAL CHECKLIST
SELF-HELP DEVELOPMENT IN INFANTS AND TODDLERS**
PAGE 1 OF 3

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
6.1	Eating	
0-12 Months		
6.1.1	Sucks and swallows	____/____/20____
6.1.2	Reaches for and holds bottle*	____/____/20____
6.1.3	Eats strained foods fed by adults	____/____/20____
13-24 Months		
6.1.4	Eats with fingers	____/____/20____
6.1.5	Eats from a spoon and drinks from a cup independently*	____/____/20____
25-36 Months		
6.1.6	Uses utensils and open cup properly most of the time	____/____/20____
6.1.7	Attempts to clean up after a meal	____/____/20____
6.1.8	Practices correct handwashing before and after meals	____/____/20____
6.2	Toileting	
0-12 Months		
6.2.1	Uses gestures or words to indicate that he is soiled	____/____/20____
6.2.2	Imitates handwashing after toileting	____/____/20____

Related Standards
Quality Step Items: 3.4.5, 4.4.5, 5.5.5

Mississippi Head Start Collaboration Office. (2010). *Mississippi early learning guidelines for infants and toddlers*. Jackson, MS: Author.

OBSERVATIONAL CHECKLIST
SELF-HELP DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 2 OF 3

Number	Competencies and Objectives	Dates	
13-36 Months		___ / ___ /20___	___ / ___ /20___
6.2.3	Uses words to report the need to use the toilet	___ / ___ /20___	___ / ___ /20___
6.2.4	Undresses with little help to use the toilet	___ / ___ /20___	___ / ___ /20___
6.2.5	Wipes self and flushes the toilet with little or no help		
6.2.6	Practices correct handwashing after toileting		
6.3	Dressing	___ / ___ /20___	___ / ___ /20___
0-12 Months		___ / ___ /20___	___ / ___ /20___
6.3.1	Holds out arms and legs while being dressed*		
6.3.2	Puts on and takes off hat	___ / ___ /20___	___ / ___ /20___
13-24 Months		___ / ___ /20___	___ / ___ /20___
6.3.3	Pulls off socks, unfastened shoes, coat, and pants*	___ / ___ /20___	___ / ___ /20___
6.3.4	Pushes arms through sleeves and legs through pants		
6.3.5	Puts on clothing with help		
25-36 Months		___ / ___ /20___	___ / ___ /20___
6.3.6	Puts on socks and shoes with little help	___ / ___ /20___	___ / ___ /20___
6.3.7	Puts on coat with little help		
6.3.8	Uses snaps, zippers, and some buttons		
6.4	Daily Routines	___ / ___ /20___	___ / ___ /20___
0-24 Months			
6.4.1	Cooperates when teeth are brushed*	___ / ___ /20___	___ / ___ /20___
6.4.2	With guidance by an adult, puts away belongings and classroom materials	___ / ___ /20___	___ / ___ /20___

OBSERVATIONAL CHECKLIST
SELF-HELP DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 3 OF 3

Number	Competencies and Objectives	Dates	
6.4.3	Practices wiping nose	___/___/20___	___/___/20___
25-36 Months			
6.4.4	Brushes teeth with little help	___/___/20___	___/___/20___
6.4.5	With guidance by an adult, selects and puts away belongings and classroom materials	___/___/20___	___/___/20___
6.4.6	Selects and puts away belongings and classroom materials	___/___/20___	___/___/20___
6.4.7	Wipes nose	___/___/20___	___/___/20___
6.4.8	Practices correct handwashing after wiping nose	___/___/20___	___/___/20___