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| **The Big Idea: I can build a relationship with my teachers.** | | | | | | | |
|  | **Week 1**  Getting to know you | **Week 2**  Bubbles | | **Week 3**  Snow | **Week 4**  White | | **Week 5**  Bears |
| **Cognitive**  **Standards** | *1.1 Infants and toddlers participate in health and safe living practices.*  *3.3 Relationships with Caregivers* | | | | | | |
| **Benchmarks** | *The infant sleeps on the back until he/she can roll from back to stomach.(1.1)*  *Takes in fluids from the bottle, progressing to solid foods and drinking from a cup.(1.1)*  *distinguishes between familiar and unfamiliar caregivers.(3.3)*  *Accepts assistance and comfort from familiar caregivers.(3.3)*  *Seeks and maintains contact with familiar caregivers.(3.3)*  *Shows discomfort at separations from familiar caregivers.(3.3)*  *Seeks help from familiar caregivers in uncertain situations.(3.3)* | | | | | | |
| **Ages & Stages** | **Ages & Stages:**  **6 weeks-4 months** | | **Ages & Stages:**  **4 months-8 months** | | | **Ages & Stages:**  **By-12 months** | |
| **Physical Development** | Lefts head and chest when lying on stomach  Holds both eyes in a fixed position | | First teeth begin to appear.  Drools, mouths, and chews on objects | | | May begin to eliminate morning nap  Begins to refuse bottle or wean self | |
| **Mental**  **Development** | Explores objects with mouth  Plays with fingers, hands, toes | | Cries in different ways to say he or she is hurt, wet, hungry, or lonely  Makes noises to voice displeasure or satisfaction. | | | Says first words  Dances or bounces to music | |
| **Social and Emotional** | Cries to communicate pain, fear, discomfort  Babbles or coos | | Responds to own name  Shows fear of falling off high places such as play equipment or stools | | | Copies adult actions such as drinking from a cup, talking on phone  Responds to name | |
| Caregiving Supports | | | | | | | |
| Place *each* infant on the back for sleeping and the stomach for play.  Use safe, healthy caregiving practices in diapering, meal, toileting, and nose-wiping routines with *each* child.  Individualize strategies to assist *each* child to engage in safe and  Healthy practices as independently as possible.  Provide opportunities for children to play with similar materials in the same area.  Play turn-taking games, such as rolling a ball, with *each* child or small groups of children.  Coach the toddler to resolve conflicts through active listening and help to ensure that *each* child’s messages are understood by others. | | | | | | | |

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| **The Big Idea: I can use play to learn and express myself.** | | | | | | | |
|  | **Week 7** Red | **Week 8**  Hearts | | **Week 9**  Senses | **Week 10**  Green | | **Week 11**  Lions |
| **Cognitive**  **Standards** | *1.2 Infants and toddlers engage in play to learn*  *3.2 Infants and toddlers show increasing awareness of the ability to express emotions in socially and culturally appropriate ways.* | | | | | | |
| **Benchmarks** | *Uses sights, smells, sounds, textures, and tastes to explore and experience activities and materials.(1.2)*  *Chooses and participates in a variety of play activities.(1.2)*  *Imitates behaviors in play.(1.2)*  *Indicates need for assistance by actions such as crying, gesturing,*  *vocalizing, using words, or approaching familiar caregivers.(3.2)*  *Comforts him or herself when distressed or tired by actions such as*  *sucking, stroking a blanket, or hugging a toy (3.2)* | | | | | | |
| **Ages & Stages** | **Ages & Stages:**  **6 weeks-4 months** | | **Ages & Stages:**  **4 months-8 months** | | | **Ages & Stages:**  **By-12 months** | |
| **Physical Development** | Follows a moving object or person with eyes  Grasps rattle or finger | | Drinks from a cup with help  Enjoys some finely chopped foods. | | | Eats three meals a day with 2 snacks in between Enjoys drinking from a cup | |
| **Mental**  **Development** | Reacts to sound of voice, rattle, bell  Turns head toward bright colors and lights | | Recognizes and looks for familiar voices and sounds  Learns by using senses like smell, taste, touch, sight, and hearing. | | | Interested in picture books  Pays attention to conversations | |
| **Social and Emotional** | Loves to be touched and held close  Responds to shaking rattle or bell | | Spends a great deal of time watching and observing.  Responds differently to strangers and family members. | | | Likes to watch self in mirror  Expresses fear or anxiety toward strangers | |
| Caregiving Supports | | | | | | | |
| Prepare the physical environment to encourage children’s play by providing a variety of sufficient materials to facilitate development in all areas.  Provide daily opportunities for play, including indoor/outdoor play, active/quiet play, and large/fine motor play for *each* child.  Adapt materials as needed so that *each* child can explore the environment through play.  Engage in turn-taking games, such as making faces, vocalizing, and imitating actions with *each* child.  Match activities to the interests and abilities of *each* infant or toddler, occasionally showing the next steps, as needed. | | | | | | | |

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| **The Big Idea: I learn through movement and comparison.** | | | | | | | |
|  | **Week 13**  Triangles | **Week 14**  Spring | | **Week 15**  Mommy | **Week 16**  Yellow | | **Week 17**  Easter |
| **Cognitive**  **Standards** | *1.3 Infants and toddlers develop large motor skills.*  *5.1 Infants and toddlers show increasing understanding of comparisons and amount including use of numbers and counting.* | | | | | | |
| **Benchmarks** | *Shows increasing balance, strength, and coordination in activities such as sitting and standing.(1.3)*  *Shows increasing control in large motor skills such as reaching, rolling over, crawling, standing, and walking.(1.3)*  *Begins to notice characteristics of objects such as size, color, shape, or quantity.(5.1)* | | | | | | |
| **Ages & Stages** | **Ages & Stages:**  **6 weeks-4 months** | | **Ages & Stages:**  **4 months-8 months** | | | **Ages & Stages:**  **By-12 months** | |
| **Physical Development** | Wiggles and kicks with arms and legs  Rolls Over  Sits with support | | Closes Mouth firmly or turns head when no longer hungry  Develops a rhythm for feeding, eliminating, sleeping and being awake. | | | May begin to eliminate morning nap  Begins to refuse bottle or wean self | |
| **Mental**  **Development** | Recognizes bottle  Responds to sound by quieting down, blinking, turning head, startling, or crying | | Focuses eyes on small objects and reaches for them.  Looks for ball rolled out of sight | | | Says first words  Dances or bounces to music | |
| **Social and Emotional** | Returns a Smile  Responds to Peek a boo | | Shows fearfulness toward strangers; is friendly to family members.  Imitates sounds, actions, and facial expressions made by others. | | | Wants caregiver or parent to be in constant sight  Offers toys or objects to others, expects them to be returned. | |
| Caregiving Supports | | | | | | | |
| Provide daily a variety of developmentally appropriate indoor and outdoor activities and materials to stimulate *each* child’s large muscle activities.  Provide help as needed for *each* child to practice large motor skills by using strategies and materials such as positioning pillows, play gyms for reaching, surfaces to crawl over, stable surfaces to pull up, push toys, walk-along toys, and riding toys.  Vary the height of toys offered to encourage movement by *each* child.  Reposition *each* infant often.  Describe the groups of objects that the child makes  Provide space and materials with multiple colors, shapes, and sizes for sorting and grouping.  Use numbers to label actions such as counting shoes or toes or crackers in routine dressing and feeding activities with *each* child.  Use counting finger-plays, rhymes, and songs (for example: one, two, buckle my shoe) with *each* child. | | | | | | | |

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| **The Big Idea: I can use fine motor skills to engage in early writing.** | | | | | | | |
|  | **Week 19**  Flowers | **Week 20**  Circles | | **Week 21**  Blue | **Week 22**  Frogs | | **Week 23**  Daddy |
| **Cognitive**  **Standards** | *1.4 Infants and toddlers develop fine motor skills.*  *4.3 Infants and toddlers engage in early writing activities* | | | | | | |
| **Benchmarks** | *The infant uses hand-eye coordination to perform self-help and fine motor tasks, such as eating food, picking up objects, placing objects, and transferring objects from hand to hand.(1.4)*  *The infant or toddler grasps a variety of objects for eating and play in his/her environment, with and without handles, such as blocks, spoons, markers, etc. (4.3)* | | | | | | |
| **Ages & Stages** | **Ages & Stages:**  **6 weeks-4 months** | | **Ages & Stages:**  **4 months-8 months** | | | **Ages & Stages:**  **By-12 months** | |
| **Physical Development** | Lefts head and chest when lying on stomach  Holds both eyes in a fixed position | | Rolls from back to stomach and stomach to back.  Sits alone without support and holds head erect. | | | Begins to eat finger foods.  Continues to explore everything by mouth. | |
| **Mental**  **Development** | Explores objects with mouth  Plays with fingers, hands, toes | | Searches for toys hidden under a blanket, basket, or container.  Explores objects by touching, shaking, banging, and mouthing. | | | Claps hands, waves bye, if prompted.  Likes to place objects inside one another | |
| **Social and Emotional** | Cries to communicate pain, fear, discomfort  Babbles or coos | | Shows distress if toy is taken away.  Squeals, laughs, babbles, smiles in response. | | | May become attached to a favorite toy or blanket  Pushes away something he or she does not want. | |
| Caregiving Supports | | | | | | | |
| Provide a variety of activities and materials to stimulate *each* child’s fine muscle activities.  Provide help as needed for *each* child to be successful in fine muscle activities.  Provide time, equipment, and encouragement for *each* child to develop self-help skills such as undressing, feeding, zipping, snapping, buttoning, and hand-washing.  Use strategies that allow *each* child to increase self-help and fine motor skills.  Provide time for *each* infant to be on his/her stomach, using their arms to push up.  Provide sensory experiences for *each* child, including opportunities to use early fine motor movements and wrist rotation in a variety of activities such as water- or sand-play, stacking blocks, dumping and filling tubs, etc.  Give *each* child supervised opportunities to use the pincer grasp (finger-thumb) skills in a variety of activities such as eating or grasping. | | | | | | | |

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| **The Big Idea: I can use curiosity to engage experiences.** | | | | | | | | | |
|  | **Week 25**  Bugs | | **Week 26**  Balls | | **Week 27**  Purple | **Week 28**  Furry | | | **Week 29**  Squares |
| **Cognitive**  **Standards** | *2.1Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills*  *2.2 Infants and toddlers purposefully choose, engage, and persist in experiences and activities.* | | | | | | | | |
| **Benchmarks** | Shows interest in people, objects, and events. (2.1)  Chooses, explores, and manipulates a variety of objects or toys.(2.1)  Holds attention of familiar caregiver, for example, through eye contact or vocalizations.(2.2)  Repeats a newly learned activity(2.2)  Engages and persists towards a goal with an activity, toy, or object. (2.2) | | | | | | | | |
| **Ages & Stages** | **Ages & Stages:**  **6 weeks-4 months** | | | **Ages & Stages:**  **4 months-8 months** | | | **Ages & Stages:**  **By-12 months** | | |
| **Physical Development** | Lefts head and chest when lying on stomach  Holds both eyes in a fixed position | | | First teeth begin to appear.  Drools, mouths, and chews on objects | | | May begin to eliminate morning nap  Begins to refuse bottle or wean self | | |
| **Mental**  **Development** | Explores objects with mouth  Plays with fingers, hands, toes | | | Cries in different ways to say he or she is hurt, wet, hungry, or lonely  Makes noises to voice displeasure or satisfaction. | | | Says first words  Dances or bounces to music | | |
| **Social and Emotional** | Cries to communicate pain, fear, discomfort  Babbles or coos | | | Responds to own name  Shows fear of falling off high places such as play equipment or stools | | | Copies adult actions such as drinking from a cup, talking on phone  Responds to name | | |
| Caregiving Supports | | | | | | | | | |
| Prepare an environment with a variety of familiar and new materials that can be used in different ways to encourage *each* child’s choices and exploration.  Watch, ask, and adapt activities to meet *each* child’s needs and interests.  Respect the process of *each* child’s explorations, without expecting finished “products”  Safeguard the environment, giving *each* child freedom to explore.  Support *each* child’s exploration through smiling, nodding and talking.  Provide protected spaces and adequate time for *each* child to choose toys and to play without being interrupted.  Reintroduce toys multiple times to determine *each* child’s interest.  Allow *each* child to take the lead in play.  Provide additional support and assistance for *each* child to engage and persist with toys. | | | | | | | | | |
| **The Big Idea: I can use problem solving to understand the world around me.** | | | | | | | | | |
|  | **Week 31** Apples | | **Week 32**  Orange | | **Week 33**  Leaves | **Week 34**  Rectangle | | | **Week 35**  Pumpkins |
| **Cognitive**  **Standards** | *2.3Infants and toddlers demonstrate strategies for reasoning and problem solving.*  *5.4* *Infants and toddlers observe, describe, and predict the world around them.* | | | | | | | | |
| **Benchmarks** | Uses an object, action, or caregiver as a means to a goal, such as pulling a string to reach a toy or pushing a button to hear a sound.(2.3)  Uses trial-and-error to find a solution to a problem.(2.3)  Imitates a caregiver action to solve a problem.(2.3)  Explores and manipulates natural materials such as water and sand. (5.4)  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(5.4)  Notices their own individual needs (for example, hunger, thirst).(5.4)  Begins to notice and label objects and events in the environment.(5.4) | | | | | | | | |
| **Ages & Stages** | **Ages & Stages:**  **6 weeks-4 months** | | | **Ages & Stages:**  **4 months-8 months** | | | **Ages & Stages:**  **By-12 months** | | |
| **Physical Development** | Follows a moving object or person with eyes  Grasps rattle or finger | | | Drinks from a cup with help  Enjoys some finely chopped foods. | | | Eats three meals a day with 2 snacks in between Enjoys drinking from a cup | | |
| **Mental**  **Development** | Reacts to sound of voice, rattle, bell  Turns head toward bright colors and lights | | | Recognizes and looks for familiar voices and sounds  Learns by using senses like smell, taste, touch, sight, and hearing. | | | Interested in picture books  Pays attention to conversations | | |
| **Social and Emotional** | Loves to be touched and held close  Responds to shaking rattle or bell | | | Spends a great deal of time watching and observing.  Responds differently to strangers and family members. | | | Likes to watch self in mirror  Expresses fear or anxiety toward strangers | | |
| Caregiving Supports | | | | | | | | | |
| Provide toys and materials that can be used in different ways to encourage problem solving and exploration.  Acknowledge new learning and wait for the child to signal for help.  Guide the learning process rather than provide solutions.  Allow and encourage repetitive activities, such as dropping and picking up objects or playing games like “Peek-a-boo” with *each* child.  Allow free exploration of safe natural materials, if culturally appropriate, such as leaves, grass, snow, or food materials.  Describe natural events, such as a squirrel on the lawn or a bird flying overhead. | | | | | | | | | |
| **The Big Idea: I use a positive sense of self when I engage with others.** | | | | | | | | | |
|  | **Week 37**  **Brown** | | **Week 38**  Feathers | | **Week 39**  Diamond | **Week 40**  Ooey Gooey | | | **Week 41**  Tasty Tidbits |
| **Cognitive**  **Standards** | *3.1Infants and toddlers display a positive sense of self.*  *3.4 Infants and toddlers respond to and initiate interactions with other children.* | | | | | | | | |
| **Benchmarks** | *Explores his/her own body and shows awareness of self (for example, by responding to own image in mirror).(3.1)*  *Shows preferences for toys and activities.(3.1)*  *Expresses enjoyment (for example, after succeeding in an activity).(3.1)* *.*  *Responds and initiates interactions through gestures and vocalizations with other children.(3.4)*  *Accepts help from familiar caregivers in interactions with other children.(3.4)* | | | | | | | | |
| **Ages & Stages** | **Ages & Stages:**  **6 weeks-4 months** | **Ages & Stages:**  **4 months-8 months** | | | | | | **Ages & Stages:**  **By-12 months** | |
| **Physical Development** | Wiggles and kicks with arms and legs  Rolls Over  Sits with support | Closes Mouth firmly or turns head when no longer hungry  Develops a rhythm for feeding, eliminating, sleeping and being awake.  Raises up on arms and knees into crawling position; rocks back and forth but may not move forward.  Transfers one object from one hand to another. | | | | | | May begin to eliminate morning nap  Begins to refuse bottle or wean self | |
| **Mental**  **Development** | Recognizes bottle  Responds to sound by quieting down, blinking, turning head, startling, or crying | Focuses eyes on small objects and reaches for them.  Looks for ball rolled out of sight  Searches for toys hidden under a blanket, basket, or container.  Enjoys Dropping objects over edge of chair or crib. | | | | | | Says first words  Dances or bounces to music | |
| **Social and Emotional** | Returns a Smile  Responds to Peek a boo | Shows fearfulness toward strangers; is friendly to family members.  Imitates sounds, actions, and facial expressions made by others.  Shows distress if a toy is taken away. | | | | | | Copies adult actions such as drinking from a cup, talking on phone  Responds to name | |
| Caregiving Supports | | | | | | | | | |
| Point out and correctly name *each* child’s body parts during daily routines such as diapering, toileting, and bathing.  Give opportunities for *each* child to explore awareness of self and familiar others through touch, photographs, mirrors, and video and sound.  Provide opportunities for *each* child to choose toys and/or activities and to play with similar materials in the same area.  Show pleasure in the activities and accomplishments of *each* child.  Play turn-taking games, such as rolling a ball, with *each* child or small groups of children. | | | | | | | | | |
| **The Big Idea: I grow when I am comfortable with the people and routines I am used to.** | | | | | | | | | |
|  | **Week 43**  Wheels | | **Week 44**  Black | | **Week 45**  My World | **Week 46**  Mittens | | | **Week 47**  Jammy Time |
| **Cognitive**  **Standards** | *3.5Infants and toddlers demonstrate a sense of comfort within their family, program, community, and culture.*  *5.2Infants and toddlers understand patterns* | | | | | | | | |
| **Benchmarks** | *Shows enjoyment at being a familiar setting or group. (3.5)*  *Chooses and participates in familiar activities, including songs and stories from the home culture. (3.5)*  *Demonstrates expectations for familiar sequences of events. (5.2)* | | | | | | | | |
| **Ages & Stages** | **Ages & Stages:**  **6 weeks-4 months** | | | **Ages & Stages:**  **4 months-8 months** | | | **Ages & Stages:**  **By-12 months** | | |
| **Physical Development** | Lefts head and chest when lying on stomach  Holds both eyes in a fixed position | | | First teeth begin to appear.  Drools, mouths, and chews on objects | | | May begin to eliminate morning nap  Begins to refuse bottle or wean self | | |
| **Mental**  **Development** | Explores objects with mouth  Plays with fingers, hands, toes | | | Cries in different ways to say he or she is hurt, wet, hungry, or lonely  Makes noises to voice displeasure or satisfaction. | | | Says first words  Dances or bounces to music | | |
| **Social and Emotional** | Cries to communicate pain, fear, discomfort  Babbles or coos | | | Responds to own name  Shows fear of falling off high places such as play equipment or stools | | | Copies adult actions such as drinking from a cup, talking on phone  Responds to name | | |
| Caregiving Supports | | | | | | | | | |
| Arrange the room, adjust space, and provide materials/toys so that two or more children, including those with special health concerns, can play alongside each other or interact with play.  Provide a labeled space where *each* child’s possessions are kept.  Provide opportunities for *each* child to join in activities such as finger plays or singing songs from the child’s home language or culture.  Include staff or volunteers from *each* child’s home culture.  Label patterns in events and objects for *each* child.  Use language to describe patterns or sequences of events (for example, “First, we put your coat on. Then, we’ll go outside.”).  Use finger-plays and songs with repeatable action patterns. | | | | | | | | | |
| Foundational Standards Literacy  (These standards are incorporated every week) | | | | | | | | | |
| **Standards** | *4.1Infants and toddlers understand and use communication and language for a variety of purposes*  *4.2 Children engage in early reading activities.* | | | | | | | | |
| **Benchmarks** | *Responds to the vocalizations and communications of familiar caregivers (4.1)*  *Uses vocalizations and gestures to gain attention from others (4.1)*  *Increases both listening and speaking vocabulary (4.1)*  *Explores or shows interest in books by picking them up, mouthing them, carrying them, or going through pages.(4.2)*  *Focuses on a book or the reader when hearing stories read. (4.2)*  *Points to or gazes at pictures in books.(4.2)*  *Responds to or engages in rhymes with the caregiver.(4.2)* | | | | | | | | |
| Caregiving Supports | | | | | | | | | |
| Describe *each* child’s activities and Talk with *each* child during routine activities, such as diapering and mealtime.  Repeat and expand *each* child’s vocalizations.  Support attention-getting strategies to gain interaction as needed with *each* child.  Take turns exchanging vocalizations with *each* child using his/her home language.  Make eye contact with *each* child while speaking or listening, whenever possible, and with respect for cultural needs, hearing impairment, or developmental delay.  Individualize strategies to facilitate communication with *each* child.  Read books daily to *each* child.  Respond to *each* child’s interest in a book, talking about pictures and actions.  Provide a variety of books, including both fiction and non-fiction books, and textures for *each* child to explore.  Provide opportunities each day for *each* child to participate in finger-plays, rhymes, and songs, including those in sign | | | | | | | | | |

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| Foundational Art Standards  (These standards are incorporated every week) | |
| **Standards** | *6.1Infants and toddlers explore art through a variety of safe two- and three-dimensional media.*  *6.2Infants and toddlers participate in a variety of rhythm, music, and movement experiences.*  *6.3Infants and toddlers engage in dramatic play experiences.* |
| **Benchmarks** | *Gazes at a picture, photo, or mirror images. (6.1)*  *With supervision, experiments with a variety of art materials.(6.1)*  *Engages in experiences that support creative expression.(6.1)*  *Experiments with a variety of sound-making objects.(6.2)*  *Explores moving rhythmically.(6.2)*  *Enjoys exploring ways of interacting with others through touch and motion.(6.2)*  *Imitates the sound, facial expression, or gesture of another person.(6.3)*  *Imitates the actions and sounds of people, animals, and objects in the environment.(6.3)* |
| Caregiving Supports | |
| Provide supervised daily opportunities for creative expression that  Reflect the home cultures of the families served.  Use descriptive words to point out colors, shapes, and textures during a creative art experience.  Join *each* child in daily singing and movement activities to music.  Provide *each* child with opportunities to experience musical activities and traditions reflecting the home cultures of the families served.  Provide space, time, and materials from the home culture for *each* child to use in imitating actions, simple roles, and in pretend play.  Play with *each* child in pretend play (such as pretending to eat, drink). | |