

	<p>Infants and Toddlers- IOWA Learning Standards for Early Childhood</p>
<p>The Program for Infants Toddlers and Twos</p>	
<p>Correlated to Learn Every Day The Program for Infants Toddlers and Twos-Building Strong Foundations for Infants, Toddlers and Twos (Referred to in this document as Foundations) , The Program for Infants-Volume 1 (Referred to in this document as Infants-V1) The Program for Toddlers and Twos -Volume 2 (Referred to in this document as Toddlers/Twos V.2). This document includes suggestions for skills designated as 'emerging' whenever possible.</p>	
<p>INFANT and TODDLER Early Learning Standards</p>	<p>Correlations to Learn Every Day the Program for Infants, Toddlers & Twos</p>
<p>Area 1: Physical Well Being and Motor Development</p>	
<p>1.1 Healthy and Safe Living Standard: Infants and toddlers participate in healthy and safe living practices</p>	<p>Foundations-Healthy Habits pages 169-179 Infants V1- Picture Wall page 102; Toddlers/Twos V2- Doctor's Office Center page 42; Here Are My Hands (Hand washing) page 57.</p>
<p>The Infant (Benchmarks)</p>	
<p>1. Expresses satisfaction/dissatisfaction regarding care and play routines as well as participates in care routines based on appropriate developmental stages and family culture.</p>	<p>Infants V1- Hello page 68; Look into my Eyes, Snuggle Buggle I Love You! page 69; Hold the Toy page 77; Beginning Bonding page 88; I kiss you! You Kiss Me! page 192; Falling in Love page 244; Gentle Touch page 244; Nurturing Rituals page 246; You are Special page 248 Toddlers/Twos V2- Fun with Words page 86; Good Morning to You! page 87; Feelings page 282</p>
<p>2. Establishes healthy eating and sleeping patterns with the assistance of a responsive adult.</p>	<p>Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241;</p>
<p>3. Ingests breast milk or formula, progressing to solid foods, to feeding self simple and age appropriate foods, and drinking from a cup.</p>	<p>Infants V1- Nurturing Rituals page 246. Foundations- Program Planning for Infants Pages 12-27</p>

The toddler (Benchmarks)	
4. Participates in healthy self-care routines, demonstrating increasing independence, such as washing hands and pouring own milk, with assistance from a caring adult.	Infants V1. Help me Pack page 100; A Round of Applause page 159; Can You Copy Me? page 252; Feelings page 253; Toddlers/ Twos V2- Here are my Hands page 57; Look What I can do page 173; Cup Stacking page 200; I can do it myself page 203; Turning on Lights page 296
5. Eats healthy foods at a table with other children or adults.	Foundations- Program Planning for Toddlers and Twos pages 28-42
6. Participates in safe behaviors regarding the environment, such as around stairs or hot surfaces, or accepts redirection from adults	Foundations- Healthy Habits pages 169-179
1.2 Large Motor Development Standard: Infants and toddlers develop large motor skills	Infants V1- Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156; Sit and Stand page 157 Balls, Balls Balls page 159; Collection of Balls page 162; Hitting Two Objects page 163; Stacking Cups page 165; Toddlers/ Twos V2- Eye Dropper Play page 201; Fill-and-Spill Bottles page 202; Screw The Top On page 208; Tear it up page 211; Wrap It Up page 212
The Infant (Benchmarks)	
1. Shows increasing balance, strength, and coordination in activities such as gaining control of the head and body by turning head from side to side, lifting the head off the floor, sitting, and standing	Infants V1- I Move Area page 34; In and Out Area page 52; Left and Right page 68; On and Off Open and Close page 78; Bouncing Ball page 146; Dangling Beach Toy page 146; Fun Things to Kick page 150, Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156
2. Shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.	Toddlers/ Twos V2- Boom! Boom! Down page 198; Cat and Mouse page 216; Haul It page 218; Hop Scotch page 219; On the Road Again 220; Walking the Shapes page 221; Where Can I Jump page 222; Color Walk page 308; Farm Animal Parade page 318; Farm Scene page 322; Follow that Animal page 323; Animal Dance 346; Animal Parade page 381.

The toddler (Benchmarks)	
3. Shows increasing control in motor skills such as rolling, throwing, and kicking a ball and jumping.	Toddlers/Twos V2- Finger and Toe Copy Game page 55; Here Are My Hands page 57; Simple Simon page 190; Where Can I Jump page 222; You Do and I Do page 222;
4. Shows increasing balance in activities such as running, climbing stairs, and moving a riding toy using his/her feet.	Toddlers/Twos V2- Finger and Toe Copy Game page 55; Here Are My Hands page 57; Simple Simon page 190; Where Can I Jump page 222; You Do and I Do page 222;
1.3 Small Motor Development Standard: Infants and toddlers develop small motor skills	Infants V1- On the Move Activities to Build Gross and Fine Motor Skills pages 130-165.
The Infant (Benchmarks)	
1. Uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, and transferring objects from hand to hand	Infants V1- I Move Area page 34; In and Out Area page 52; Left and Right page 68; On and Off Open and Close page 78;; Dangling Beach Toy page 146;; Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Construction Area page 44; In and Out Area page 52; Left and Right page 68; On and Off Open and Close page 78;; Dangling Beach Toy page 146;; Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156; Hitting Two Objects page 163; Stacking Cups page 165
The toddler (Benchmarks)	
2. Uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing self with assistance, scribbling with crayons or markers, and participating in fingerplays.	Infants V1- Construction Area page 44; In and Out Area page 52; Left and Right page 68; On and Off Open and Close page 78; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156; Hitting Two Objects page 163; Stacking Cups page 165 Toddlers/Twos V2- Home Living Learning Space page 26; Boom Boom Down page 198; Cup Stacking page 200; Velcro Blocks page 211; Sand Box Play Page 236

Area 2: Approaches to Learning	
<p>2.1 Curiosity and Initiative Standard: Infants and toddlers express curiosity and initiative in exploring the environment and in learning new skills</p>	<p>Foundations- Approaches to Learning pages 117-146</p>
<p>The Infant or Toddler(Benchmarks)</p>	
<p>1. Shows interest in people, objects, and events.</p>	<p>Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Toddlers/Twos V.2.- Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group pages 367-375; Wild Animals Activities Pages 385-392</p>
<p>2. Uses their senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.</p>	<p>Infants V1- Setting up Your Infant Learning Environment- Learning Spaces for Young Infants pages 20-32; Moving Right Along! Learning Spaces for Mobile Infants pages 33-57 Infants V1- Brain Builders Developing Cognitive Skills Pages 59-79; On the Move Gross and Fine Motor Skills pages 130-165 -Shake the Rattle and Roll pages 166-189; I Am My World! Enhancing Sensory Development pages 197-219. Toddlers/Twos V.2- Setting the Stage for Toddlers & Twos Here I Come: Learning Spaces for Young Toddlers pages 22-31; Brain Builder Activities pages 51-76; Exploring my Wonderful World Learning Through the Senses pages 223-248</p>
<p>3. Actively plays with or near adults, other children, and materials.</p>	<p>Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Toddlers/Twos V.2.- Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities Pages 385-392</p>

<p>2.2 Engagement and Persistence Standard: Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines</p>	<p>Foundations- Approaches to Learning- The Unique World of Toddlers and Twos Pages 118-133; And the Cow Jumped Over the Moon pages 134-146 Infant V1- Talk to Me Activities for Communication and Language Development pages 82-103</p>
<p>The Infant or Toddler(Benchmarks)</p>	
<p>1. Holds attention of familiar adult for example, through eye contact or vocalizations.</p>	<p>Foundations- Approaches to Learning- The Unique World of Toddlers and Twos Pages 118-133; And the Cow Jumped Over the Moon pages 134-146 Infant V1- Talk to Me Activities for Communication and Language Development pages 82-103; Infants V.1- Activities to Enhance Sensory Development pages 203-219; Pointing page 103; Explore some More Page 153; Who's Here Page 251; Toddlers/Twos V.2 - This standard is infused throughout the toddler program a few examples include; Exploring my Wonderful World Learning Through the Senses pages 223-248; Nurture the Love of Nature pages 249-274; Making Friends Social Skills for Life pages 279-296.</p>
<p>2. Repeats familiar and newly learned experiences.</p>	<p>Infants V1- Activities to Develop Cognitive Skills Pages 66-80; Who is Under the Scarf Page 75; Exploring Game Page 229 Toddlers/Twos V.2 - Here Comes the Ball page 58; Learning With Play page 59 ; Sharing Books 124; Story Participation page 125; Activities to Build Fine and Gross Motor Skills 197-222; Activities to Build Social Skills pages 279-296;</p>
<p>3. Maintains focus on people or objects of interest, play experiences, or novel events.</p>	<p>Infants V1- Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Sound page 92; Movement and Position Words page 100; Name the Toy page 101; Pointing page 103; Repeat the Words page 103; The Bye-Bye Game page 123; Pointing and Identifying page 128; Floor Mirror page 148;Trade Funny Sounds page 178; Sing and Say page 183;Baby Bounce page 205; Floating Bubbles page 207; A Touching Game</p>

	page 209; Blanket Fun page 226; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Class Photo Book page 253; Who's Here Magnets page 256; Toddlers /Twos V2 - Here I Come! Learning Spaces for Young Toddlers pages 22-31; All Things Creative pages 129-192
4. Demonstrates persistence with challenging materials and experiences.	
2.3 Reasoning and Problem Solving Standard: Infants and toddlers demonstrate strategies for reasoning and problem solving.	Foundations- Approaches to Learning- The Unique World of Toddlers and Twos Pages 118-133; And the Cow Jumped Over the Moon pages 134-146 Infant V1- Talk to Me Activities for Communication and Language Development pages 82-103; Toddlers/Twos V.2 - This standard is infused throughout the toddler program a few examples include; Exploring my Wonderful World Learning Through the Senses pages 223-248; Nurture the Love of Nature pages 249-274; Making Friends Social Skills for Life pages 279-296
The Infant or Toddler(Benchmarks)	
1. Uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.	Toddlers/Twos V2- See Me Explore! Learning Spaces for Older Toddlers pages 33-42; Behind the Flap page 53; Pulling Strings page 61; One Piece Puzzles page 204; Poking Things in Holes page 205; Graduated Nesting page 56; Cup Stacking page 200; Stuff for Throwing Collection page 221
2. Experiments to find a solution to a problem.	Toddlers/Twos V.2.- Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392
3. Imitates an adult action to solve a problem.	Infants V1- Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Sound page 92; Movement and Position Words page 100; Name the Toy page

	<p>101; Pointing page 103; Repeat the Words page 103; The Bye-Bye Game page 123; Pointing and Identifying page 128; Floor Mirror page 148; Trade Funny Sounds page 178; Sing and Say page 183; Baby Bounce page 205; Floating Bubbles page 207; A Touching Game page 209; Blanket Fun page 226; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Class Photo Book page 253; Who's Here Magnets page 256 Toddlers/ Twos V2- Jar Lid Puzzles page 58; Puzzle Fun page 63; Artistry page 133; Making Marks page 146; Eye Dropper Play page 201; Fill-and-Spill Bottles page 202; Screw The Top On page 208; Tear it up page 211; Toothbrush Holders page 211; Wrap It Up page 212; Washing Fun page 274</p>
<p>4. Recognizes difficulties and adjusts actions to correct mistakes.</p>	<p>Infants V1- Activities to Develop Cognitive Skills Pages 66-80; Who is Under the Scarf Page 75; Exploring Game Page 229; Toddlers/Twos V.2 - Here Comes the Ball page 58; Learning With Play page 59 ; Sharing Books 124; Story Participation page 125; Activities to Build Fine and Gross Motor Skills 197-222; Activities to Build Social Skills pages 279-296;</p>
<p>5. Seeks and accepts help when encountering a problem beyond his/her ability to solve independently.</p>	<p>Toddlers/Twos V2- Farm Animal Parade page ; Circle Color Game Page 300; Shape Song Page 350; Circle Paint Page 351; Mouse Count Page 383; All Large Group Activities in each of the following Units; Farm Animals; Colors, Shapes, Our Green Earth, Numbers and Wild Animals.</p>
<p>2.4 Play and Senses Standard: Infants and toddlers engage in play to learn.</p>	<p>Toddlers/Twos V.2- Hat Learning Space pages 29; Friends Learning Space page 31; Pouring from Pitchers and Cups page 207; Squeezing Sponges page 209; Important Play page 287; Lunch with Teddy page 289</p>
<p>1. Uses sights, smells, sounds, textures, and tastes to explore and experience routines and materials within the environment.</p>	<p>Infants V1- Construction Area page 44-45; Compartments page 72; Hide the Teddy page 73; What's Under the Scarf page 75; What is under the Material page 75 Napkin Rings page 78;; Where is it? page 99; Where's Teddy? page 99;</p>

	<p>Stacking Cups page 165; Explore a Tree page 231; Toddlers/Twos V2- Graduated Nesting page 56; Patterns with Blocks page 59; Simple Shape Box page 66; You Choose page 76; Painting Goes Wild page 142; Disposable Blocks page 201; Wrap it up page 212</p>
<p>2. Chooses and participates in a variety of play experiences.</p>	<p>Toddlers/Twos V2- Cup Stacking page 200; I Can Do It Myself page 203; It's Eggciting page 203; Pop up Toy page 206; Pouring from Pitchers or Cups page 207; Texture Treasure page 246; Important Play page 287; Push the Trucks page 291; Building with Color page 305; In the Kitchen page 356</p>
<p>3. Imitates behaviors in play.</p>	<p>Toddlers/Twos V2-All about the Picture page 81; Animal Talk page 81; Changing Sounds page 83; Copy Cat Language page 84; The Cow Says Moo page 84; Dressing Talk page 85; Everything Can Talk page 85; Fun with Words page 86; Hello! Who's There page 88; Hey Diddle Diddle page 89; Let's Talk page 92; Looking at the Wide World page 95; Pack'n Go page 98; Twinkle, Twinkle Little Star page 101; We're Looking Everywhere page 102; Where's the Chick? page 103; Yo-Ho A Spying We Will Go! page 103; Story Participation page 125; Story Time page 125; Tell Me About Your Work page 126; Songs and Pictures page 179; Saying Names page 237; Sensory Books page 237; Outside Treasures page 269;</p>
<p>4. Repeats experiences with materials, adults, and peers to build knowledge and understanding of the world around them</p>	<p>Toddlers/ Twos V2- Jar Lid Puzzles page 58; Puzzle Fun page 63; Artistry page 133; Making Marks page 146; Eye Dropper Play page 201; Fill-and-Spill Bottles page 202; Screw The Top On page 208; Tear it up page 211; Toothbrush Holders page 211; Wrap It Up page 212; Washing Fun page 274 Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Activities Pages 385-392,</p>

Area 3: Social and Emotional Development	
<p>3.1 Self Standard: Infants and toddlers display a positive sense of self.</p>	<p>Foundations-Socially Strong, Emotionally Secure pages 202-207; Behavior of Infants, Toddlers and Twos in Group Settings pages 208-219.</p>
The Infant or Toddler(Benchmarks)	
<p>1. Responds to familiar adults' and children's interactions through using behaviors such as gazing, cuddling, and accepting assistance.</p>	<p>Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Other Exemplars: Follow the Action page 67; Who Am I? page 70; Baby Talk page 88; Beginning Bonding page 88; Communicating with Baby page 89; Kick Back page 150; Body Lotion Hand Massage page 204; Toddlers/ Twos V2- Friends Learning Space page 31; Building Social Skills for Life pages 280-296; Collage Treasures page 368; Imagine That page 392</p>
<p>2. Explores his/her own body.</p>	<p>Toddlers/ Twos V2- Activities for Music and Movement pages 163-182; Exemplars: If You're Happy and You Know It page 90; Lots of Ways to Paint Page 144; Wrap it Up Page 212; All Around the Town page 280</p>
<p>3. Shows awareness of self, such as responding to own image in mirror.</p>	<p>Infants V1- Left and Right page 68; The Body Chant page 95; Opening Hands page 151; Put Your Finger in the Air page 181; Here is My Right Hand page 191; Toddlers /Twos V2- Finger and Toe Copy Game page 55; Here are My Hands page 57; Five Fingers in My Pocket page 184; Follow Directions page 185; If You're Happy and You Know it Page 186; My Hands page 18</p>
<p>4. Shows preferences for toys and experiences.</p>	<p>Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Other Exemplars: Follow the Action page 67; Who Am I? page 70; Can You Remember? page 71; Chip Can Scarves page 72; Noisy Dumping page 73; Peekaboo page 74: Who is Under the Scarf? page 75; What is under the material? page 75; Baby Talk page 88; Beginning Bonding page 88; Communicating with Baby page 89; Kick Back page 150; Let's Make that Move</p>

	page 154 Rattle Me page 156; Collection of Balls page 162; Dish Tub Seats page 162; Get Me! page 163; Shoebox Train page 164; Body Lotion Hand Massage page 204;
5. Expresses enjoyment.	Infants V1- Hello page 68; Look into my Eyes, Snuggle Buggle I Love You! page 69; Hold the Toy page 77; Beginning Bonding page 88; I kiss you! You Kiss Me! page 192; Falling in Love page 244; Gentle Touch page 244; Nurturing Rituals page 246; You are Special page 248 Toddlers/Twos V2- Fun with Words page 86; Good Morning to You! page 87; Feelings page 282
6. Begins to recognize own power by showing interest in making choices or expressing preferences	Infants V1- Hold the Toy page 77; What's In the Box page 80; Name the Toy page 101; Toddlers/Twos V2- Fun with Words page 86; Good Morning to You! page 87; Feelings page 282
3.2 Self- Regulation Standard: Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate way.	Foundations: Socially Strong Emotionally Secure pages 202-207; Behavior of Infants, Toddlers, Twos in Group Settings pages 208-220
The Infant or Toddler(Benchmarks)	
1. Indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.	Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Other Exemplars: Follow the Action page 67; Who Am I? page 70; Baby Talk page 88; Beginning Bonding page 88; Communicating with Baby page 89; Kick Back page 150; Body Lotion Hand Massage page 204; Toddlers/Twos V2- Learning with Play page 59; Touch The Animals page 70; All About the Picture page 81; Copycat Language page 84; Good Morning to You! page 87; Hello Who's Here page 88; If You're Happy and You Know It! page 91; Let's Talk page 92; Story Participation page 125; Tell Me About Your Work page 126; Feelings page 282; Working Together page 296; Green Fun page 310
2. Comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.	Infants V1- Hello page 68; Look into my Eyes, Snuggle Buggle I Love You! page 69; Hold the Toy page 77; Beginning

	<p>Bonding page 88; I kiss you! You Kiss Me! page 192;Falling in Love page 244; Gentle Touch page 244; Nurturing Rituals page 246; You are Special page 248 Toddlers/Twos V2- Fun with Words page 86; Good Morning to You! page 87;Feelings page 282</p>
<p>3. Responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.</p>	<p>Foundations: Socially Strong Emotionally Secure pages 202-207; Behavior of Infants, Toddlers, Twos in Group Settings pages 208-22 Infants V1. Pointing page 103; Water Play page 210; Messy Painting page 232; Social Rituals page 251; Who's Here page 251; Class Photo Book page 252; My Friends and Me page 254; Toddlers/Twos V2- Friends Learning Space page 31; Hello Who's There page 88;You Gotta Laugh page 192; Building Social Skills for Life pages 280-296; Large Group Circle Color Game page 300; Class Color Mural page 306; Mary Wore Her Red Dress page 312; Farm animal parade page 318.Good Morning! Hello! page 319</p>
<p>4. Shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.</p>	<p>Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Other Exemplars: Follow the Action page 67; Who Am I? page 70; Baby Talk page 88; Beginning Bonding page 88; Communicating with Baby page 89;Kick Back page 150;Body Lotion Hand Massage page 204; Toddlers/Twos V2- Learning with Play page 59;Touch The Animals page 70; All About the Picture page 81; Copycat Language page 84; Good Morning to You! page 87;Hello Who's Here page 88; If You're Happy and You Know It! page 91; Let's Talk page 92;Story Participation page 125; Tell Me About Your Work page 126; Feelings page 282; Working Together page 296; Green Fun page 310</p>
<p>5. Begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.</p>	<p>Toddlers/Twos V.2.-I Can Do It Myself! page 203; One Piece Puzzles page 204; Pouring from Pitchers and Cups page 207; Touch the Toy page 248; Colors All Around Us Small Group Activities pages</p>

	305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392
6. Begins to control behavior through following simple rules and limits in a variety of settings.	Foundations- Behavior of Infants, Toddlers and Twos in Group Settings pages 208-220; Toddlers/Twos V.2 Here I Come (Learning Spaces for Older Toddlers) pages 33-43; Here are my Hands page 57; Pee-Pee In the Toilet Bowl page 188; Cereal Pour page 199; I Can do it Myself page 202; Tooth Brush Holders page 211; Lunch with Teddy page 289
7. Begins to transition between feeling states with guidance from a caring adult	Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Other Exemplars: Follow the Action page 67; Who Am I? page 70; Baby Talk page 88; Beginning Bonding page 88; Communicating with Baby page 89; Kick Back page 150; Body Lotion Hand Massage page 204; Toddlers/Twos V2- Friends Learning Space page 31; Building Social Skills for Life pages 280-296; Collage Treasures page 368; Imagine That page 392
3.3 Relationships with Adults Standard: Infants and toddlers relate positively with significant adults	Foundations- Behavior of Infants, Toddlers and Twos in Group Settings pages 208-220
The Infant or Toddler(Benchmarks)	
1. Distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult's voice.	Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Other Exemplars: Follow the Action page 67; Who Am I? page 70; Baby Talk page 88; Beginning Bonding page 88; Communicating with Baby page 89; Kick Back page 150; Body Lotion Hand Massage page 204; Toddlers/Twos V2- Friends Learning Space page 31; Building Social Skills for Life pages 280-296; Collage Treasures page 368; Imagine That

	page 392
2. Accepts assistance and comfort from familiar adults.	Infants V1- Setting up your infant learning environment pages 19-21; Social Skills for Life pages 235-241; Other Exemplars: Follow the Action page 67; Who Am I? page 70; Baby Talk page 88; Beginning Bonding page 88; Communicating with Baby page 89; Kick Back page 150; Body Lotion Hand Massage page 204;
3. Seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult's voice, or touching the adult.	Infants V1. Help me Pack page 100; A Round of Applause page 159; Can You Copy ME? page 252; Feelings page 253; Toddlers/Twos V2- Here are my Hands page 57; Look What I can do page 173; Cup Stacking page 200; I can do it myself page 203;
4. Shows discomfort at separations from familiar adults.	Toddlers/Twos V2- Good Morning to You page 87; Building Social Skills for Life pages 280-296; Collage Treasures page 368; Imagine That page 332
5. Seeks help from familiar adults in unfamiliar situations.	Toddlers/Twos V2- Good Morning to You page 87; Building Social Skills for Life pages 280-296; Collage Treasures page 368; Imagine That page 332
6. Explores the environment, both indoors and outdoors, but may return to a caring adult periodically for security.	Infants V1- Setting up Your Infant Learning Environment- Learning Spaces for Young Infants pages 20-32; Moving Right Along! Learning Spaces for Mobile Infants pages 33-57 Infants V1- Brain Builders Developing Cognitive Skills Pages 59-79; On the Move Gross and Fine Motor Skills pages 130-165 -Shake the Rattle and Roll pages 166-189; I Am My World! Enhancing Sensory Development pages 197-219 Toddlers/Twos V2- Exploring the Natural World Activities pages 226-248
7. Begins to imitate or portray roles and relationships.	Foundations- Behavior Infants, Toddlers Twos in Group Settings pages 208-220; Toddlers/Twos V.2 Here I Come (Learning Spaces for Older Toddlers) pages 33-43; I Can do it Myself page 202; Important Play page 287; Look What I Can Do page 287. Turning on Lights page 296; Working Together page 296; Collage Treasures page 368; Earth Day Play page 370.

<p>8. Imitates adult behaviors.</p>	<p>Toddlers/Twos V.2 - Here Comes the Ball page 58; Learning With Play page 59 ; Sharing Books 124; Story Participation page 125; Activities to Build Fine and Gross Motor Skills 197-222; Activities to Build Social Skills pages 279-296;</p>
<p>3.4 Relationships with Children Standard: Infants and toddlers respond to and initiate interactions with other children.</p>	<p>Toddlers/Twos V2- Good Morning to You page 87; Building Social Skills for Life pages 280-296; Collage Treasures page 368;Imagine That page332</p>
<p>The Infant or Toddler(Benchmarks)</p>	
<p>1. Initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.</p>	<p>Foundations: Socially Strong Emotionally Secure pages 202-207; Behavior of Infants, Toddlers, Twos in Group Settings pages 208-22 Infants V1. Pointing page 103; Water Play page 210; Messy Painting page 232; Social Rituals page 251; Who's Here page 251; Class Photo Book page 252; My Friends and Me page 254</p>
<p>2. Accepts help from familiar adults in interactions with other children.</p>	<p>Infants V1. Pointing page 103; Water Play page 210; Messy Painting page 232; Social Rituals page 251; Who's Here page 251; Class Photo Book page 252; My Friends and Me page 254; Toddlers/Twos V2- Toddlers/Twos V2- Friends Learning Space page 31; Hello Who's There page 88;You Gotta Laugh page 192; Building Social Skills for Life pages 280-296; Large Group Circle Color Game page 300; Class Color Mural page 306; Mary Wore Her Red Dress page 312; Farm animal parade page 318.Good Morning! Hello! page 319.</p>
<p>3. Begins to demonstrate empathy for others.</p>	<p>Foundations: Socially Strong Emotionally Secure pages 202-207; Behavior of Infants, Toddlers, Twos in Group Settings pages 208-220; Infants V1. Water Play page 210; Messy Painting page 232; My Friends and Me page 254</p>
<p>4. Starts interacting and playing with peers, including showing interest in them or calling them by name.</p>	<p>Toddlers/Twos V2- Friends Learning Space page 31; Hello Who's There page 88;You Gotta Laugh page 192; Building Social Skills for Life pages 280-296; Large Group Circle Color Game page 300; Class Color Mural page 306; Mary Wore Her Red Dress page 312; Farm animal parade</p>

	<p>page 318.Good Morning! Hello! page 319. Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392</p>
<p>5. Develops an awareness of his/her behavior and how it affects others.</p>	<p>Toddlers/Twos V2- Friends Learning Space page 31; Hello Who's There page 88;You Gotta Laugh page 192; Building Social Skills for Life pages 280-296; Large Group Circle Color Game page 300; Class Color Mural page 306; Mary Wore Her Red Dress page 312; Farm animal parade page 318.Good Morning! Hello! page 319.</p>
<p>6. Imitates other children's behavior.</p>	<p>Foundations: Socially Strong Emotionally Secure pages 202-207; Behavior of Infants, Toddlers, Twos in Group Settings pages 208-22 Infants V1. Pointing page 103; Water Play page 210; Messy Painting page 232; Social Rituals page 251; Who's Here page 251; Class Photo Book page 252; My Friends and Me page 254</p>
<p>Area 4: Communication, Language and Literacy</p>	
<p>4.1 Language Understanding and Use Standard: Infants and Toddlers understand and use communication and language for a variety of purposes.</p>	<p>Foundations- Language and Communication Development Let's Talk pages 180-189; Communication 190-201.</p>
<p>The Infant or Toddler(Benchmarks)</p>	
<p>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</p>	<p>Infant V1- Activities for Communication and Language Development pages 86-106.</p>
<p>2. Uses vocalizations and gestures to gain attention from others.</p>	<p>Foundations- Communication page 190-201; Infants V1- Love you page 69; Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; ; The Bye-Bye Game page 123; Floor Mirror page 148Humming and Body Contact page 173; Songs and Rhymes page 176; Trade Funny Sounds</p>

	<p>page 178; Blanket Fun page 226; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248</p>
<p>3. Uses vocalizations and gestures to communicate wants and needs.</p>	<p>Foundations- Communication page 190-201; Infants V1- Love you page 69; Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; ; The Bye-Bye Game page 123; Floor Mirror page 148Humming and Body Contact page 173; Songs and Rhymes page 176; Trade Funny Sounds page 178; Blanket Fun page 226; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248</p>
<p>4. Increases both listening (receptive) and speaking (expressive) vocabulary</p>	<p>Foundations: The Unique World of Infants and Toddlers pages 118-134 Infants V.1 Family Pictures Page 77;Pictures, Pictures page 78; What's In the Box? Page 80; Listening Fun Page 97;Picture Wall page 102; Book Look! Page 116; Family Faces page 125;My ABC Book Page 126;Moving the Sound page 174; Pop Goes the Weasel Page 175; Live in Concert Page 180</p>
<p>The Toddler Also (Benchmarks)</p>	
<p>5. Progresses to using words then simple sentences to communicate.</p>	<p>Toddlers/Twos V2-All about the Picture page 81; Animal Talk page 81; The Cow Says Moo page 84; Dressing Talk page 85; Everything Can Talk page 85; Fun with Words page 86; Hello! Who's There page 88; Hey Diddle Diddle page 89; Let's Talk page 92; Where's the Chick? page 103; Yo-Ho A Spying We Will Go! page 103; Story Participation page 125; Story Time page 125;Tell Me About Your Work page 126;Sing Out page 178 Sensory Books page 237; Outside page 269; How Do you Feel Today? page 286; Lots of TLC page 288;Ocean Days page 364; Recycling is Great page 365.</p>

<p>6. Participates in conversations, using both receptive (listening)and expressive(speaking)language skills.</p>	<p>Toddlers/Twos V2- Bubble Wrap Prints page 228; Cotton Balls in a Bag page 228; Hide and Seek Box page 229; It feels Sticky page 230; Listen to the Sound page 231; Saying Names page 237; Sensory Exploration Bottles page 239; Sticky Pictures page 243; Texture Treasure page 246; To the Supermarket page 248</p>
<p>7. Answers simple questions.</p>	<p>Toddlers/Twos V2-All about the Picture page 81; Animal Talk page 81; Changing Sounds page 83; Copy Cat Language page 84; The Cow Says Moo page 84; Dressing Talk page 85; Everything Can Talk page 85; Fun with Words page 86; Hello! Who's There page 88; Hey Diddle Diddle page 89; Let's Talk page 92; Looking at the Wide World page 95; Pack'n Go page 98;Twinkle, Twinkle Little Star page 101; We're Looking Everywhere page 102; Where's the Chick? page 103; Yo-Ho A Spying We Will Go! page 103; Story Participation page 125; Story Time page 125;Tell Me About Your Work page 126;Sing Out page 178; Songs and Pictures page 179; This Old Man page 180; Songs on the Learn Every Day Music CD (Volume 2) page 183; Saying Names page 237; Sensory Books page 237; Outside Treasures page 269; How Do you Feel Today? page 286; Lots of TLC page 288;Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392</p>
<p>8. Follows simple directions</p>	<p>Toddlers /Twos V2- Finger and Toe Copy Game page 55; Here are My Hands page 57; Five Fingers in My Pocket page 184; Follow Directions page 185; If You're Happy and You Know it Page 186; My Hands page 187 . Animal Tales page 320; Barnyard Buddies page 321;Zoo Animals</p>

	page 383 Where's the Bunny page 75; You Choose page 76; Copy Cat Language page 84; Freeze Dance page 169; You Do and I Do page 222; Stop and Go Signs page 273; Follow that Animal page 323; Mother Baby Match page 327; Sock Sort page 344.
<p>4.2 Early Literacy Standard: Infants and toddlers engage in early reading experiences.</p>	<p>Infants V 1- Change my Life by Turning a Page pages 106-130; Toddlers/Twos V2- Talk! Read Listen-Language and Early Literacy Development pages 77-128</p>
The Infant or Toddler(Benchmarks)	
<p>1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</p>	<p>Infants V1-Book List for Infants page 113; Book Look page 116; Loud and Soft page 118; My First Book page 119; Read it Again page 120; Reading Tips page 120; Rhymes for Reading page 121; Textured Books page 121; Baby Faces Book page 243.</p>
<p>2. Focuses on a book or the reader when hearing stories read to him/her</p>	<p>Infants V1-; Pictures Pictures page 79; Talking Together page 93; Picture Wall page 102; Book Look! page 116; My First Book page 119, Read It again! page 120; Textured books page 121; A Book With Doors page 123; Discovering Books page 124; My ABC Book page 126; Personal Book page 128, Pointing and Identifying page 128; Story Time page 130; Baby Faces Book page 243. Toddlers/Twos V2- Book Nook page 112; Fun with Picture Cards page 117; Word Book page 128</p>
<p>3. Gazes at or points to pictures in books.</p>	<p>Toddlers/Twos V2-Book Nook page 112; Caps for Sale page 113; Cozy Library page 114; First Reading Game page 115; Flap Book page 116; My Own Word Book page 121; Reading Buddies page 122; Reading Games page 122; Shape Book page 123; Sharing Books page 124; Story Participation page 125; Story Time page 125; Word Book page 128.</p>
<p>4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.</p>	<p>Toddlers/Twos V2-; Animal Talk page 81; Changing Sounds page 83; Copy Cat Language page 84; The Cow Says Moo page 84; Dressing Talk page 85; Everything Can Talk page 85; Fun with Words page 86; Hello! Who's There</p>

	<p>page 88; Hey Diddle Diddle page 89; Let's Talk page 92; Looking at the Wide World page 95; Pack'n Go page 98; Twinkle, Twinkle Little Star page 101; We're Looking Everywhere page 102; Where's the Chick? page 103; Yo-Ho A Spying We Will Go! page 103; Story Participation page 125; Story Time page 125; Tell Me About Your Work page 126; Sing Out page 178; Songs and Pictures page 179; This Old Man page 180; Songs on the Learn Every Day Music CD (Volume 2) page 183; Saying Names page 237; Sensory Books page 237; Outside Treasures page 269; How Do you Feel Today? page 286; Lots of TLC page 288; Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392</p>
<p>The Toddler Also (Benchmarks)</p>	
<p>5. Points to, labels, and/or talks about objects, events, or people within books.</p>	<p>Toddlers/Twos V2-All about the Picture page 81; Animal Talk page 81; Changing Sounds page 83; Copy Cat Language page 84; The Cow Says Moo page 84; Dressing Talk page 85; Everything Can Talk page 85; Fun with Words page 86; Hello! Who's There page 88; Hey Diddle Diddle page 89; Let's Talk page 92; Looking at the Wide World page 95; Pack'n Go page 98; Twinkle, Twinkle Little Star page 101; We're Looking Everywhere page 102; Where's the Chick? page 103; Yo-Ho A Spying We Will Go! page 103; Story Participation page 125; Story Time page 125; Tell Me About Your Work page 126; Songs and Pictures page 179; Saying Names page 237; Sensory Books page 237; Outside Treasures page 269; How Do you Feel Today? page 286; Lots of TLC page 288; Colors All Around Us Small Group</p>

	<p>Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392</p>
<p>6. Enjoys and repeats songs, rhymes, or fingerplays.</p>	<p>Toddlers and Twos V.2: Activities for Music and Movement pages 164-182; Other exemplars: If You're Happy and you know it page 90; A Jolly Good Fellow page 91; London Bridge page 94 ; Mirror Dance page 233; Shapes Big and Small Fun with Drums page 354; Wild Animals Animal Hunt page 385</p>
<p>7. Answers simple questions related to books.</p>	<p>Infants V1- Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Sound page 92; Movement and Position Words page 100; Name the Toy page 101; Pointing page 103; Repeat the Words page 103; Pointing and Identifying page 128; Floor Mirror page 148; Humming and Body Contact page 173; Songs and Rhymes page 176; Trade Funny Sounds page 178; Sing and Say page 183; ; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Gentle Touch page 244 Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248; Can you Copy Me? page 252; Class Photo Book page 253; Who's Here Magnets page 256. Toddlers/Twos V2--All about the Picture page 81; Animal Talk page 81; Changing Sounds page 83; Copy Cat Language page 84; The Cow Says Moo page 84; Dressing Talk page 85; Everything Can Talk page 85; Fun with Words page 86;</p>
<p>4.3 Early Writing Standard: Infants and toddlers engage in early writing experiences</p>	<p>Infants V1- Activities for Early Literacy Development pages 115-130; Toddlers/Twos V2- Activities for Early Literacy Development pages 109-128.</p>

The Infant (Benchmarks)	
1. Grasps and/or manipulates a variety of objects in his/her environment.	Infants V1 -Construction Area page 44; In and Out Area page 52; Left and Right page 68;On and Off Open and Close page 78;; Dangling Beach Toy page 146;; Opening Hands page 151; Prone Play page 151; Bouncing Baby page 153; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156; Hitting Two Objects page 163; Stacking Cups page 165 Toddlers/ Twos V2 - Jar Lid Puzzles page 58; Puzzle Fun page 63; Artistry page 133; Making Marks page 146; Eye Dropper Play page 201; Fill-and-Spill Bottles page 202; Screw The Top On page 208; Tear it up page 211; Toothbrush Holders page 211; Wrap It Up page 212;Washing Fun page 274
The older infant and toddler also:	
2. Scribbles spontaneously, usually using a fist grip.	Toddlers/Twos V2 - Brightest Chalk Scribbles page 133; Bundle Scribble Box page 134; Chalk on the Sidewalk page 134; Making Marks page 146;Printing with Paint page 152; Tempera Dabble page 162
3. Shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.	Infants V1 - Construction Area page 45; Water Area page 50; In and Out Area page 53; A Place for the Animals page 76; Hold the Toy page 77;On and Off/Open and Close page 78; What's In the Box page 80; Help Me Pack! Page 100; Toddlers/Twos V2 - Graduated Nesting page 56; Cup Stacking page 200; Stuff for Throwing Collection page 221;
Area 5: Mathematics and Science	
5.1 Comparison and Number Standard: Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.	Infants V1 -Contraction Area page 44-45;Compartments page 72; Hide the Teddy page 73;What's Under the Scarf page 75; What is under the Material page 75;Where is it? page 99; Where's Teddy? page 99; Stacking Cups page 165; Toddlers/Twos V2 - Graduated Nesting page 56; Two page 72; Shape Book page 123;Three Little Monkeys Jumping on the Bed page 190

The Infant (Benchmarks)	
1. Begins to notice characteristics of objects such as size, color, shape, or quantity.	Toddlers/Twos V2- Two page 72; Shape Book page 123; Three Little Monkeys Jumping on the Bed page 190; Five Little Kites page 331; Good Morning Numbers page 332; Popcorn Jump page 333; Two Hands One Heart page 334; Beanbag Toss page 335; Cooking with Numbers 337
The Toddler (Benchmarks)	
2. Matches and sorts objects by size, color, shape, or quantity.	Infants V1- Help Me Pack page 100; Movement and Position Words page 100; Collection of Balls page 162; Hitting Two Objects page 163 Toddlers and Twos V2; Bean-bag Toss page 335; Cooking with Numbers 337; Counting Containers page 338; Number Car Parade page 342; Purse Full of Number Fun page 343; Sock Sort page 344; Three Little Monkeys Integrated Activity page 378.
3. Begins to use simple counting in play and interactions, although numbers may occur out of order	Toddlers/Twos V2- Shoes for Fun page 65; Purse Full of Numbers page 343; Sock Sort page 344; Counting Containers page 338; Recycling is Great page 365
5.2 Patterns Standard: Infants and toddlers begin to recognize patterns.	Toddlers/Twos V2- Graduated Nesting page 56; Patterns with Blocks page 59; Puzzle Fun page 63; Someone Special page 67; Simple Shape Box page 66; Twos page 72; You Choose page 76; Hello! Who's There page 88; Special Day Together page 123; Painting Goes Wild page 142; Disposable Blocks page 201; Wrap it up page 212
The Infant (Benchmarks)	
1. Demonstrates expectations for familiar sequences of routines and experiences such as crying when it is near feeding time.	Toddlers/Twos V.2- Puppy Sounds page 62; Someone Special page 67; Dressing Talk page 85; Good Morning to You! page 87; Tell Me About Your Work page 126; Washing Fun page 274; Recorded Love Stories page 292
The Toddler (Benchmarks)	
2. Shows recognition of sequence in events or objects.	Infants V1- Hello page 68; Look into my Eyes, Snuggle Buggle I Love You! page 69; Hold the Toy page 77; Beginning Bonding page 88; I kiss you! You Kiss Me! page 192; Falling in Love page 244; Gentle Touch page 244; Nurturing

	Rituals page 246; You are Special page 248 Toddlers/Twos V2- Fun with Words page 86; Good Morning to You! page 87; Feelings page 282
3. Repeats actions in sequence, such as fingerplays.	Foundations: Socially Strong Emotionally Secure pages 202-207; Behavior of Infants, Toddlers, Twos in Group Settings pages 208-22 Infants V1. Pointing page 103; Water Play page 210; Messy Painting page 232; Social Rituals page 251; Who's Here page 251; Class Photo Book page 252; My Friends and Me page 254
4. Notices patterns and objects in the environment.	Toddlers/Twos V.2.- Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities Pages 385-392
5. Organizes objects into groups during play and exploration	Toddlers/Twos V2- Shoes for Fun page 65; Purse Full of Numbers page 343; Sock Sort page 344; Counting Containers page 338; Recycling is Great page 365
5.3 Shapes and Spatial Relationships Standard: Infants and toddlers show increasing understanding of spatial relationships.	Infants V1- Construction Area page 44; On and Off/Open and Close page 78; Napkin Rings page 78; Collection of Balls page 162; Stacking Cups page 165; Toddlers/Twos V2- Construction Center page 37; Food Shapes page 56; Graduated Nesting page 56
The Infant (Benchmarks)	
1. Takes objects apart.	Toddlers/Twos V2- Home Living Learning Space page 26; Boom Boom Down page 198; Cup Stacking page 200; Velcro Blocks page 211; Sand Box Play Page 236
2. Fills and empties containers.	Toddlers/Twos V2- Gardening Center page 43; First Color Mixing page 141; Fill and Spill Bottles page 202; Sprinkle Time page 272; Washing Fun page 274; Scoop Out The Ice Cubes page 208
The Toddler (Benchmarks)	
3. Takes objects apart and attempts to put them together.	Infants V1- Construction Area page 44; In and Out Area page 52; Left and Right

	<p>page 68; On and Off Open and Close page 78; In and Out page 154; Let's Make that Move page 154; Nooks and Crannies page 155; Rattle Me page 156; Hitting Two Objects page 163; Stacking Cups page 165 Toddlers/Twos V2-Home Living Learning Space page 26; Boom Boom Down page 198; Cup Stacking page 200; Velcro Blocks page 211; Sand Box Play Page 236</p>
<p>4. Shows awareness of his/her own body space.</p>	<p>Infants V1- Moving Right Along! Learning Spaces for Mobile Infants pages 33-57; Mystery Box page 127; Rattle Me page 156; Drum Up Some Fun page 212; I Can Make it Move page 217; Toddlers/Twos v2-Reverse Pull page 64; Community Drum page 166; Baby Food Jar Lid Clicker page 198; Boom, Boom Down page 198; Disposable Blocks page 201; Paper Rain page 205; Pop-Up Toy page 206; Pouring from Pitchers or Cups page 207;</p>
<p>5.4 Scientific Reasoning Standard: Infants and toddlers observe, describe, predict, and explore the world around them.</p>	
<p>The Infant or Toddler(Benchmarks)</p>	
<p>Engages in a variety of play experiences and exploration within inside and outside environments.</p>	<p>Infants V1- Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69; Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Sound page 92; The Bye-Bye Game page 123; Floor Mirror page 148; Humming and Body Contact page 173; Songs and Rhymes Page 176; Trade Funny Sounds page 178; Sing and Say page 183; Songs from the Learn Every Day Music CD (Infants) pages 189-196; Baby Bounce page 205; Floating Bubbles page 207; A Touching Game page 209; Blanket Fun page 226; Talk Walks page 227; Wind Sock page 228; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246; Rock the Baby page 246; When will kisses come? page 247; You Are Special page 248</p>
<p>Demonstrates curiosity in learning about the world around them.</p>	<p>Infant V1- ; Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69; A Place for the Animals page 76;</p>

	Talk to Me Activities for Communication and Language Development pages 82-103 Read it Again! page 120; Textured Books page 121; Trade Funny Sounds page 178; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246. Toddlers/Twos V2 -The Sounds of Rain page 68;Animal Sounds page 184; Ra-Ra-Raccoon page 188; Who's In the Barnyard page 192
Shows understanding of object permanence(that people exist when they cannot be seen, and objects exist even when hidden under a blanket) by looking for people and objects that have disappeared.	Toddlers/Twos V2 - See Me Explore! Learning Spaces for Older Toddlers pages 33-42; Behind the Flap page 53; Pulling Strings page 61; One Piece Puzzles page 204; Poking Things in Holes page 205; Graduated Nesting page 56; Cup Stacking page 200; Stuff for Throwing Collection page 221
Notices his/her own individual needs such as hunger or thirst	Foundations - Behavior of Infants, Toddlers and Twos in Group Settings pages 208-220; Toddlers/Twos V.2 Here I Come (Learning Spaces for Older Toddlers) pages 33-43;Here are my Hands page 57; Pee-Pee In the Toilet Bowl page 188; Cereal Pour page 199; I Can do it Myself page 202; Tooth Brush Holders page 211; Lunch with Teddy page 289
Begins to notice and label objects and events in the indoor and outdoor environments. Explores and engages in problem solving.	Infant V1 - ; Hello page 68; Look into my eyes page 69; SnuggleBuggle I Love you page 69;A Place for the Animals page 76; Talk to Me Activities for Communication and Language Development pages 82-103 Read it Again! page 120; Textured Books page 121; Trade Funny Sounds page 178; Falling in Love page 244; Gentle Touch page 244 ;Nurturing Rituals page 246. Toddlers/Twos V2 -The Sounds of Rain page 68;Animal Sounds page 184; Ra-Ra-Raccoon page 188; Who's In the Barnyard page 192
Area 6: Creative Arts	
6.1 Art Standard: Infants and toddlers participate in a variety of sensory and art-related experiences	Toddlers/Twos V2 All Things Creative-Open Ended Art, Music and Movement Exploration pages 129-192.
The Infant (Benchmarks)	
1. Gazes at a picture, photo, or mirror images.	Foundations: The Unique World of

	<p>Infants and Toddlers pages 118-134 Infants V.1 Family Pictures Page 77; Pictures, Pictures page 78; What's In the Box? Page 80; Listening Fun Page 97; Picture Wall page 102; Book Look! Page 116; Family Faces page 125; My ABC Book Page 126; Moving the Sound page 174; Pop Goes the Weasel Page 175; Live in Concert Page 180</p>
<p>2. Manipulates and explores play materials within the environment.</p>	<p>Toddlers/Twos V2- See Me Explore! Learning Spaces for Older Toddlers pages 33-42; Behind the Flap page 53; Pulling Strings page 61; One Piece Puzzles page 204; Poking Things in Holes page 205; Graduated Nesting page 56; Cup Stacking page 200; Stuff for Throwing Collection page 221</p>
<p>The older infant and toddler also: (Benchmarks)</p>	
<p>3. Expresses interest in art-related experiences and media.</p>	<p>Toddlers/Twos V.2- Art Exploration Activities pages 133-162; Additional Examples: Box Car Painting page 199; Stick it on picture page 243; Squeeze painting page 273</p>
<p>4. Engages in experiences that support creative expression.</p>	<p>Toddlers/Twos V.2- Art Exploration Activities pages 133-162; Additional Examples: Box Car Painting page 199; Stick it on picture page 243; Squeeze painting page 273; My Favorite Color Collage page 313; Circle Painting page 351; Collage Treasures page 368;</p>
<p>5. Chooses and experiments with a variety of art materials such as playdough, crayons, chalk, water, markers, and paint.</p>	<p>Infants V1- Messy Painting page 232; No Mess Painting page 233; Toddlers/Twos V.2- Art Exploration Activities pages 133-162; Additional Examples: Box Car Painting page 199; Stick it on picture page 243; Squeeze painting page 273; My Favorite Color Collage page 313; Circle Painting page 351; Collage Treasures page 368;</p>
<p>6.2 Rhythm, Music and Movement Standard: Infants and toddlers participate in a variety of rhythm, music, and movement experiences.</p>	<p>Infants V1- Shake the Rattle and Roll! Activities for music and Movement pages 167-196; Toddlers/Twos V2- Activities for Music and Movement 163-192</p>

The Infant or Toddler (Benchmarks)	
1. Shows interest in songs, tones, rhythms, voices, and music.	Toddlers and Twos V.2 All Things Creative Introduction pages 130-131: Activities for Music and Movement pages 164-182; Other exemplars: If You're Happy and you know it page 90; A Jolly Good Fellow page 91; London Bridge page 94 ; Mirror Dance page 233
2. Experiments with a variety of sound-making objects.	Toddlers and Twos V.2: Activities for Music and Movement pages 164-182; Other exemplars: If You're Happy and you know it page 90; A Jolly Good Fellow page 91; London Bridge page 94 ; Mirror Dance page 233; Shapes Big and Small Fun with Drums page 354; Wild Animals Animal Hunt page 385
3. Enjoys exploring ways of interacting with others through touch and motion.	Toddlers and Twos V.2: If You're Happy and you know it page 90; A Jolly Good Fellow page 91; London Bridge page 94 ; Community Drum page 166; Kitchen Band page 171; Let's Make Music page 172; Moving to Music page 174; Mirror Dance page 233; Shapes Big and Small Fun with Drums page 354; Wild Animals Animal Hunt page 385
The Toddler Also (Benchmarks)	
4. Chooses and participates in music and movement experiences.	Toddlers and Twos V.2: Activities for Music and Movement pages 164-182; Other exemplars: If You're Happy and you know it page 90; A Jolly Good Fellow page 91; London Bridge page 94 ; Mirror Dance page 233; Shapes Big and Small Fun with Drums page 354; Wild Animals Animal Hunt page 385
5. Sings simple songs and participates in fingerplays.	Toddlers and Twos V.2: Activities for Music and Movement pages 164-182; Other exemplars: If You're Happy and you know it page 90; A Jolly Good Fellow page 91; London Bridge page 94 ; Mirror Dance page 233; Shapes Big and Small Fun with Drums page 354; Wild Animals Animal Hunt page 385
6.3 Dramatic Play Standard: Infants and engage in dramatic play experiences.	
The Infant or Toddler (Benchmarks)	
1. Imitates the sounds, facial expressions, gestures, or behaviors of another person.	Toddlers/Twos V.2- Hat Learning Space pages 29; Friends Learning Space page

	31;Pouring from Pitchers and Cups page 207;Squeezing Sponges page 209; Important Play page 287; Lunch with Teddy page289; Gone Fishing page 355; Recycle and Save the Earth page 373;Animal Hunt page 385
2. Imitates the actions and sounds of animals, people, and objects	Infants V1- Hello page 68;; Always Talking page 86; Babbling page 86; Baby Talk page 88; Coo and Squeal page 89; My Favorite Sound page 92; The Bye-Bye Game page 123; Humming and Body Contact page 173; Songs and Rhymes page 176; Trade Funny Sounds page 178; Sing and Say page 183; Songs from the Learn Every Day Music CD (Infants) pages 189-196; Talk Walks page 227; Wind Sock page 228; Toddlers/Twos V2- Changing Sounds page 83; Copycat Language page 84; Everything Can Talk page 85; Let's Talk page 92; The Singsong Game page 99; Sounds of Nature page 271
The Toddler Also (Benchmarks)	
3. Engages in dramatic play in both indoor and outdoor environments.	Toddlers/Twos V.2- Hat Learning Space pages 29; Friends Learning Space page 31;Pouring from Pitchers and Cups page 207;Squeezing Sponges page 209; Important Play page 287; Lunch with Teddy page289; Gone Fishing page 355; Recycle and Save the Earth page 373;Animal Hunt page 385
Area 7: Social Studies	
7.1 Awareness of Family and Community Standard: Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.	Toddlers/Twos V.2- Dressing Talk page 85; Good Morning to You! page 87; Recorded Love Stories page 292
The Infant or Toddler(Benchmarks)	
1. Expresses enjoyment at being in a familiar setting or group.	Foundations- Behavior of Infants, Toddlers and Twos in Group Settings pages 208-220; Toddlers/Twos V.2 Here I Come (Learning Spaces for Older Toddlers) pages 33-43; I Can do it Myself page 202; Important Play page 287; Look What I Can Do page 287. Turning on Lights page 296; Working Together page 296; Collage Treasures page 368; Earth Day Play page 370

<p>2. Recognizes familiar adults and uses them to determine safety during exploration.</p>	<p>Infants V1-I move area page 34; I Touch Area! pages 38-39; Follow the Action; Follow the Bee page 67; Hold the Toy page 77; Pointing page 103; Dangling Beach Toy page 146; Find the Toy page 148; Fun Things to Kick page 149; Kick Back page 150; Opening Hands page 151; Prone Play page 151; Rattle Me page 156; Tug of War page 158; Balls, Balls, Balls, page 159; Hitting Two Objects page 163; Shoe Box Train page 164; Stacking Cups page 165;</p>
<p>3. Freely explores and plays within familiar setting</p>	<p>Toddlers/Twos V.2- Setting the Stage for Toddlers & Twos Here I Come: Learning Spaces for Young Toddlers pages 22-31; Brain Builder Activities pages 51-76; Exploring my Wonderful World Learning Through the Senses pages 223-248</p>
<p>7.2 Awareness of Culture Standard: Infants and toddlers demonstrate a strong sense of self within their culture.</p>	<p>Toddlers/Twos V.2- Art Exploration Activities pages 133-162; Additional Examples: Box Car Painting page 199; Stick it on picture page 243; Squeeze painting page 273; My Favorite Color Collage page 313; Circle Painting page 351; Collage Treasures page 368;</p>
<p>The Infant or Toddler (Benchmarks)</p>	
<p>1. Expresses enjoyment at being in a familiar setting or group.</p>	<p>Foundations- Behavior of Infants, Toddlers and Twos in Group Settings pages 208-220; Toddlers/Twos V.2 Here I Come (Learning Spaces for Older Toddlers) pages 33-43; I Can do it Myself page 202; Important Play page 287; Look What I Can Do page 287. Turning on Lights page 296; Working Together page 296; Collage Treasures page 368; Earth Day Play page 370</p>
<p>2. Chooses and participates in familiar experiences, including songs and stories from his or her home culture.</p>	<p>Toddlers/Twos V.2 - This standard is infused throughout the toddler program a few examples include; Exploring my Wonderful World Learning Through the Senses pages 223-248; Nurture the Love of Nature pages 249-274; Making Friends Social Skills for Life pages 279-296</p>
<p>7.3 Exploration of the Environment Standard: Infants and toddlers explore new environments with interest and recognize familiar places.</p>	

The Infant or Toddler (Benchmarks)	
<p>1. Demonstrates interest and curiosity within familiar and unfamiliar settings.</p>	<p>Toddlers/Twos V2- See Me Explore! Learning Spaces for Older Toddlers pages 33-42; Behind the Flap page 53; Pulling Strings page 61; One Piece Puzzles page 204; Poking Things in Holes page 205; Graduated Nesting page 56; Cup Stacking page 200; Stuff for Throwing Collection page 221</p>
<p>2. Explores and plays with new, as well as familiar objects in the environment using all five senses.</p>	<p>Toddlers/Twos V.2-I Can Do It Myself! page 203; One Piece Puzzles page 204; Pouring from Pitchers and Cups page 207; Touch the Toy page 248; Colors All Around Us Small Group Activities pages 305-313; Farm Animals Small Group Activities pages 320-328; Numbers Everywhere Small Group Activities pages 335-344; Shapes Big and Small Small Group Activities pages 351-360; Taking Care of My Green Earth Small Group Activities pages 367-375; Wild Animals Small Group Activities pages 385-392</p>