

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
** 75% alignment to domain is needed to meet alignment threshold **

Pennsylvania Learning Standards for Early Childhood	Parents as Teachers Alignment to Curriculum
Approaches to Learning Through Play	
Standard AL.1: Constructing and Gathering Knowledge	General Development Information
<p>Curiosity and Initiative AL.1 I.A Use the senses as a primary means to explore and learn from the environment.</p> <ul style="list-style-type: none"> Use hands, mouth, eyes in a coordinated manner to explore body, objects and surroundings Transfer items from hand to hand to investigate the feel or appearance <p>AL.1 YT.A Show interest in various environmental stimuli.</p> <ul style="list-style-type: none"> Ask questions to obtain an adult response Point to and move towards an object or activity Engage with objects to learn about them Reach for or ask to play with a new toy or object after introduced by adult <p>AL.1 OT.A Explore characteristics of and ask questions about objects people, activities and environments.</p> <ul style="list-style-type: none"> Explore object to see how they work (e.g. pushing buttons to start and stop turning object over) Approach others at play and ask what they are doing or attempt to join in Make independent play choices Ask questions to seek information 	<ul style="list-style-type: none"> How Young Children Approach Learning (PER) Looking at Development: 8 to 14 Months (PER) Playing with Blocks (PER) The Value of Play (PER) <ul style="list-style-type: none"> Motor Experience Center: Using Hands and Eyes Together (PH) 14 to 24 Months: Your Child's Language Development (PH) Child Development Chart (PH) Approaches to Learning in the Early Years (PH) Choosing Age-Appropriate Toys for Your Toddler (PH) Play Is Learning (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Unwrapping a Toy: Being Curious and Exploring Tennis Ball Puzzle: Dumping, Matching and Thinking Blanket Pull Grab It: Using Eyes and Hands Together, Grabbing and Batting Block Play: Solving Problems, Using Small Muscles, and Building
<p>Risk Taking AL.1 I.B Explore in the comfort of a familiar surrounding or adult.</p> <ul style="list-style-type: none"> Engage in play routines near a familiar adult Engage with an unfamiliar adult to complete routine activity while a familiar adult is nearby Try to take walking steps to reach a familiar adult <p>AL.1 YT.B Explore the environment in close proximity to and in the constant sight of familiar adult.</p> <ul style="list-style-type: none"> Engage with an unfamiliar adult while a familiar adult is nearby Participate in new experiences initiated by familiar adult <p>AL.1 OT.B Explore the environment independently seeking occasional approval from adults.</p> <ul style="list-style-type: none"> Turn and look to adult for reassurance when attempting new things or meeting new people Observe adult completing a task, then independently attempt the task 	<ul style="list-style-type: none"> The Importance of Parent-Child Interaction (PER) Social-Emotional Development: 8 to 14 Months (PER) <ul style="list-style-type: none"> Space and Structure for Your Little Explorer (PH) Understanding Stranger and Separation Anxiety (PH) Your Baby's Social-Emotional Development (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Helping Your Baby Move: Exploring and Gaining Strength Playing Catch Ball Play

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Stages of Play AL.1.I.C Engage in parallel play. Move toward an object Imitate adult actions in play Children will independently play near adults Play near others without interacting with them AL.1.YT.C Engage in associative play.</p> <ul style="list-style-type: none"> • Imitate action of peers and adults in their play • Build with blocks alongside another block-builder, occasionally taking the other's blocks for own structure • Color on paper with crayons while seated next to another child who is coloring or painting • Place phone to ear and pretend to listen after watching a peer complete similar action • Join others at play, first watching and later joining in <p>AL.1.OT.C Engage with others in simple cooperative play.</p> <ul style="list-style-type: none"> • Interact with other children during play • Join others play, first watching and later joining in • Act out familiar scenarios 	<p>The Value of Play(PER) The Importance of Pretend Play (PER) Approaches to Learning (PER)</p> <p>Play is Learning (PH) Child Development Chart (PH) Let the Games Begin! Games for Young Babies (PH) Pretend Play with Your Child (PH) What You'll Notice as Your Baby (PH) Develops Self-Concept (PH)</p> <p><u>Relevant Activity Page:</u> Play to Learn: Observing and Responding During Floor Time Pretend Picnic: Imagining and Showing Understanding Train Ride: Pretending and Lining Up Imitation Play: Leading and Following</p>
<p>•</p>	<p>•</p>
<p>Standard AL.2: Organizing and Understanding Information</p>	<p>General Development Information</p>
<p>Engagement and Attention AL.2 I.A Interact with others, objects or activities for short periods of time.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult, peer, or object nearby • Engage in exploration of objects within the environment <p>AL.2 YT.A Engage with others, focus attention and participate in activities for longer periods of time.</p> <ul style="list-style-type: none"> • Engage in the same activity over and over • Engage with adult in extended reciprocal interactions • Examine an object with interest • Read a book with an adult from start to finish <p>AL.2 OT.A Focus attention and participate in task oriented activities.</p> <ul style="list-style-type: none"> • Complete short, simple task with adult support • Engage with peers in play for an extended period • Participate with others focusing on a specific task • Try a task or activity several times 	<ul style="list-style-type: none"> • How Young Children Approach Learning (PER) • Temperament (PER) • Attachment and Brain Development (PER) <ul style="list-style-type: none"> • Understanding Your Child's Temperament (PH) • Supporting Your Child's Temperament (PH) • Helping Your Toddler Listen and Hear (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> • Read-to-Me Interacting and Setting a Routine • Face-to-Face Talking: Communicating and Looking
<p>Task Analysis AL.2 I.B Anticipate next step of a familiar routine or activity.</p> <ul style="list-style-type: none"> • Repeat routine actions (e.g. lift legs for clean diaper) 	<ul style="list-style-type: none"> • Motor Development: 8 to 14 Months (PER) • The Games Children Play (PER) • Playing Games with Your Toddler (PER) <ul style="list-style-type: none"> • Exploring Music: Ways to Have Fun with Your

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>placement, hold out hand for washing following diaper change, go to seat in expectation of meal)</p> <ul style="list-style-type: none"> ● Reference AL.2 YT.B <p>Know the sequence of familiar routines.</p> <ul style="list-style-type: none"> ● Complete the sequence of a familiar routine ● Demonstrate frustration when routine is changed ● Reference AL.2 OT.B <p>Identify and complete the sequence of familiar routines and tasks.</p> <ul style="list-style-type: none"> ● Complete a multi-step task with adult support ● Verbalize the daily schedule (e.g. breakfast comes after morning meeting) ● Talk about ways to complete a task or activity and act on it ● Describe the sequential steps of basic routines and activities 	<ul style="list-style-type: none"> ● Child (PH) ● Puzzle Play (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Talk About: Listening and Connecting ● Matching Game ● Memory Game ● Baby Game ● Pulling Up ● Push-Pull Toy
<p>Persistence AL.2 I.C</p> <p>Engage with an object in more than one way.</p> <ul style="list-style-type: none"> ● Repeat attempts to engage an adult to meet needs ● Play with a variety of objects to determine similar and different outcomes ● Explore objects in the environment <p>AL.2 YT.C</p> <p>Attempt to accomplish challenging tasks.</p> <ul style="list-style-type: none"> ● Demonstrate frustration when attempting to complete a difficult task (e.g. may give up, walk away from task) ● Persist in working with materials that are challenging ● Solve simple problems independently ● Attempt to complete task in more than one way (e.g. using materials in more than one way, trial and error) ● Stick to a task for a short period before asking for help ● Show excitement in completion of a challenging task <p>AL.2 OT.C</p> <p>Attempt to accomplish challenging tasks by employing familiar strategies.</p> <ul style="list-style-type: none"> ● Attempt to complete a task in more than one way (e.g. using materials in more than one way, trial and error, and breaking tasks into steps) ● Focus on an activity or object while other things are occurring in the environment ● Stick to a task for a short period of time before asking for help ● Show pride in completion of a challenging task 	<ul style="list-style-type: none"> ● Temperament (PER) ● Brain Development: Sensitive Periods (PER) ● Executive Function in the Early Years (PER) ● Problem Solving (PER) <ul style="list-style-type: none"> ● Approaches to Learning in the Early Years (PH) ● Parenting Makes a Difference (PH) ● Understanding Your Child's Temperament (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● March to the Drummer: Marching, Rocking and Swinging ● Chips in a Can
<p>Patterning AL.2 YT.D</p> <p>Recognize simple patterns in the environment.</p> <ul style="list-style-type: none"> ● Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt) ● Dance to rhythmic music 	<ul style="list-style-type: none"> ● Visual Development (PER) ● Eye and Vision Problem (PER) ● Playing With Blocks (PER) <ul style="list-style-type: none"> ● Seeing Simple Patterns (PH) ● Visual Experience Center: Multiple Views (PH) ● Exploring Music: Ways to Have Fun with Your

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
** 75% alignment to domain is needed to meet alignment threshold **

<p>AL.2 OT.D Recognize and create simple patterns.</p> <ul style="list-style-type: none"> ● Identify patterns in the environment (e.g. spots on an animal, stripes on a shirt, predictable text) ● Clap out rhythmic patterns ● Create simple patterns using manipulatives 	<p>Child (PH)</p> <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Looking at Faces: Looking and Loving ● Grab It: Using Eyes and Hands Together ● Lid Pictures: Naming and Stacking ● Where's the Block
<p>Memory AL.2 I.E Recognize and respond to familiar adults and routines.</p> <ul style="list-style-type: none"> ● Smile when familiar adult enters room ● Act on familiar routines (e.g. go to changing table for diaper change) ● Show excitement for familiar adult <p>AL.2 YT.E Recall information from previous experiences.</p> <ul style="list-style-type: none"> ● Relate information and/or experiences from the past ● Engage in memory games <p>AL.2 OT.E Retain and recall information from previous experiences.</p> <ul style="list-style-type: none"> ● Relate information and/or experiences from the past ● Engage in memory games ● Recall details from stories, events, and experiences 	<ul style="list-style-type: none"> ● Thinking Skills: Dynamic System of Attention, Memory and Strategies (PER) ● Supporting Learning in the Early Years (PER) <ul style="list-style-type: none"> ● Thinking Skills: Matching, Sorting, and Classifying (PH) ● More Thinking Skills: Learning the Rules (PH) ● Space and Structure for Your Little Explorer (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> ● I Spy Bottle: Recognizing and Remembering ● Size Sort: Collecting and Comparing ● Matching Game ● Memory Game ● Mystery Game
<p>Standard AL.3: Applying Knowledge</p>	<p>General Development Information</p>
<p>Creativity and Invention AL.3 I.A/B Respond to music, art and stories.</p> <ul style="list-style-type: none"> ● Reference 9.1 V.I.B <p>AL.3 YT.A/B Express self through simple actions, gestures and words.</p> <ul style="list-style-type: none"> ● Reference 9.1 V.YT.A; 9.1 V.YT.B; 9.1 M.YT.E, AL.3 OT.A/B <p>Construct music, art and stories as a means of self-expression.</p> <ul style="list-style-type: none"> ● Reference 9.1 V.OT.A; 9.1 V.OT.B; 9.1 M.OT.E 	<ul style="list-style-type: none"> ● Hearing and Auditory Development (PER) ● Helping Parents Share Music With Their Child (PER) ● Approaches to Learning in the Early Years (PH) ● Making Music with Your Baby (PH) <ul style="list-style-type: none"> ● Exploring Music: Ways to Have Fun with Your Child (PH) ● Reasons to Share Rhymes and Songs with Your Baby (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> ● Dance to the Music: Dipping and Swaying ● Clap to the Music: Sitting, Clapping, and Singing ● Making Instruments: Listening and Moving to the Beat (expressing self through simple actions) ● Sing a Song
<p>Representation AL.3 I.C Use a variety of materials to create.</p> <ul style="list-style-type: none"> ● Explore a variety of materials ● Imitate use of materials when modeled by adult <p>AL.3 YT.C Use a variety of materials to represent familiar objects.</p> <ul style="list-style-type: none"> ● Use non-conforming objects to create representations 	<ul style="list-style-type: none"> ● Social-Emotional Development: 24 to 36 Months (PER) ● Importance of Pretend Play (PER) ● Looking at Development (PER) <ul style="list-style-type: none"> ● Pretend Play with Your Child (PH) ● Ways to Have Fun with Your Child (PH) ● As Your Child Develops Self-Concept (PH)

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
**** 75% alignment to domain is needed to meet alignment threshold ****

<p>of real-life objects or activities (e.g. block for phone, stick for spoon)</p> <p>AL.3 OT.C Experiment with materials to represent objects.</p> <ul style="list-style-type: none"> Use non-conforming objects to create representations of real-life objects or activities (e.g. block for phone, stick for spoon) Use real-life objects to represent make-believe or fantasy objects (e.g. spoon for magic wand, broom for a flying horse) 	<p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> Pretend Play: Dressing Up and Acting Out Stories Block Play
<p>Standard AL.4: Learning Through Experience</p>	<p>General Development Information</p>
<p>Making Connections AL.4 I.A Demonstrate comfort in routines, objects and materials that reflect home experiences.</p> <ul style="list-style-type: none"> Show comfort when shown or provided a favorite object from home Show excitement when steps of a routine mirror home experience Respond to familiar family phrases <p>AL.4 YT.A Relay experience from one setting to another.</p> <ul style="list-style-type: none"> Share new skills or tasks, learned or practiced, outside the school setting Apply a skill to multiple tasks (e.g. use measuring cups in sensory table, outside and in cooking activity) Use familiar phrases or behaviors from one setting in another setting Engage in play that reflects home culture <p>AL.4 OT.A Notice similarities and differences between settings.</p> <ul style="list-style-type: none"> Relate personal experiences during play Identify things that can be done in one environment but not another (e.g. "I can serve my own food here, but mommy does it at home") Tell another that he or she is doing something wrong when it varies from a familiar routine Ask questions about differences, similarities among peers State similarities between activities 	<ul style="list-style-type: none"> The Amazing Brain of a Baby (PER) Recognizing, Creating, and Adapting Routines (PER) Developmental Topic Chart (PER) 1 ½ to 36 Months: Your Baby's/Child's Cognitive Development (PH) Motor Your Baby's Amazing Brain (PH) Learning to Learn (PH) Routines and Your Baby (PH) Helping Your Child Make Transitions (PH) Space and Structure for Your Little Explorer (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Caregiving Routines: Trusting and Comforting Crazy Cups: Stacking and Unstacking Pop Up: Listening and Anticipating
<p>Resiliency-Competence AL.4 I.B Use comfort of familiar experiences to explore new activities and experiences.</p> <ul style="list-style-type: none"> Reference 16.1 I.C <p>AL.4 YT.B Repeat familiar activity to gain comfort and confidence.</p> <ul style="list-style-type: none"> Reference 16.1.YT.C <p>AL.4 OT.B Transitions Approach new experiences with confidence.</p>	<ul style="list-style-type: none"> Nurturing Infants, Toddlers, and Preschoolers (PER) Child Stress and Transitions (PER) What is the Role in Helping Your Child Develop Secure Attachments (PER) Space and Structure for Your Little Explorer (PH) Feeling Safe While Exploring and Taking "Good" Risk (PH) Using Books to Explore Your Child's

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> Reference 16.1 OT.C 	<p>Emotions (PH)</p> <ul style="list-style-type: none"> Helping your Child Make Transitions (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Caregiving Routines: Trusting and Comforting Yoga: Stretching, Relaxing, and Connecting
<p>Problem Solving AL.4 IC Play with a variety of objects to determine similar and different outcomes.</p> <ul style="list-style-type: none"> Interact with an object in more than one way Repeat actions that have an interesting response Explore objects to see how they work Compare outcomes of actions upon objects (e.g. shake a rattle and then shake a ball to determine if they have similar responses) <p>AL.4 YTC Solve simple problems independently.</p> <ul style="list-style-type: none"> Demonstrate inflexibility when attempting to solve a problem (e.g. stick to one strategy, repeat error multiple times, unwilling to try alternative solution) Repeat actions in attempt to achieve desired outcome Observe other's actions with materials to learn strategies for problem-solving Explore objects to see how they work Compare outcomes of actions upon objects (e.g. pour water through different objects and notice similarities and differences) Try new ways to complete a familiar task Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error) Use a previously successful strategy <p>AL.4 OTC Attempt problem solving activities to achieve a positive outcome.</p> <ul style="list-style-type: none"> Observe other's actions with materials to learn strategies for problem-solving Try new ways to complete a familiar task Attempt to complete a task in more than one way (e.g. using materials in new ways, trial and error, breaking tasks into steps, ask for assistance) Use a previously successful strategy Discuss the different ways used to accomplish a task or to solve a problem 	<ul style="list-style-type: none"> Teaching Children to Solve Problems (PER) Toys (PER) How Young Children Approach Learning (PER) <ul style="list-style-type: none"> Building Skills for Planning and Doing (PH) Helping Your Child Learn to Solve Problems (PH) The Six-Step Problem-Solving Method (PH) Learning to Learn (PH) Your Baby's Amazing Brain (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Puzzle Box: Gaining Self-Confidence and Solving Problems Tennis Ball Puzzle: Dumping, Matching and Thinking Two Halves Make a Whole: Matching and Solving Problems Cereal Box Road: Stopping, Going, and Listening Paper Play: Crumpling and Filling Play Sets: Talking, Creating, Imagining

Language and Literacy Development	
Standard 1.1 Foundational Skills	General Development Information
<p>Book Handling 1.1 I.A</p>	<ul style="list-style-type: none"> Book Behaviors (PER) Choosing Books for Your Infant (PH)

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Explore books in a variety of ways.</p> <ul style="list-style-type: none"> ● Gaze, babble, pat, and point at books ● Attend to pictures in a book during lap-reading with an adult <p>1.1 YT.A</p> <p>Demonstrate beginning book handling skills.</p> <ul style="list-style-type: none"> ● Point to or frequently turn to favorite parts of a book ● Turn pages ● Pretend to read by tracking <p>1.1 OT.A</p> <p>Demonstrate book handling skills.</p> <ul style="list-style-type: none"> ● Independently seek books to read during free play ● Orient book correctly ● Turn pages in order ● Use pointer or finger to track print 	<ul style="list-style-type: none"> ● Language Experience Center: A Look at Books (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Book Walk: Talking About Pictures, Words and Meanings ● Baby's First Feely Book: Touching, Tasting, and Seeing ● Accordion Book: Communicating and Responding
<p>Print Concepts</p> <p>1.1 I.B</p> <p>Demonstrate interest in books that have color, pattern, and contrast.</p> <ul style="list-style-type: none"> ● Gaze, babble, pat, and point at books ● Attend to pictures in a book during lap-reading with an adult <p>1.1 YT.B</p> <p>Demonstrate interest in pictures and text.</p> <ul style="list-style-type: none"> ● Shows preference for favorite books or pages ● Point to or frequently turn to favorite parts in a book. ● Notice print in the environment <p>1.1 OT.B</p> <p>Recognize that print has meaning.</p> <ul style="list-style-type: none"> ● Chose books from a collection and name each one even if not using proper titles ● Differentiate between numbers and letters ● Recognize some letters in their name 	<ul style="list-style-type: none"> ● The Importance of Rhymes and Sounds (PER) ● Choosing Books for Your Toddler (PH) ● Seeing Simple Patterns (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Loud and Soft Sounds: Listening to and Creating Sounds ● Looking at Faces: Looking and Loving

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
**** 75% alignment to domain is needed to meet alignment threshold ****

<p>Phonological Awareness 1.1 I.C Respond to sounds in the environment.</p> <ul style="list-style-type: none"> ● Startle to unfamiliar sounds (e.g. vacuum cleaner) ● Respond positively to familiar sounds and words (e.g. voice of familiar adult) ● Repeat sounds initiated by adult ● Look towards sounds <p>1.1 YT.C Identify and imitate familiar sounds in the environment.</p> <ul style="list-style-type: none"> ● Label sounds when they are heard (e.g. say “dog” when they hear a dog barking) ● Repeat a sound sequence (e.g. “E, I, E, I, O”) <p>1.1 OT.C Categorize familiar sounds.</p> <ul style="list-style-type: none"> ● Identify animal sounds ● Listen to sounds and guess what they are ● Use and imitate sounds when playing ● Recognize sounds that are similar to those found in name ● Engage in activities that include rhyme and alliteration 	<ul style="list-style-type: none"> ● The Benefits of Reading (PER) ● Choosing Books for Your Preschoolers (PH) ● Language and Hearing Experience Center: Listening Time (PH) ● Developing Speech Sounds (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Books of Sounds: Relating Sounds to Objects ● Loud and Soft Sounds: Listening to and Creating Sounds
<p>Phonics and Word Recognition 1.1 OT.D Recognize familiar environmental print.</p> <ul style="list-style-type: none"> ● Recognize and associate familiar logos (e.g. restaurants, stores, teams) ● Recognize objects labeled with his/her name 	<ul style="list-style-type: none"> ● Language in the Third Year of Life: 24 to 36 Months (PER) ● Creating Lifelong Readers (PH) ● Rhymes and Songs Add-a-Page Books (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Blowing in the Wind ● Finding Colors ● How Do I Sound?

Standard 1.2 Reading Informational Text	General Development Information
<p>Key Ideas 1.2 I.B Attend to a picture in a text when reading with an adult.</p> <ul style="list-style-type: none"> ● Gaze at pages of a text ● Point to familiar objects pictured within a text ● Attempt to communicate about familiar objects in text (e.g. sees a ball and says “ba”, uses sign for apple when seeing an apple) <p>1.2 YT.B Respond to simple questions about a text.</p> <ul style="list-style-type: none"> ● Point to picture in a text when asked by an adult ● Attempt to communicate about the text when asked by an adult <p>1.1 OT.B Answer simple questions about a text.</p> <ul style="list-style-type: none"> ● Use some details from the text to answer questions ● Answer “who” or “what” the text is about 	<ul style="list-style-type: none"> ● Book Behaviors (PER) ● Reasons to Read to Your Baby (PH) ● What Is Your Role in Helping Your Child Develop Secure Attachment? (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Storytelling: Imaging, Creating, and Communicating Ideas ● Book Walk: Talking About Pictures, Words and Meanings

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Key Ideas and Details 1.2 YT.C Relate familiar objects in a text to personal experience.</p> <ul style="list-style-type: none"> Point to picture in a book when asked by adult Answer a question about a book (e.g. "What is the bat eating?") Move to real object after viewing in a text <p>1.1 OT.C Relate text to personal experiences when asked.</p> <ul style="list-style-type: none"> Respond to action in a story (e.g. jump when characters jump) Share personal experience and prior knowledge that is relevant to the text Answer questions about text that relate to personal experiences Choose text based on personal interest and experiences 	<ul style="list-style-type: none"> The Role of Small Muscles in Learning (PER) Discovering, Understanding, Experimenting, Adjusting (PH) Reasons to Read to Your Baby (PH) Creating Lifelong Readers (PH) Your Toddler Knows Two Languages (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Train Ride: Pretending and Lining Up How Do I Sound? Talking and Taking Turns in Conversations
<p>Craft and Structure-Text Structure 1.2 YT.E Identify a favorite book by its cover.</p> <ul style="list-style-type: none"> Use front cover to locate favorite text Ask adult to read a favorite text often <p>1.1 OT.E Identify a text by the front cover.</p> <ul style="list-style-type: none"> Locate a familiar text when provided with title Locate an unfamiliar text when provided a description of the front cover 	<ul style="list-style-type: none"> The Importance of Parent-Child Interaction (PER) The Importance of Rhymes and Songs (PER) Reasons to Read to Your Baby (PH) What Is Your Role in Helping Your Child Develop Secure Attachment? (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Book Walk: Talking About Pictures, Words, and Meanings Family Traditions: Communicating, Creating, and Sharing
<p>Integration of Knowledge 1.1 OT.G Notice details in illustration or picture.</p> <ul style="list-style-type: none"> Describe details about pictures in text 	<ul style="list-style-type: none"> The Importance of Rhymes and Songs (PER) Reasons to Read to Your Baby (PH) What Is Your Role in Helping Your Child Develop Secure Attachment? (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Book Walk: Talking About Pictures, Words, and Meanings Family Traditions: Communicating, Creating, and Sharing

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Vocabulary Acquisition and Use 1.2 I.J Use single words to identify family members and familiar objects.</p> <ul style="list-style-type: none"> ● Look at or move toward named person or object ● Repeat sounds initiated by adult ● Use newly acquired vocabulary to name objects <p>1.2 YT.J Use new vocabulary in everyday speech.</p> <ul style="list-style-type: none"> ● Ask adults questions to learn names for new objects ● Use newly acquired vocabulary to name objects ● Understand about 200 words and use about 50 in everyday speech <p>1.2 OT.J Use expanded vocabulary in everyday speech.</p> <ul style="list-style-type: none"> ● Talk about pictures using new vocabulary words or phrases ● Use new vocabulary in the context of dramatic play, daily routines and classroom conversations ● Begin to use new vocabulary when asking questions or describing situations or objects ● Use prepositions and pronouns ● Understand as many as 900 words and use about 300 in everyday speech 	<ul style="list-style-type: none"> ● Language in the Second Year of Life (PER) ● Different Approaches to Language Learning (PER) <ul style="list-style-type: none"> ● 14 to 24 Months: Your Child’s Language Development (PH) ● Language Experience Center: A Look at Books (PH) ● Rhymes and Songs (PH) ● Words Your Child Understands (PH) ● Your Child’s First Words (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Book of Sounds: Relating Sounds to Objects ● Hat Head: Choosing, Describing and Pretending ● Parallel Talk and Self-Talk ● Write a Letter ● Roller Book: Learning Words on the Move ● Sing a Song: Learning Rhyme, Rhythm, and Movement
<p>Range of Reading 1.2 I.L Engage in reading activities.</p> <ul style="list-style-type: none"> ● Gaze, babble, pat and point at books or photos ● Attend to pictures in a book during lap-reading with an adult ● Purposefully seek out opportunities to engage with books <p>1.2 YT.L Actively engage in reading activities for short periods of time.</p> <ul style="list-style-type: none"> ● Listen to and interact with adult ● Point to or frequently turn to favorite parts of a book ● Ask and answer questions about the text being read aloud ● Purposefully seek out opportunities to engage with books <p>1.2 OT.L Actively engage in small group reading activities.</p> <ul style="list-style-type: none"> ● Share prior knowledge about text being read aloud ● Ask and answer questions about text being read aloud ● Respond to comments from other children ● Use ideas gained in group reading, other daily routines, learning centers and activities 	<ul style="list-style-type: none"> ● The Benefits of Reading (PER) ● Recreation and Enrichment for Families with Young Children (PER) <ul style="list-style-type: none"> ● Adding Books to Your Home (PH) ● Using Books to Explore Your Child’s Emotions (PH) ● Choosing Books for Your Toddlers (PH) ● Creating a Lifelong Reader (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Word Book: Learning Language and Enjoying Reading Together ● Storytelling: Imagining, Creating, and Communicating Ideas ● Zip-Top Bag Book: Reading Together ● Read to Me: Interacting and Setting a Routine

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
**** 75% alignment to domain is needed to meet alignment threshold ****

Standard 1.3: Reading Literature	General Development Information
<p>Key Ideas and Details-Theme 1.3 OT.A Recall an event from a story.</p> <ul style="list-style-type: none"> Name one event in a story Talk about what the story is about 	<ul style="list-style-type: none"> The Importance of Pretend Play (PER) Supporting Learning in the Early Years (PER) <ul style="list-style-type: none"> What You Bring to Your Baby's Learning (PH) Choosing Books for Your Baby (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Remember When Box: Sharing and Recalling Past Events Book of Sounds: Relating Sounds to Objects
<p>Key Ideas and Details-Text Analysis 1.3 I.B Attend to a picture in a story when reading with an adult.</p> <ul style="list-style-type: none"> Gaze at pages of a story Point to familiar objects pictured within a story Attempt to communicate about familiar objects in story (e.g. sees a ball and says "ba", uses sign for apple when seeing an apple) <p>1.1 YT.B Respond to simple questions about a story.</p> <ul style="list-style-type: none"> Point to picture in a story when asked by an adult Attempt to communicate about the story when asked by an adult <p>1.1 OT.B Answer simple questions about a story.</p> <ul style="list-style-type: none"> Use some details from the story to answer questions Answer "who" or "what" the story is about 	<ul style="list-style-type: none"> Looking at Development: 5 ½ to 8 Months (PER) <ul style="list-style-type: none"> Noticing and Responding to Cues (PH) Creating Lifelong Readers (PH) Choosing Books For Your Preschooler <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Grab It and Name It: Recognizing Objects by Touch Drawing and Writing: Making Marks and Learning About Language Note Card Book: Using Small Muscles To Tell Stories
<p>Key Ideas and Details-Literacy Elements 1.3 OT.C Recognize pictures of familiar characters in a book.</p> <ul style="list-style-type: none"> Name characters in the story 	<ul style="list-style-type: none"> The Benefits of Reading (PER) Book Behavior (PER) <ul style="list-style-type: none"> Noticing and Responding to Cues (PH) Creating Lifelong Readers (PH) Adding Books to Your Home (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Our Families: Looking, Recognizing, and Building Attachment Family Faces: Looking at Photos and Socializing Family TV Time: Talking, Interacting, and Recalling

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Integration of Knowledge 1.3 OT.G Notice details in illustration or picture.</p> <ul style="list-style-type: none"> Describe details about pictures in stories 	<ul style="list-style-type: none"> Different Approaches to Language Learning (PER) Noticing and Responding to Cues (PH) Creating Lifelong Readers (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Matching Games: Noticing Patterns and Differences Note Card Book: Using Small Muscles and Telling Stories Word Book: Learning Language and Reading Together
<p>Vocabulary Acquisition and Use 1.3 I.J Use single words to identify family members and familiar objects.</p> <ul style="list-style-type: none"> Look at or move toward named person or object Repeat sounds initiated by adult Use newly acquired vocabulary to name objects <p>1.3 YT.J Use new vocabulary in everyday speech.</p> <ul style="list-style-type: none"> Ask adults questions to learn names for new objects Use newly acquired vocabulary to name objects Understand about 200 words and use about 50 in everyday speech <p>1.3 OT.J Use expanded vocabulary in everyday speech.</p> <ul style="list-style-type: none"> Talk about pictures using new vocabulary words or phrases Use new vocabulary in the context of dramatic play, daily routines and classroom conversations Begin to use new vocabulary when asking questions or describing situations or objects Use prepositions and pronouns Understand as many as 900 words and use about 300 in everyday speech 	<ul style="list-style-type: none"> Language Development: 8 to 14 Months (PER) Speech Development and Common Problems (PER) Speech Development and Common Problems (PER) 14 to 24 Months: Your Child’s Language Development (PH) 24 to 36 Months: Your Child’s Language Development (PH) Your Child’s First Words (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Body Parts: Looking and Listening Mirror Play: Looking and Finding
<p>Range of Reading 1.3 I.L Engage in reading activities.</p> <ul style="list-style-type: none"> Gaze, babble, pat and point at books or photos Attend to pictures in a book during lap-reading with an adult Purposefully seek out opportunities to engage with books <p>1.3 YT.L Actively engage in reading activities for short periods of time.</p> <ul style="list-style-type: none"> Listen to and interact with adult Point to or frequently turn to favorite parts of a book 	<ul style="list-style-type: none"> The Benefits of Reading (PER) Book Behaviors (PER) Reasons to Read to Your Baby (PH) Creating Lifelong Readers (PH) Adding Books to Your Home (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Read to Me: Interacting and Setting a Routine Word Book: Learning Language and Enjoying reading Together

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> ● Ask and answer questions about the story being read aloud ● Purposefully seek out opportunities to engage with books <p>1.2 OT.L Actively engage in small group reading activities.</p> <ul style="list-style-type: none"> ● Share prior knowledge about text being read aloud ● Ask and answer questions about text being read aloud ● Respond to comments from other children ● Use ideas gained in group reading, other daily routines, learning centers and activities 	
---	--

Standard 1.4 Writing	General Development Information
<p>Narrative 1.4 OT.M Tell a story about a picture.</p> <ul style="list-style-type: none"> ● Tell a real or make-believe story ● Describe the shapes in a drawn pictures (e.g. “This is a dog and that is her dog house”) ● Respond when asked “who” or “what” is in the picture ● When prompted, provide details to further support the description of the picture ● Communicate the beginning and end of an event 	<ul style="list-style-type: none"> ● Book Behaviors (PER) ● Helping Your Child Cope After a Crisis (PH) ● Stages of Drawing and Writing (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Acting It Out: Moving, Rolling and Crawling ● Drawing and Writing: Making Marks and Learning About Language
<p>Narrative Conventions of Language 1.4 I.R Make marks with writing and drawing tools.</p> <ul style="list-style-type: none"> ● Use a variety of writing tools and surfaces during play ● Engage in tactile experiences ● Imitate adult mark making (e.g. taps out dots on paper after adult models) <p>1.4 YT.R Scribble with writing and drawing tools.</p> <ul style="list-style-type: none"> ● Make marks that appear in random order ● Repeat scribbles ● Choose from a variety of writing tools and surfaces during play ● Engage in tactile experiences creating shapes and other forms ● Create shapes and scribbles from tactile materials <p>1.4 OT.R Intentionally make marks with writing and drawing tools.</p> <ul style="list-style-type: none"> ● Choose from a variety of writing tools and surfaces during play ● Engage in tactile experiences creating letters and other forms ● Scribble writes deliberately ● Scribble lines, circles, zig-zags or in rows ● Write segments of letter forms (e.g. lines, curves) ● Begin to use letter like forms 	<ul style="list-style-type: none"> ● The Benefits of Reading (PER) ● The Role of Small Muscles in Learning (PER) ● 14 to 24 Months: Your Child’s Motor Development (PH) ● Stages of Drawing and Writing (PH) ● Communication <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Drawing and Writing: Making Marks and Learning About Language ● Writing a Letter: Playing with Language and Using Small Muscles ● Scribbling with Crayons: Taking Turns and Creating ● Fingerprinting: Using Small Muscles and Experimenting

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> Trace and create letters and other shapes using tactile materials (e.g. sand, sandpaper, glue, foam) 	
<p>Conducting Research 1.4 OT.V Ask questions about topics of personal interest to gain information.</p> <ul style="list-style-type: none"> Ask about a new toy or object in the classroom (e.g. “How does that work?”) Ask questions about familiar and unfamiliar people 	<ul style="list-style-type: none"> The Importance of Parent-Child Interaction (PER) Discovering, Understanding, Experimenting, Adjusting (PH) 3 Years: Your Child’s Cognitive Development (PH) <u>Relevant Activity Page:</u> Beading: Using Finger Muscles and Making Patterns

Standard 1.5 Speaking and Listening	General Development Information
<p>Comprehension and Collaboration 1.5 I.A Use sounds and gestures as a form of reciprocal communication.</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to have needs met Use verbal and nonverbal language to show interest in objects and people Engage in conversational turn taking <p>1.5 YT.A Use sounds, gestures, and words as a form of reciprocal communication.</p> <ul style="list-style-type: none"> Use verbal and nonverbal language to have needs met Use verbal and nonverbal language to show interest in objects and people Engage in conversational turn taking <p>1.5 OT.A Engage in reciprocal conversations and interactions with peers and adults.</p> <ul style="list-style-type: none"> Engage in conversational turn taking Pose questions Allow wait time before responding 	<ul style="list-style-type: none"> Hearing and Auditory Development (PER) Language Development: 8 to 14 Months (PER) Communicating With Babies: More Than Words Can Say (PH) Communicating With Your Child Through Signs (PH) Helping Your Toddler Listen and Hear (PH) Language and Hearing Experience Center: Listening Time (PH) Language Experience Center: Rhymes and Songs (PH) <u>Relevant Activity Page:</u> Cereal Box Road: Stopping, Going and Listening Night Sounds: Listening and Responding Hearing Games: Listening and Speaking
<p>Comprehension and Collaboration Evaluation 1.5 I.C Respond in ways that indicate understanding of what is being communicated.</p> <ul style="list-style-type: none"> Respond to tone of other’s voice Connect voice to specific person Follow simple direction Turn head toward speaker <p>1.5 YT.C Respond to questions, comments or directions.</p>	<ul style="list-style-type: none"> Looking at Development: 3 ½ to 5 ½ Months (PER) Looking at Development: 8 to 14 Months (PER) What is Discipline? (PER) Language and Hearing Experience Center: Listening Time (PH) Your Baby’s Hearing (PH) Developing Speech Sounds (PH)

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> ● Focus attention on speaker and attempt to imitate speech ● Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) ● Follow a one-step simple direction <p>1.5 OT.C Respond to questions, comments or directions.</p> <ul style="list-style-type: none"> ● Respond to adults' requests showing understanding of what is being asked (e.g. answer a simple question with a nod of head, go to wash hands when asked) ● Demonstrate understanding of position words ● Follow 2-step directions with reminders ● Respond to a question with an answer or details related to the topic being discussed 	<ul style="list-style-type: none"> ● <u>Relevant Activity Page:</u> ● Loud and Soft Sounds: Listening to and Creating Sounds
<p>Presentation of Knowledge 1.5 I.D/E Babble and begin to use single words and/or signs.</p> <ul style="list-style-type: none"> ● Change tone to express feelings ● Babble using strings of consonant sounds and sounds and rhythms of native language ● Actively imitate the sounds of speech and/or signs <p>1.5 YT.D/E Use 1-2 words and/or signs to communicate.</p> <ul style="list-style-type: none"> ● Use simple words and/or signs to indicate wants or needs ● Use simple gestures ● Use inflection when speaking ● Express thoughts, feelings and ideas ● Talk about stories, experiences and interests <p>1.5 OT.D/E Use simple sentences; communicating clearly enough to be understood by familiar adults.</p> <ul style="list-style-type: none"> ● Express thoughts, feelings and ideas ● Talk about stories, experiences and interests ● Use appropriate volume to be heard by group, paying attention to inside and outside voices ● Use pronouns more frequently ● Use inflection when speaking 	<ul style="list-style-type: none"> ● Looking at Development: 3 ½ to 5 ½ Months (PER) ● Looking at Development: 8 to 14 Months (PER) What is Discipline? (PER) ● Language and Hearing Experience Center: Listening Time (PH) ● Your Baby's Hearing (PH) ● Developing Speech Sounds (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Loud and Soft Sounds: Listening to and Creating Sounds
<p>Conventions of Standard English 1.5 OT.G Demonstrate command of the conventions of standard English when speaking based on older toddler development.</p> <ul style="list-style-type: none"> ● Speak in simple sentences ● Use pronouns for self ● May omit some words or use some words incorrectly (e.g. "Mommy goed to work", "I want banana") ● End words in "s" to indicate plural (e.g. trucks, mouses) ● Begin to use prepositions 	<ul style="list-style-type: none"> ● Communicating Before Birth and Beyond (PER) ● Language Development: 8 to 14 Months (PER) ● Communicating with Babies: More Than Words Can Say (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Grab It and Name It ● Parallel Talk and Self-Talk ● Storytelling

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
** 75% alignment to domain is needed to meet alignment threshold **

Mathematical Thinking and Expression	
Standard 2.1: Numbers and Operation	General Development Information
<p>Counting and Cardinality: Cardinality 2.1 I.A.1 Explore objects</p> <ul style="list-style-type: none"> ● Stack and unstack objects ● Dump and fill objects into and out of containers ● Repeat sound patterns (e.g. repeatedly beat on drums, clap hands) <p>2.1 Y.T.A.1 Imitate rote counting using some names of numbers.</p> <ul style="list-style-type: none"> ● Attempt to count, not always in the correct order <p>2.1 O.T.A.1 Know some number names and the count sequence.</p> <ul style="list-style-type: none"> ● Rote count to 5 ● Recognize some numerals (e.g. notice numerals in the environment and names some of them, point to a numeral when asked) ● Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) 	<ul style="list-style-type: none"> ● Language in the Third Year of Life: 24-36 Months (PER) ● The Importance of Rhymes and Songs (PER) ● Playing with Blocks (PER) <ul style="list-style-type: none"> ● Your Child Loves to Play with Blocks (PH) ● Space and Structure for Your Little Explorer (PH) ● Beginning to Count (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Blocks: Talking About Building ● Block Play: Solving Problems, Using Small Muscles, and Building
<p>Counting and Cardinality: Counting 2.1 O.T.A.2 Count to tell the number of objects.</p> <ul style="list-style-type: none"> ● Subitize (visually quantify) to determine how many: attach a numeric value to a set of objects without counting up to 3 ● Practice one-to-one correspondence (e.g. setting out snack, counting children, matching objects) ● Verbalize how many objects they have ● Use counting and numbers as part of play and as a means for determining quantity 	<ul style="list-style-type: none"> ● Beginning to Understand Number Concepts (PER) <ul style="list-style-type: none"> ● Beginning to Count (PH) ● Toys to build development skills (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Counting: Learning Numbers and Understanding Small Quantities ● Size Sort: Collecting and Comparing
<p>Counting and Cardinality: Comparing 2.1 I.A.3 Explore relationships between objects.</p> <ul style="list-style-type: none"> ● Stack and unstack objects ● Dump and fill objects into and out of containers ● Place objects inside of other objects <p>2.1 Y.T.A.3 Explore simple comparisons of quantity.</p> <ul style="list-style-type: none"> ● Ask for “more” ● Notice differences in size (e.g. big, small) ● Indicate when something is gone ● Participate <p>2.1 O.T.A.3 Use comparative language to show understanding of more or less.</p>	<ul style="list-style-type: none"> ● Playing with Blocks (PER) ● Beginning to Understand Number Concepts (PER) <ul style="list-style-type: none"> ● Your Child Loves to Play with Blocks (PH) ● Space and Structure for Your Little Explorer (PH) ● More Thinking Skills: Learning the Rules (PH) ● Playing Games with Your Toddler (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Blocks: Talking About Building ● Block Play: Solving Problems, Using Small Muscles and Building

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
**** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> Recognize who has more than another Use terms like “more,” “less,” “bigger than,” “smaller than,” “the same” Identify groups of more or less 	
<p>Mathematical Processes 2.1 I.MP Engage in numerical play.</p> <ul style="list-style-type: none"> Stack and unstack objects Dump and fill objects into and out of containers Place objects inside of other objects Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) <p>2.1 YT.MP Engage and persist in numerical play.</p> <ul style="list-style-type: none"> Stack and unstack objects Dump and fill objects into and out of containers Place objects inside of other objects Engage in experiences related to numbers (e.g. counting songs, finger plays, reading number books) <p>2.1 OT.MP Use mathematical processes when quantifying, comparing and representing numbers.</p> <ul style="list-style-type: none"> Engage in numerical play Persist in numerical play Reference AL.2 OT.C When prompted, communicate thinking while engaged in numerical play Talk and listen to peers during numerical play Use simple forms of numerical representations (e.g. pictures, objects, fingers) 	<ul style="list-style-type: none"> Playing with Blocks (PER) Cognitive Development: 8 to 14 Months (PER) Your Child Loves to Play with Blocks (PH) Space and Structure for Your Little Explorer (PH) More Thinking Skills: Learning the Rules (PH) Playing Games with Your Toddler (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Blocks: Talking About Building Block Play: Solving Problems, Using Small Muscles, and Building Counting: Learning Numbers and Understanding Small Quantities

Standard 2.2: Algebraic Concepts	General Development Information
<p>Operations and Algebraic Thinking 2.2 YT.A.1 Sort manipulatives into sets.</p> <ul style="list-style-type: none"> Group like objects into sets Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) <p>2.2 OT.A.1 Add to and take apart sets.</p> <ul style="list-style-type: none"> Group like objects into sets Engage in experiences related to adding and subtracting (e.g. songs, finger plays, books) Use vocabulary that includes subtraction or addition concepts (e.g. “I need one more,” “They’re all gone”) 	<ul style="list-style-type: none"> Brain Development (PER) Beginning to Understand Number Concepts (PER) Beginning to Count (PH) Playing Games with Your Toddler (PH) Choosing Age-Appropriate Toys for Your Child (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Counting Size Sort: Collecting Comparing
Standard 2.3: Geometry	General Development Information
<p>Geometric Identification 2.3 I.A.1</p>	<ul style="list-style-type: none"> Cognitive Development: 8 to 14 Months (PER)

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Explore objects of different sizes and shapes.</p> <ul style="list-style-type: none"> ● Explore similarities and differences in the shape of objects ● Explore puzzles with assistance ● Stack and build with various shaped and sized blocks ● Manipulate various shapes ● Explore the ways that shapes and objects fit together <p>2.3 YT.A.1</p> <p>Match identical shapes.</p> <ul style="list-style-type: none"> ● Put together simple puzzles with assistance ● Place shapes in shape sorter <p>2.3 OT.A.1</p> <p>Recognize and identify basic shapes in the environment.</p> <ul style="list-style-type: none"> ● Describe objects in the environment and name shapes ● Complete simple puzzles ● Manipulate objects of various shape and size 	<ul style="list-style-type: none"> ● More Thinking Skills: Learning the Rules (PH) ● Puzzle Play (PH) ● 3 Years: Your Child's Cognitive Development (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Putting Things in Order: Sorting and Making Patterns ● Mystery Match: Naming and Matching
<p>Geometry: Application</p> <p>2.3 OT.A.2</p> <p>Create and compose simple shapes.</p> <ul style="list-style-type: none"> ● Use simple shapes in drawing ● Use 3-D materials to represent simple shapes ● Use fingers or body to represent shapes when asked 	<ul style="list-style-type: none"> ● Teaching Children to Solve Problems (PER) ● Seeing Simple Patterns (PH) ● Stages of Drawing and Writing (PH) ● 24 to 36 Months: Your Child's Cognitive Development (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Nesting Cans: Planning, Experimenting, Learning
<p>Geometry: Math Process</p> <p>2.3 I.MP</p> <p>Engage in geometric play.</p> <ul style="list-style-type: none"> ● Explore similarities and differences in the shape of objects ● Explore puzzles with assistance ● Stack and build with various shaped and sized blocks ● Manipulate various shapes ● Explore the ways that shapes and objects fit together. <p>2.3 YT.MP</p> <p>Engage and persist in geometric play.</p> <ul style="list-style-type: none"> ● Put together simple puzzles with assistance ● Place shapes in shape sorter <p>2.3 OT.MP</p> <p>Use mathematical processes when creating and composing shapes.</p> <ul style="list-style-type: none"> ● Describe objects in the environment and name shapes ● Complete simple puzzles ● Manipulate objects of various shape and size ● Persist in geometric play (Reference AL.2 OT.C) ● Engage in geometric play ● Problem solve during geometric play (Reference AL 4 OT.C) ● When prompted, communicate thinking while engaged in numerical play ● Talk and listen to peers during numerical play 	<ul style="list-style-type: none"> ● The Benefits of the Activity Pages (PER) ● Teaching Children to Solve Problems (PER) ● Puzzle Play (PH) ● More Thinking Skills: Learning the Rules (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Crazy Cups: Stacking and Unstacking ● Block Play: Solving Problems: Using Small Muscles and Building Blocks: Talking About Building ● Matching Games: Noticing Patterns and Differences

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

Standard 2.4: Measurement, Data and Probability	General Development Information
<p>Measurement and Data: Measurement 2.4 YT.A.1 Engage in measurement experiences.</p> <ul style="list-style-type: none"> ● Begin to use size words ● Explore objects to determine size ● Explore measuring tools ● Fills and empties containers in the water table <p>2.4 OT.A.1 Use basic measurement vocabulary.</p> <ul style="list-style-type: none"> ● Use size words (e.g. many, big and little) ● Compare sizes of objects ● Explore objects to determine size ● Explore measuring tools ● Measure objects with adult assistance ● Begin to use nonstandard (e.g. hand, shoe, yarn, block) or standard tools to measure objects 	<ul style="list-style-type: none"> ● The Games Children Play (PER) ● How Young Children Approach Learning (PER) <ul style="list-style-type: none"> ● Let the Games Begin! Games for Young Babies (PH) ● Approaches to Learning in the Early Years (PH) ● Learning to Learn (PH) ● Thinking Skills: Matching, Sorting, and Classifying (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● In the Kitchen: Helping and Learning ● Size Sort: Collecting and Comparing ● Sorting: Noticing Differences and Pretending ● Finding Colors: Learning Words and Matching ● Putting Things in Order: Sorting and Making Patterns
<p>Measurement and Data: Data 2.4 YT.A.2 Participate in sorting objects.</p> <ul style="list-style-type: none"> ● Put similar objects into piles ● Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support <p>2.4 OT.A.2 Classify objects and count the number of objects in each category.</p> <ul style="list-style-type: none"> ● Sort objects by one attribute (e.g. color, size, shape) ● Classify up to five objects using one attribute into categories ● Count the number of objects in each category and with adult assistance display the number of objects in each category 	
<p>Measurement and Data 2.1 YT.MP Engage and persist when measuring and sorting objects.</p> <ul style="list-style-type: none"> ● Begin to use size words ● Explore objects to determine size ● Explore measuring tools ● Fills and empties containers in the water table ● Put similar objects into piles ● Begin to sort objects by size or shape (e.g. beads, blocks, counting bears) with teacher support <p>2.1 OT.MP Use mathematical processes when measuring; organizing data.</p> <ul style="list-style-type: none"> ● Engage in measurement activities ● Engage in activities that include organizing data ● Persist in measurement activities Reference AL.2 OT.C ● Persist in activities that include organizing data 	<ul style="list-style-type: none"> ● How Young Children Approach Learning (PER) ● Supporting Learning in the Early Years (PER) <ul style="list-style-type: none"> ● Problem Solving (PH) ● The Six-Step Problem-Solving Method (PH) ● Approaches to Learning (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● In the Kitchen: Helping and Learning ● Size Sort: Collecting and Comparing ● Sorting: Noticing Differences and Pretending ● Finding Colors: Learning Words and Matching ● Putting Things in Order: Sorting and Making Patterns

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Reference AL.2 OT.C</p> <ul style="list-style-type: none"> ● Problem solve during measurement activities <p>Reference AL.4 OT.C</p> <ul style="list-style-type: none"> ● Problem solve in activities that include organizing data ● When prompted, communicate thinking while engaged in measurement activities and organizing ● Talk and listen to peers 	
--	--

Scientific Thinking and Expression: Exploring, Inquiry and Discovery

Standard 3.1 A Biological Sciences Living and Non-living Organisms	General Development Information
<p>Common Characteristics of Life</p> <p>3.1 I.A.1</p> <p>Show interest in the natural world.</p> <ul style="list-style-type: none"> ● Reach for and move to objects and people ● Explore using all senses ● Observe basic caretaking of non-toxic plants and safe animals <p>3.1 YT.A.1</p> <p>Explore the characteristics of living things.</p> <ul style="list-style-type: none"> ● Show interest in and respond to plants, animals and people in the environment ● Explore using all senses ● Engage in basic caretaking of non-toxic plants and safe animals <p>3.1 OT.A.1</p> <p>Identify basic characteristics of some living and non-living things.</p> <ul style="list-style-type: none"> ● Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects ● Identify the external characteristics of living things (e.g. size, shape, color, and texture of leaves or insects) ● Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys) ● Engage in activities to sort by living and non-living 	<ul style="list-style-type: none"> ● Supporting Learning in the Early Years (PER) ● 3 Years: Your Child's Cognitive Development (PER) ● Looking at Development: 3 ½ to 5 ½ Months (PER) ● 14 to 24 Months: Your Child's Cognitive Development (PH) ● What You Bring to Your Baby's Learning (PH) ● Exploring Music: Ways to Have Fun with Your Child (PH) ● Let's Play Outside! (PH) ● Discovering, Understanding, Experimenting, Adjusting (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Motivating, Learning ● Baby's First Feely Book: Touching, Tasting, and Seeing ● Nature Walk: Classifying and Enjoying Nature
<p>Energy Flow</p> <p>3.1 YT.A.2</p> <p>Explore the basic needs of plants and animals.</p> <ul style="list-style-type: none"> ● Engage in basic caretaking of non-toxic plants and safe animals <p>3.1 OT.A.2</p> <p>Recognize that plants and animals have basic needs.</p> <ul style="list-style-type: none"> ● Engage in basic caretaking of non-toxic plants and safe animals ● State that living things need food and water to survive. 	<ul style="list-style-type: none"> ● Developmental Topic Chart (PER) ● Play It Safe with Animals (PH) ● Discovering, Understanding, Experimenting, Adjusting (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Motivating, Learning ● Baby's First Feely Book: Touching, Tasting, and Seeing ● Nature Walk: Classifying and Enjoying Nature

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Life Cycles 3.1 OT.A.3 Notice plants and animals growing and changing.</p> <ul style="list-style-type: none"> ● Ask questions about plants and animals growing and changing ● Observe and document the growth of a living thing through scribbles, drawings, and/or photos ● Describe changes in people and animals over time (e.g. losing teeth, growing out of clothing, beans sprouting) ● Care for plants and animals in the classroom 	<ul style="list-style-type: none"> ● Developmental Topic Chart (PER) ● Play It Safe with Animals (PH) ● Discovering, Understanding, Experimenting, Adjusting (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Motivating, Learning ● Baby's First Feely Book: Touching, Tasting, and Seeing ● Nature Walk: Classifying and Enjoying Nature
<p>Form and Function 3.1 I.A.5 Explore parts of living things in their environment.</p> <ul style="list-style-type: none"> ● Explore own body parts ● Explore parts of other living things <p>3.1 YT.A.5 Recognize parts of living things in their environment.</p> <ul style="list-style-type: none"> ● Point to basic body parts when asked ● Participate in simple body part games (e.g. "Head, Shoulders, Knees And Toes") ● Point to and match basic parts of plants and animals (e.g. flower, leaf, tail) <p>3.1 OT.A.5 Identify basic parts of living things.</p> <ul style="list-style-type: none"> ● Point to basic body parts when asked ● Participate in simple body part games (e.g. "Head, Shoulders, Knees And Toes") ● Name basic parts of plants and animals (e.g. flower, leaf, tail) ● Name basic body parts ● Include basic parts (e.g. head, flower) in drawing of people, animals or plants 	<ul style="list-style-type: none"> ● Sexuality Awareness (PER) ● Motor Development: A Process of Discovery (PER) ● 14 to 24 Months: Your Child's Language Development (PH) ● Dressing Games (PH) ● Discovering, Understanding, Experimenting, Adjusting (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Body Parts: Looking and Listening ● What My Body Can Do: Controlling Movement and Labeling
<p>Science and Inquiry 3.1 I.A.9 Participate in simple investigations of living and non-living things.</p> <ul style="list-style-type: none"> ● Use senses to explore ● Engage with adult provided materials ● Observe living and non-living things in their environment <p>3.1 YT.A.9 Participate in simple investigations to observe living and non-living things.</p> <ul style="list-style-type: none"> ● Use senses and simple equipment to explore ● Engage with adult provided materials ● Observe living and non-living things in their environment ● Collect objects during a nature walk ● Point out objects of interest in the environment 	<ul style="list-style-type: none"> ● Cognitive Development: 8 to 14 Months (PER) ● The Value of Play (PER) ● 8 to 14 months: Your Baby's Cognitive Development (PH) ● Let's Play Outside! (PH) ● Discovering, Understanding, Experimenting, Adjusting (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Causing Effects: Controlling Balance, Sitting and Dropping ● Water Tray: Splashing and Learning New Words

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
** 75% alignment to domain is needed to meet alignment threshold **

<p>3.1 OT.A.9 Participate in simple investigations of living and non-living things to answer a question.</p> <ul style="list-style-type: none"> ● Ask questions about objects, organisms, and events. ● Use the five senses and simple equipment to gather data ● Collect objects during a nature walk ● Describe observations 	
<p>Standard 3.1 B Biological Sciences: Genetics</p>	<p>General Development Information</p>
<p>Heredity 3.1 I.B.1 Recognize self and family members.</p> <ul style="list-style-type: none"> ● Look at self in mirror ● Direct gaze to named person when asked (e.g. Look for family member when caregiver says, "Here's Mommy!") <p>3.1 YT.B.1 Recognize familiar animals and their babies.</p> <ul style="list-style-type: none"> ● Point to adult and baby animals in pictures when asked ● Name a familiar animal when seen ● Match familiar animals to their baby's <p>3.1 OT.B.1 Notice similarities and differences between living things from the same species.</p> <ul style="list-style-type: none"> ● Identify characteristics of own family (e.g. hair color, eye color and height) ● Match parent animal with offspring ● Identify characteristics of animals from the same species (e.g. color, size) 	<ul style="list-style-type: none"> ● What Is Discipline? (PER) ● Language Development: 8 to 14 Months (PER) ● Emotions Experience Center: A Look into the Mirror (PH) ● 3 ½ to 5 ½ Months: Your Baby's Social-Emotional Development (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> ● Mirror Play: Looking and Finding ● I See Me: Seeing Reflections ● People Pictures: Talking About Feelings and Fears
<p>Science as Inquiry 3.1 I.B.6 Participate in simple investigations of physical characteristics of living things.</p> <ul style="list-style-type: none"> ● Use senses to explore ● Engage with adult provided materials ● Observe living things in their environment <p>3.1 YT.B.6 Participate in simple investigations to observe physical characteristics of living things.</p> <ul style="list-style-type: none"> ● Use senses and simple equipment to explore ● Engage with adult provided materials ● Observe living things in their environment ● Participate in nature walks to observe living things ● Point out living things in the environment <p>3.1 OT.B.6 Participate in simple investigations of physical characteristics of living things from same species to answer a question.</p> <ul style="list-style-type: none"> ● Ask questions about the physical characteristics of 	<ul style="list-style-type: none"> ● Developmental Topic Chart (PER) ● The Benefits of Outdoor Play (PER) ● Let's Play Outside! (PH) ● Designing an Active Lifestyle for Your Toddler (PH) ● <u>Relevant Activity Pages:</u> ● Nature Walk: Classifying and Enjoying Nature ● Outdoor Exploration: Discovering and Observing

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
**** 75% alignment to domain is needed to meet alignment threshold ****

<p>living things from the same species</p> <ul style="list-style-type: none"> ● Use the five senses and simple equipment to gather data ● Collect observations of living things during a nature walk ● Describe observations 	
<p>Standard 3.1 C Biological Sciences: Evolution</p>	<p>General Development Information</p>
<p>Unifying Themes (Constancy and Change) 3.1 OT.C.3 Notice changes that occur in animals.</p> <ul style="list-style-type: none"> ● Talk about changes that occur in animals during the seasons 	<ul style="list-style-type: none"> ● The Value of Play (PER) ● Social-Emotional Development: 24 to 36 Months (PER) ● Cognitive Development: 24 to 36 Month (PER) ● Play Is Learning (PH) ● Play It Safe with Animals (PH) ● Noticing and Responding to Cues (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Play Sets: Talking, Creating and Imagining
<p>Science as Inquiry 3.1.OT.C.4 Participate in simple investigations of changes that occur in animals.</p> <ul style="list-style-type: none"> ● Ask questions about changes that occur in animals ● Use the five senses and simple equipment to gather data ● Observe during a nature walk ● Describe observations 	<ul style="list-style-type: none"> ● Looking at Development: 14 to 24 Months (PER) ● Cognitive Development: 24 to 36 Months (PER) ● Learning Through Movement (PH) ● Let's Play Outside! (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Nature Walk: Classifying and Enjoying Nature
<p>Standard 3.2 A Physical Sciences: Chemistry</p>	<p>General Development Information</p>
<p>Properties of Matter 3.2 I.A.1 Explore objects with varying characteristics.</p> <ul style="list-style-type: none"> ● Use senses to explore objects ● Explore objects of varying sizes ● Explore objects of varying shapes ● Explore objects of varying textures ● Explore objects of varying colors <p>3.2 YT.A.1 Engage with objects to learn about their characteristics.</p> <ul style="list-style-type: none"> ● Use senses to explore objects ● Explore objects of varying sizes ● Explore objects of varying shapes ● Explore objects of varying textures ● Explore objects of varying colors ● Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) 	<ul style="list-style-type: none"> ● Responding to Babies and Young Children (PER) ● Supporting Learning in the Early Years (PER) ● The Role of Small Muscles in Learning(PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Fingerprinting: Using Small Muscles and Experimenting ● Sensory Box: Filling, Sharing, Pouring, and Exploring ● Shared Attention with a Pat Mat

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
**** 75% alignment to domain is needed to meet alignment threshold ****

<p>3.2 OT.A.1 Describe objects by their characteristics.</p> <ul style="list-style-type: none"> ● Use senses to explore objects ● Explore and describe objects of varying sizes ● Explore and describe objects of varying shapes ● Explore and describe objects of varying textures ● Explore and describe objects of varying colors ● Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) ● Collect and sort objects according to characteristics 	
<p>Matter and Energy 3.2 I.A.3 Observe activities involving changes in matter.</p> <ul style="list-style-type: none"> ● Observe adult combining materials to make a new substance (e.g. cooking, making volcano, mixing paint colors) ● Observe differences in water (e.g. ice cube or snow melting and freezing) ● Observe changes in solid materials (e.g. crayon melting) <p>3.2 YT.A.3 Engage in activities involving changes in matter.</p> <ul style="list-style-type: none"> ● Combine materials to make a new substance (e.g. mix paint color, mix water and soil) ● Participate in teacher-led cooking activities ● Observe differences in water (e.g. an ice cube or snow melting and freezing) ● Observe changes in solid materials (e.g. crayon melting) <p>3.2 OT.A.3 Notice changes in matter.</p> <ul style="list-style-type: none"> ● Combine materials to make a new substance (e.g. mix paint color, mix water and soil) and describe the result ● Point out when a change in matter occurs ● Discuss changes in water (e.g. an ice cube or snow melting and freezing) ● Discuss changes in solid materials (e.g. a crayon melting) ● Describe changes in food substances during cooking 	<ul style="list-style-type: none"> ● 24 to 36 Months: Your Child’s Motor Development (PER) ● The Importance of Parent-Child Interaction (PER) ● Supporting Learning in the Early Years (PER) ● Helping Your Child Learn to Cut (PH) ● What You Bring to Your Baby’s Learning (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● No-Cook Dough: Experimenting and Exercising Small Muscles ● Changes, Changes, Changes: Introducing the Family
<p>Science as Inquiry 3.2 I.A.6 Participate in simple investigations of matter.</p> <ul style="list-style-type: none"> ● Use senses to explore objects ● Explore objects of varying sizes ● Explore objects of varying shapes ● Explore objects of varying textures ● Explore objects of varying colors ● Engage with adult provided materials <p>3.2 YT.A.6 Participate in simple investigations to observe changes in matter.</p> <ul style="list-style-type: none"> ● Use senses and simple equipment to explore objects 	<ul style="list-style-type: none"> ● Looking at Development 14 to 24 Months (PER) ● 14 to 24 Months: Your Child’s Motor Development (PH) ● Multisensory Experience Center: Oranges, Oranges, Oranges (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Sticky Paper Collage: Creating and Working on Eye-Hand Coordination ● Sensory Box: Filling, Sharing, Pouring, and Exploring

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> ● Explore objects of varying sizes ● Explore objects of varying shapes ● Explore objects of varying textures ● Explore objects of varying colors ● Participate in teacher-led exploration of matter (e.g. water and sensory play, explore novel objects introduced into classroom) <p>3.2 OT.A.6 Participate in simple investigations of matter to answer a question.</p> <ul style="list-style-type: none"> ● Ask questions about matter ● Use the five senses and simple equipment to gather data ● Collect and sort objects according to characteristics ● Describe observations 	
---	--

Standard 3.2.B Physical Sciences: Physics	General Development Information
<p>Force and Motion of Practices and Rigid Bodies 3.2 I.B.1 Explore the motion of objects.</p> <ul style="list-style-type: none"> ● Recognize that objects can be moved ● Act upon objects to make them move in various ways ● Participate in teacher-led activities involving moving objects <p>3.2 YT.B.1 Recognize and explore how objects move.</p> <ul style="list-style-type: none"> ● Recognize that objects can be moved ● Act upon objects to make them move in various ways ● Participate in teacher-led activities involving moving objects <p>3.2 OT.B.1 Communicate about the motion of objects.</p> <ul style="list-style-type: none"> ● Recognize that objects can be moved ● Act upon objects to make them move in various ways ● Participate in teacher-led activities involving moving objects ● Comment about the motion of a variety of objects during play ● Use words related to motion (e.g. fast, slow) ● Participate in discussions about the motion of objects 	<ul style="list-style-type: none"> ● Movement's Role in Learning: Perceptual Motor Development (PER) ● Learning Through Movement (PH) ● Supporting Motor Development in Babies (PH) ● 3 ½ to 5 ½ Months: Your Baby's Motor Development (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Marching to the Drummer: Matching, Rocking and Swinging ● Blanket Swing: Singing and Swaying to Rhythm ● Yoga: Stretching, Relaxing, Connecting
<p>Nature of Waves (Sound and Light Energy) 3.2 I.B.5 Respond to sounds in the environment.</p> <ul style="list-style-type: none"> ● Reference 1.1 I.C <p>3.2 YT.B.5 Identify and imitate familiar sounds in the environment.</p> <ul style="list-style-type: none"> ● Reference 1.1 YT.C <p>3.2 OT.B.5 Categorize familiar sounds.</p> <ul style="list-style-type: none"> ● Reference 1.1 OT.C 	<ul style="list-style-type: none"> ● Hearing and Auditory Development (PER) ● Language and Hearing Experience Center: Listening Time (PH) ● Your Baby's Hearing (PH) ● Developing Speech Sounds (PH) ● 3 ½ to 5 ½ Months: Your Baby's Language Development (PH) ● Child Development Chart (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Loud and Soft Sounds: Listening to and Creating

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Science as Inquiry 3.2 I.B.7 Participate in simple investigations of motion and sound.</p> <ul style="list-style-type: none"> • Use senses to explore the motion and sound of objects • Explore the motion of objects with varying sizes • Explore the motion of objects with varying shapes • Explore the motion of objects with varying weights • Engage with adult provided materials <p>3.2 YT.B.7 Participate in simple investigations to observe motion and sound.</p> <ul style="list-style-type: none"> • Use senses to explore the motion and sound of objects • Explore the motion of objects with varying sizes • Explore the motion of objects with varying shapes • Explore the motion of objects with varying weights • Engage with adult provided materials • Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo) <p>3.2 OT.B.7 Participate in simple investigations of motion and sound to answer a question.</p> <ul style="list-style-type: none"> • Ask questions about motion and sound • Use the five senses and simple equipment to gather data • Describe observations • Participate in teacher-led exploration of motion and sound (e.g. ramp and ball experiments, sound bingo, sound comparisons) 	<p>Sounds</p> <ul style="list-style-type: none"> • Night Sounds: Listening and Responding • The Importance of Touch (PER) • Movement's Role in Learning: Perceptual Motor Development (PER) <ul style="list-style-type: none"> • Language and Hearing Experience Center: Listening Time (PH) • Your Baby's Experience with Touch (PH) • Child Development Chart (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> • Grab It: Using Eyes and Hands Together, Grabbing and Batting
--	--

Standard 3.3.A Earth and Space Sciences: Earth Structures, Processes and Cycles	General Development Information
<p>Earth Features and the Processes That Change It 3.3 I.A.1 Explore earth materials.</p> <ul style="list-style-type: none"> • Use senses to explore earth materials • Explore a variety of earth materials (e.g. large rocks, soil, wood) <p>3.3 YT.A.1 Engage with earth materials.</p> <ul style="list-style-type: none"> • Use senses and simple tools to explore earth materials • Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals) • Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil) <p>3.3 OT.A.1 Describe earth materials.</p>	<ul style="list-style-type: none"> • The Benefits of Outdoor Play (PER) • Let's Play Outside! (PH) • Designing an Active Lifestyle for Your Toddler (PH) <p><u>Relevant Activity Page</u></p> <ul style="list-style-type: none"> • Nature Walk: Classifying and Enjoying Nature • Outdoor Exploration • My Space: Self-Calming and Making Choices

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
**** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> ● Use senses and simple tools to explore earth materials ● Explore a variety of earth materials (e.g. large rocks, soil, wood, minerals) ● Participate in teacher-led activities (e.g. sorting rocks, mixing water and soil, gardening) ● Use simple scientific vocabulary to label earth materials (e.g. rock, stone, soil, dirt) ● Answer questions about observations of earth matter 	
<p>Water 3.3 I.A.4 Explore water.</p> <ul style="list-style-type: none"> ● Use senses and simple tools to explore water <p>3.3 Y.T.A.4 Engage with water.</p> <ul style="list-style-type: none"> ● Use senses and simple tools to explore water ● Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water) <p>3.3 O.T.A.4 Discuss basic uses of water.</p> <ul style="list-style-type: none"> ● Use senses and simple tools to explore water ● Participate in teacher-led activities (e.g. watering plants, filling fish tank, washing hands, sponges and water) ● Use simple scientific vocabulary to label water (e.g. wet, sink, float, warm, cold) ● Answer questions about observations of water 	<ul style="list-style-type: none"> ● Cognitive Development: 8 to 14 Months (PER) ● The Benefits of Outdoor Play (PER) ● Staying Safe on the Go (PH) ● Safety Tips for Homemade Toys (PH) ● Discovering, Understanding, Experimenting, Adjusting (PH) ● Let's Play Outside! (PH) ● Designing an Active Lifestyle for Your Toddler (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Water Tray: Splashing and Learning New Words
<p>Weather and Climate 3.3 I.A.5 Observe weather conditions.</p> <ul style="list-style-type: none"> ● Respond to weather (e.g. point to or move to window when raining or snowing) ● Use senses to observe weather conditions <p>3.3 Y.T.A.5 Observe and begin to label weather conditions.</p> <ul style="list-style-type: none"> ● Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles) ● Use senses to observe weather conditions ● Use simple words or signs to label weather (e.g. sun, snow, rain, cloud) <p>3.3 O.T.A.5 Describe changes in weather conditions, and discuss how weather affects daily life.</p> <ul style="list-style-type: none"> ● Respond to weather (e.g. point to or move to window when raining or snowing, notice puddles) ● Use senses to observe weather conditions ● Use words or signs to label weather (e.g. sun, snow, rain, cloud) ● Name the four seasons and an observable condition for that season (e.g. falling leaves, snow, rain, buds on trees or green grass) 	<ul style="list-style-type: none"> ● Cognitive Development: 8 to 14 Months (PER) ● The Benefits of Outdoor Play (PER) ● Staying Safe on the Go (PH) ● Safety Tips for Homemade Toys (PH) ● Discovering, Understanding, Experimenting, Adjusting (PH) ● Let's Play Outside! (PH) ● Designing an Active Lifestyle for Your Toddler (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Water Tray: Splashing and Learning New Words ● Outdoor Exploration: Discovering and Observing ● Let's Go on a Picnic ● Rainmaker: Experimenting and Touching ● A Soft, Gentle Breeze: Feeling and Listening

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> Match types of clothing or activities to seasonal weather conditions (e.g. we use an umbrella when it is raining; we wear coats, hats, scarves and mittens when it's cold outside) 	
<p>Science as Inquiry 3.3 I.A.7 Participate in simple investigations of earth materials, processes, and cycles.</p> <ul style="list-style-type: none"> Use senses to explore earth materials, processes, and cycles <p>3.3 Y.T.A.7 Participate in simple investigations of earth materials, processes, and cycles.</p> <ul style="list-style-type: none"> Use senses to explore earth materials, processes, and cycles Engage with adult provided materials Participate in teacher-led exploration of earth materials, processes, and cycles <p>3.3 O.T.A.7 Participate in simple investigations of earth materials, processes, and cycles to answer a question.</p> <ul style="list-style-type: none"> Ask questions about earth materials, processes, and cycles Use the five senses and simple equipment to gather data Describe observations Participate in teacher-led exploration of earth materials, processes, and cycles 	<ul style="list-style-type: none"> Lead Exposure (PER) The Benefits of Outdoor Play (PER) Invisible Danger to Your Child's Brain (PH) Safety Tips for Homemade Toys (PH) Discovering, Understanding, Experimenting, Adjusting (PH) Let's Play Outside! (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Nature Walk Outdoor Exploration: Discovering and Observing A Soft, Gentle Breeze: Feeling and Listening
<p>Standard 4.1 Ecology</p>	<p>General Development Information</p>
<p>The Environment 4.1 I.A Show interest the environment.</p> <ul style="list-style-type: none"> Reach for and move to objects and people Explore using all senses Observe basic caretaking of non-toxic plants and safe animals <p>4.1 Y.T.A Explore the characteristics of living and non-living things.</p> <ul style="list-style-type: none"> Show interest in and respond to plants, animals and people, and man-made objects in the environment Explore using all senses Engage in basic caretaking of non-toxic plants and safe animals <p>4.1 O.T.A Identify basic characteristics of some living and non-living things.</p> <ul style="list-style-type: none"> Use technology (e.g. magnifying glass, digital camera, light table) to observe and describe objects Identify the external characteristics of living (e.g. size, 	<ul style="list-style-type: none"> Family Well-Being (PER) Your Baby's Amazing Brain (PH) Focusing on Family Well-Being (PH) Goal Setting: Begin with the End in Mind (PH) What's on your Mind? Exploring Hopes, Desires, Questions, and Concerns (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Feely Socks: Touching, Tasting, Seeing, Hearing

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> shape, color, and texture of leaves or insects) Identify the external characteristics of non-living things (e.g. size, shape, color, and texture of rocks and toys) Engage in activities to sort by living and non-living 	
<p>Biodiversity 4.1 YT.D Explore the basic needs of plants and animals.</p> <ul style="list-style-type: none"> Reference 3.1.YT.A.2 <p>4.1 OT.D Recognize that plants and animals have basic needs.</p> <ul style="list-style-type: none"> Reference 3.1.OT.A.2 	<ul style="list-style-type: none"> Cognitive Development: 8 to 14 Months (PER) Talking with Your Child About Death (PH) Approached to Learning in the Early Years (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Our Families: Looking, Recognizing, and Building Attachment
<p>Succession 4.1 I.E Observe weather conditions. 4.1 YT.E Observe and begin to label weather conditions.</p> <ul style="list-style-type: none"> Reference 3.3 YT.A.5 <p>4.1 OT.E Describe changes in weather conditions, and discuss how weather affects daily life.</p> <ul style="list-style-type: none"> Reference 3.3 OT.A.5 	<ul style="list-style-type: none"> Discovering, Understanding, Experimenting, Adjusting (PH) Let's Play Outside! (PH) Designing an Active Lifestyle for Your Toddler (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Water Tray: Splashing and Learning New Words Outdoor Exploration: Discovering and Observing Let's Go on a Picnic Rainmaker: Experimenting and Touching A Soft, Gentle Breeze: Feeling and Listening
<p>Standard 4.2 Watersheds and Wetlands</p>	<p>General Development Information</p>
<p>Watersheds 4.2 OT.A Participate in discussions about water in the environment.</p> <ul style="list-style-type: none"> Name basic bodies of water (e.g. rivers, lakes, streams, creeks, puddles) Recognize differences in types of water (e.g. moving versus still) 	<ul style="list-style-type: none"> Discovering, Understanding, Experimenting, Adjusting (PH) Let's Play Outside! (PH) Designing an Active Lifestyle for Your Toddler (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Water Tray: Splashing and Learning New Words Outdoor Exploration: Discovering and Observing Let's Go on a Picnic Rainmaker: Experimenting and Touching A Soft, Gentle Breeze: Feeling and Listening
<p>Aquatic Ecosystems 4.2 OT.C Discuss different places animals can live</p> <ul style="list-style-type: none"> Match animals to an aquatic (water) or terrestrial 	<ul style="list-style-type: none"> Looking at Development: 14 to 24 Months (PER) 14 to 24 Months: What Is Special About This Age? (PH)

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>(land) habitat</p> <ul style="list-style-type: none"> ● Participate in discussions about animals that live in various places ● Engage in various media (e.g. posters, books, digital media) showcasing different places animals can live 	
---	--

Standard 4.4 Agriculture and Society	General Development Information
<p>Food and Fiber Systems 4.4 YT.A Explore the basic needs of plants and animals.</p> <ul style="list-style-type: none"> ● Reference 3.1 YT.A.2 <p>4.4 OT.A Recognize that plants and animals have basic needs.</p> <ul style="list-style-type: none"> ● Reference 3.1 OT.A.2 	<ul style="list-style-type: none"> ● Feeding Older Babies and Toddlers (PER) ● Directions for My Daily Food Plan (PH) ● My Daily Food Plan (PH) ● Creating a Safe Home for Your Child (PH)
<p>Applying Sciences to Agriculture 4.4 OT.C Notice plants and animals growing and changing.</p> <ul style="list-style-type: none"> ● Reference 3.1 OT.A.3 	<ul style="list-style-type: none"> ● Discovering, Understanding, Experimenting, Adjusting (PH) ● Let's Play Outside! (PH) ● Designing an Active Lifestyle for Your Toddler (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Water Tray: Splashing and Learning New Words ● Outdoor Exploration: Discovering and Observing ● Let's Go on a Picnic ● Rainmaker: Experimenting and Touching ● A Soft, Gentle Breeze: Feeling and Listening
<p>Technology Influences on Agriculture 4.4 I.D Observe basic gardening tools being used.</p> <ul style="list-style-type: none"> ● Observe adult engaged in gardening ● With adult assistance, engage with child-size garden tools ● Listen to simple discussions about gardening (e.g. on a nature walk) <p>4.4 YT.D Imitate the use of basic gardening tools.</p> <ul style="list-style-type: none"> ● Observe and imitate adult engaged in gardening ● With adult assistance, engage with child-size garden tools ● Listen to simple discussions about gardening (e.g. on a nature walk) <p>4.4 OT.D Label basic garden tools.</p> <ul style="list-style-type: none"> ● Communicate about gardening ● Use basic, child-size gardening tools ● Listen to discussions about gardening (e.g. on a nature walk) 	<ul style="list-style-type: none"> ● Discovering, Understanding, Experimenting, Adjusting (PH) ● Let's Play Outside! (PH) ● Designing an Active Lifestyle for Your Toddler (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Water Tray: Splashing and Learning New Words ● Outdoor Exploration: Discovering and Observing ● Let's Go on a Picnic ● Rainmaker: Experimenting and Touching ● A Soft, Gentle Breeze: Feeling and Listening

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
** 75% alignment to domain is needed to meet alignment threshold **

Standard 4.5 Humans and the Environment	General Development Information
<p>Sustainability 4.5 OT.A Communicate about the basic needs of people.</p> <ul style="list-style-type: none"> Label human needs (e.g. food, water, home, clothing) 	<ul style="list-style-type: none"> Family Well-Being (PER) Resources and Connections (PER) Focusing on Family Well-Being (PH) Finding the Help You Need (PH)
<p>Integrated Pest Management 4.5 OT.B Communicate about insects and animals that can be harmful.</p> <ul style="list-style-type: none"> Recognize and avoid unsafe insects and animals within the immediate natural environment Discuss insects and animals that could be harmful; share personal experiences when relevant 	<ul style="list-style-type: none"> Children and Poverty (PER) Finding the Help You Need (PH) Keeping Healthy - Now and Later (PH)
<p>Waste Management 4.5 YT.D Use appropriate trash receptacles.</p> <ul style="list-style-type: none"> Imitate the disposing of waste <p>4.5 OT.D Communicate about and use appropriate trash receptacles.</p> <ul style="list-style-type: none"> Participate in discussions about ways people pollute the environment Participate in discussions about appropriate disposal of waste Attempt to sort waste into those things that can be recycled and those things that cannot Practice recycling as part of routine 	<ul style="list-style-type: none"> Childproofing Your Home Now That You Have a Toddler (PH)

Standard 15.4 Computer and Information Technology	General Development Information
<p>Influence of Emerging Technologies 15.4 I.A Imitate use of various technologies in play.</p> <ul style="list-style-type: none"> Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play <p>15.4 YT.A Imitate use of various technologies in play.</p> <ul style="list-style-type: none"> Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in play <p>15.4 OT.A Communicate about technology in their environment.</p> <ul style="list-style-type: none"> Observe use of technology (e.g. telephone, cell phone, computer, camera, tablet) 	<ul style="list-style-type: none"> Developing Healthy Relationships with TV and Technology (PER) Recreation and Enrichment for Families with Young Children (PER) Babies and TV: A Healthy Start on Screen Time (PH) Toddlers Need a TV Guide - YOU! (PH) Tracking Our Family's Screen Time (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> Family TV Time: Talking, Interacting, and Recalling

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> ● Use technology props (e.g. old cell phones, toy or real cameras, computer keyboard) in their play ● Label technology with appropriate vocabulary when using or shown (e.g. telephone, cell phone, computer, TV, camera, tablet) ● Discuss personal experiences with technology 	
<p>Emerging Technologies in Careers 15.4 I.M Explore pictures and objects that represent workplace technologies.</p> <ul style="list-style-type: none"> ● Explore medical equipment and materials ● Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff) ● Explore transportation vehicles ● Explore simple construction tools and vehicles <p>15.4 YT.M Engage with objects that represent workplace technologies.</p> <ul style="list-style-type: none"> ● Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) ● Explore medical equipment and materials ● Play with real or model medical equipment (e.g. stethoscope, blood pressure cuff) ● Explore simple construction tools and vehicles <p>15.4 OT.M Communicate about workplace technologies and their uses.</p> <ul style="list-style-type: none"> ● Use simple workplace technologies for intended purpose (e.g. hold stethoscope to teddy bear’s heart, use hammer to pound peg into pegboard, fill a dump truck) ● Identify the types of tools and materials used in construction ● Talk about various types of vehicles used in the workplace (e.g. construction vehicles, fire fighting vehicles, boats, airplanes) ● Ask and answer questions about workplace technologies and their uses ● Match workplace technology to worker 	<ul style="list-style-type: none"> ● The Importance of Pretend Play (PER) ● The Value of Play (PER) <ul style="list-style-type: none"> ● Pretend Play with Your Child (PH) ● Ways to Have Fun with Your Child (PH) ● As Your Child Develops Self-Concept (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Tool Time: Aiming, Turing Bolts, and Hammering ● Your Baby Can Hear: Listening to the Family ● Sweeping into a Square : Helping and Aiming a Tool

Social Studies Thinking: Connecting to Communities	
Standard 5.1 Principles and Documents of Government	General Development Information
<p>Rule of Law 5.1 I. A Respond to adult guidance about behavior.</p> <ul style="list-style-type: none"> ● Reference 16.3.I.B <p>5.1 YT. A Demonstrate basic understanding of rules.</p> <ul style="list-style-type: none"> ● Reference 16.3.YT.B 	<ul style="list-style-type: none"> ● What is Discipline? (PER) ● My Views on Discipline (PH) ● Positive Discipline (PH) ● Disciplining Your Toddler (PH) <p><u>Relevant Activity Page:</u></p>

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>5.1 OT.A Follow basic rules.</p> <ul style="list-style-type: none"> Reference 16.3 OT.B 	<ul style="list-style-type: none"> Parallel Talk and Self-Talk
<p>Standard 5.2 Rights and Responsibilities of Citizenship</p>	<p>General Development Information</p>
<p>Civic Rights and Responsibilities 5.2 YT.A Demonstrate sense of belonging to a group such as a class or family.</p> <ul style="list-style-type: none"> Point to pictures of family members Follow the established daily routine Demonstrate familiarity with people and settings (e.g. upon arrival walk to their classroom, place belongings in personal space) <p>5.2 OT.A Communicate a sense of belonging to a group such as a class or family.</p> <ul style="list-style-type: none"> Talk about family members Participate in decision making Identify self in relationship to others in a group (e.g. brother, sister, son, daughter, friend) Talk about things the family does together Talk about things the class does together 	<ul style="list-style-type: none"> The Importance of Grandparents and Other Relatives (PER) Recognizing, Creating, and Adapting Routines Your Child's Grandparents (PH) My Thoughts on Being a Grandparent (PH) Routines and Your Baby Your Baby's Sleep Routines <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Our Families: Looking, Recognizing, and Building Attachment Family Traditions
<p>Conflict 5.2 I.B Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> Reference 16.2 I.D <p>5.2 YT.B Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> Reference 16.2 YT. D <p>5.2 OT.B Communicate about a conflict and seek help to solve.</p> <ul style="list-style-type: none"> Reference 16.2 OT. D 	<ul style="list-style-type: none"> Supporting Learning in the Early Years (PER) 3 Years: Your Child's Social-Emotional Development (PH) Face Pattern (PH) Emotion Experience Center: A Look Into the Mirror (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Motivating Learning
<p>Government Services 5.3 I.C Explore costumes and props that represent community workers.</p> <ul style="list-style-type: none"> Play with real or model equipment (e.g. stethoscope, blood pressure cuff, fire hose, play workbench) Engage in dress-up play <p>5.3 YT.C Engage with costumes and props that represent community workers.</p> <ul style="list-style-type: none"> Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck) Engage in dress-up play <p>5.3 OT.C</p>	<ul style="list-style-type: none"> The Importance of Pretend Play (PER) The Value of Play (PER) Pretend Play with Your Child (PH) Ways to Have Fun with Your Child (PH) As Your Child Develops Self-Concept (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Block Play Pay to Learn Pretend Picnic Tool Time: Aiming, Turing Bolts, and Hammering Your Baby Can Hear: Listening to the Family

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Recognize community workers through their uniforms and equipment.</p> <ul style="list-style-type: none"> ● Use costumes and props of community workers for intended purpose (e.g. hold stethoscope to teddy bear's heart, use hammer to pound peg into pegboard, fill a dump truck) ● Engage in dress-up play ● Identify the types of equipment and materials community workers use ● Ask and answer questions about community workers and their roles ● Match workplace equipment and uniform to worker ● Label community workers in their neighborhood 	
<p>Standard 6.1 Scarcity and Choice</p>	<p>General Development Information</p>
<p>Incentives and Choice 6.1 I.D Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> ● Reference 16.3 I.A <p>6.1 YT.D Make simple choices.</p> <ul style="list-style-type: none"> ● Reference 16.3 YT.A <p>6.1 OT.D Communicate about a choice based on individual interest.</p> <ul style="list-style-type: none"> ● Make a choice and explain the reason for the choice 	<ul style="list-style-type: none"> ● Understanding Negativism (PER) ● When "No" Is Your Child's Favorite Word (PH) ● Positive Discipline (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Sweeping into a Square : Helping and Aiming a Tool ● In the Kitchen: Helping and Learning
<p>Standard 6.3 Functions of Government</p>	<p>General Development Information</p>
<p>Government's Role in International Trade 6.3 OT.D Communicate about products produced locally.</p> <ul style="list-style-type: none"> ● Talk about products that can be found around their home ● Ask and answer questions about items that come from farms, factories, and/or businesses within the community 	<ul style="list-style-type: none"> ● Cognitive Development: 14 to 24 Months (PER) ● 14 to 24 Months: Your Child's Cognitive Development (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Play Sets: Talking, Creating, and Imagining ● Note Card Book: Using Small Muscles and Telling Stories
<p>Standard 6.5 Income, Profit and Wealth</p>	<p>General Development Information</p>
<p>Types of Businesses 6.5 OT.C Communicate about local businesses.</p> <ul style="list-style-type: none"> ● Ask and answer questions about local businesses ● Act out play scenarios that relate to local businesses (e.g. getting haircut, pet school, farmer's market) 	<ul style="list-style-type: none"> ● Cognitive Development: 14 to 24 Months (PER) ● 14 to 24 Months: Your Child's Cognitive Development (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Acting It Out: Moving, Rolling and Crawling
<p>Standard 7.1 Basic Geographic Literacy</p>	<p>General Development Information</p>

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Geographic Tools 7.1 OT.A Use maps in play.</p> <ul style="list-style-type: none"> Follow a pathway or roadway on a large car mat Follow a teacher-made map (e.g. locate something in the environment, follow a course) Ask and answer questions about maps 	<ul style="list-style-type: none"> Cognitive Development: 14 to 24 Months (PER) 14 to 24 Months: Your Child’s Cognitive Development (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> I Spy Bottle: recognizing and Remembering Paper Bag Road: Using Small Muscle and Planning Play
<p>Standard 7.2 Physical Characteristics of Places and Regions</p>	<p>General Development Information</p>
<p>Physical Characteristics 7.2 OT.A Describe the characteristics of home to gain understanding of physical features.</p> <ul style="list-style-type: none"> Identify the characteristics of one’s home (e.g. door color, exterior type, type of home) Describe the locations and uses of important areas within the home Identify the room in which certain items might be found 	<ul style="list-style-type: none"> Cognitive Development: 14 to 24 Months (PER) 14 to 24 Months: Your Child’s Cognitive Development (PH)
<p>Standard 8.1 Historical Analysis and Skills Development</p>	<p>General Development Information</p>
<p>Continuity and Change Over Time 8.1 I.A Anticipate next step of a familiar routine or activity.</p> <ul style="list-style-type: none"> Reference AL.2.I.B <p>8.1.YT.A Know the sequence of familiar routines.</p> <ul style="list-style-type: none"> Reference AL.2.YT.B <p>8.1.OT.A Identify and complete the sequence of familiar routines and tasks.</p> <ul style="list-style-type: none"> Reference AL.2.OT.B 	<ul style="list-style-type: none"> Designing and Guiding as Babies Grow (PER) Routines and Your Baby (PH) Your Baby’s Social and Emotional Development: 8 to 14 Months (PH)
<p>Creative Thinking and Expression: Communicating through the Arts</p>	
<p>Standard 9.1.M Production and Performance: Music and Movement</p>	<p>General Development Information</p>
<p>Elements and Principles 9.1.M YT.A Demonstrate an understanding of basic elements of music and movement.</p> <ul style="list-style-type: none"> Explore rhythm instruments Participate in teacher guided music and movement activities Demonstrate understanding of fast, slow, loud and soft <p>9.1.M OT.A</p>	<ul style="list-style-type: none"> Helping Parents Share Music with Their Child (PER) Exploring Music: Ways to Have Fun with Your Child (PH) Making Music with Your Baby (PH) Reasons to Share Rhymes and Songs with Your Baby (PH) <p><u>Relevant Activity Page:</u></p>

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Know and use basic elements of music and movement.</p> <ul style="list-style-type: none"> ● Explore rhythm instruments ● Use rhythm instruments as intended ● Participate in teacher-guided music and movement activities ● Demonstrate understanding of fast, slow; loud and soft 	<ul style="list-style-type: none"> ● Dance to the Music: Dipping and Swaying ● Music and Me: Moving and Matching Beats ● Clap to the Music: Sitting, Clapping, and Singing ● March to the Drummer
<p>Demonstration 9.1.M I.B Respond to music.</p> <ul style="list-style-type: none"> ● Respond to a variety of music types, including culturally diverse music ● Turn head to source of music ● React to music with body movements <p>9.1.M YT.B Engage with music.</p> <ul style="list-style-type: none"> ● Respond to a variety of music types, including culturally diverse music ● Turn head to source of music ● React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) ● Use props in response to music (e.g. scarves, instruments, ribbons) ● Attempt to sing a familiar melodic pattern ● Attempt to imitate music patterns using available materials <p>9.1.M OT.B Respond to and communicate about music.</p> <ul style="list-style-type: none"> ● Respond to a variety of music types, including culturally diverse music ● Request favorite types of music ● Sing songs in recognizable ways ● React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) ● Use props in response to music (e.g. scarves, instruments, ribbons) ● Attempt to imitate music patterns and dance movements ● Participate in group music activities for short periods of time ● Indicate likes and dislikes in regard to music 	<ul style="list-style-type: none"> ● Helping Parents Share Music with Their Child (PER) ● Responding to Babies and Young Children (PER) ● Exploring Music: Ways to Have Fun with Your Child (PH) ● Making Music with Your Baby (PH) ● Reasons to Share Rhymes and Songs with Your Baby(PH) ● The Rhymes and Songs Add-a-Page Book: A-Z <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Dance to the Music: Dipping and Swaying ● Music and Me: Moving and Matching Beats to Actions ● Clap to the Music: Sitting, Clapping, and Singing ● Sing a Song: Learning Rhyme and Rhythm and Movement ● March to the Drummer: Marching, Rocking and Swinging
<p>Representation 9.1.M I.E Respond to music and dance.</p> <ul style="list-style-type: none"> ● Respond to a variety of music types, including culturally diverse music ● Turn head to source of music ● React to music with body movements <p>9.1.M YT.E Engage with music and dance.</p> <ul style="list-style-type: none"> ● Respond to a variety of music types, including 	<ul style="list-style-type: none"> ● Responding to Babies and Young Children (PER) ● Helping Parents Share Music With Their Child (PER) ● Exploring Music: Ways to Have Fun with Your Child (PH) ● Making Music with Your Baby (PH) ● The Rhymes and Songs Add-a-Page Book: A-Z

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>culturally diverse music</p> <ul style="list-style-type: none"> ● Turn head to source of music ● React to music with body movements (e.g. move, dance, clap, sway: movements may not match rhythm) ● Use props in response to music (e.g. scarves, instruments, ribbons) ● Attempt to sing a familiar melodic pattern ● Attempt to imitate music patterns using available materials <p>9.1.M OT.E</p> <p>Respond to and communicate about music and dance.</p> <ul style="list-style-type: none"> ● Respond to a variety of music types, including culturally diverse music ● Request favorite types of music ● Sing songs in recognizable ways ● React to music with increasingly coordinated body movements (e.g. move, dance, clap, sway: movements may not match rhythm) ● Use props in response to music (e.g. scarves, instruments, ribbons) ● Attempt to imitate music patterns and dance movements ● Participate in group music activities for short periods of time ● Indicate likes and dislikes in regard to music 	<p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Dance to the Music: Dipping and Swaying ● Let's All Sing: Enjoying Music and Using Large and Small Muscles ● Yarn Ball Fun: Catching, Tossing, and Rolling
<p>Technologies</p> <p>9.1.M I.J</p> <p>Use technologies for producing music.</p> <ul style="list-style-type: none"> ● Explore musical instruments, including those which are culturally diverse ● Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) <p>9.1.M YT.J</p> <p>Use a variety of technologies for producing music or performing movements.</p> <ul style="list-style-type: none"> ● Explore musical instruments, including those which are culturally diverse ● Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) ● Attempt to imitate music patterns using musical instruments <p>9.1.M OT.J</p> <p>Use a variety of technologies for producing music or performing movements.</p> <ul style="list-style-type: none"> ● Explore musical instruments, including those which are culturally diverse ● Use instruments to accompany music ● Use instruments as intended ● Use a variety of props to respond to music (e.g. scarves, ribbons, bean bags) ● Attempt to imitate music patterns using musical instruments 	<ul style="list-style-type: none"> ● Helping Parents Share Music with Their Child (PER) ● Exploring Music: Ways to Have Fun with Your Child (PH) ● Making Music with Your Baby (PH) ● Reasons to Share Rhymes and Songs with Your Baby (PH) ● The Rhymes and Songs Add-a Page Book: A-Z (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Sing a Song: Learning Rhyme and Rhythm and Movement ● March to the Drummer: Marching, Rocking and Swinging ● Blowing in the Band: Playing Together and Using Small Muscles ● Making Instruments: Listening and Moving to the Beat

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
** 75% alignment to domain is needed to meet alignment threshold **

Standard 9.1.D Production and Performance: Dramatic and Performance Play	General Development Information
<p>Demonstrations 9.1.D I.B Act out familiar scenarios.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) <p>9.1.D YT.B Act out familiar scenarios using objects with intended purpose.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) Use object for intended purpose during play <p>9.1.D OT.B Explore real or make believe scenarios through dramatic play.</p> <ul style="list-style-type: none"> Imitate familiar actions in play (e.g. hold phone to ear, stir using spoon, use cups and plates to serve pretend meal) Use object for intended purpose during play Use one object to represent another object during play Create own dramatic play scenarios Act out experiences that are new or unknown (e.g. dentist) Pretend to be a person or animal 	<ul style="list-style-type: none"> Playing with Blocks (PER) Approaches to Learning in the Early Years (PER) Supporting Learning in the Early Years (PER) Your Child Loves to Play with Blocks (PH) Space and Structure for Your Little Explorer (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Acting It Out: Moving, Rolling and Crawling Pretending Play: Dressing Up and Acting Out Stories Blocks: Talking About Building
<p>Representation 9.1.D.OT.E Use imagination and creativity to express self through dramatic play.</p> <ul style="list-style-type: none"> Imitate and repeat voice inflections and facial expressions to entertain others Use non-conforming objects to create representations of real life objects or activities Represent fantasy and real-life experiences through pretend play Imitate roles of people, animals, or objects observed in life experiences Use props and costumes during dramatic play Ask others to watch a performance 	<p>The Importance of Pretend Play (PER) Social-Emotional Development 24 to 36 Months (PER)</p> <p>Pretending Play With Your Child (PH) Ways to Have Fun With Your Child (PH)</p> <ul style="list-style-type: none"> Child Development Chart (PH) <p>Relevant Activity Page: Play to Learn: Observing and Responding During Floor Time Pretend Picnic: Imagining and Showing Understanding Learning Finger plays: Imitating and Listening Dressings Teddy: Putting on Clothes and Pretending</p>

Standard 9.1.V Production and Performance: Visual Arts	General Development Information
<p>Elements and Principles 9.1.V YT.A. Demonstrate an understanding of basic elements of visual arts.</p> <ul style="list-style-type: none"> Participate in teacher guided visual art activities Demonstrate an understanding of color 	<ul style="list-style-type: none"> Visual Development (PER) Supporting Learning in the Early Years (PER) Let's Learn Colors (PH) Choosing Age-Appropriate Toys for Toddlers (PH)

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> ● Create a picture using different colors ● Combine colors ● Explore a variety of art materials <p>9.1.V.OT.A Know and use basic elements of visual arts.</p> <ul style="list-style-type: none"> ● Participate in teacher guided visual art activities ● Communicate about art, demonstrating an understanding of color and shape ● Create a picture using different colors ● Combine colors ● Explore a variety of art materials ● Use art materials as intended 	<p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Finding Colors: Learning Words and Matching ● Tie-Dye Fun: Pinching, Experimenting, and Learning Colors
<p>Demonstration 9.1.V I.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> ● Participate in teacher-guided art activities ● Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough) <p>9.1.V YT.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> ● Participate in teacher-guided art activities ● Use a variety of non-toxic materials (e.g. paint, crayons, markers, chalk, wood, stampers, play dough) ● Demonstrate increased control of art technologies <p>9.1.V OT.B Combine a variety of materials to engage in the process of art.</p> <ul style="list-style-type: none"> ● Participate in teacher-guided art activities ● Use a variety of non-toxic materials (e.g. paint, crayons, markers, wood, play dough, plastic safety scissors, stampers, rubbing plates) ● Demonstrate increased control of art technologies ● Initiate independent works of art 	<ul style="list-style-type: none"> ● Motor Development: 14 to 24 Months (PER) ● Supporting Learning in the Early Years (PER) <ul style="list-style-type: none"> ● Let's Learn Colors (PH) ● Choosing Age-Appropriate Toys for Toddlers (PH) ● Motor Experience Center: using hands and Eyes Together (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Finding Colors: Learning Words and Matching ● Paint ● Tie-Dye Fun: Pinching, Experimenting, and Learning Colors ● Finger painting: Using Small Muscles and Experimenting
<p>Representation 9.1.M OT.E Use imagination and creativity to express self through the process of art.</p> <ul style="list-style-type: none"> ● Initiate art activities ● Participate in teacher-guided visual art activities ● Select art materials during free choice ● Draw simple pictures to represent something ● Attempt to draw self portrait ● Create basic shapes ● Label own creations 	<ul style="list-style-type: none"> ● How Young Children Approach Learning (PER) ● Approaches to Learning in the Early Years (PH) ● Learning to Learn (PH) ● Learning Through Movement (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> ● Shape Hop: Controlling Movement and Imagining ● Bowling: Rolling, Aiming and Making Rules

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Technologies 9.1.V I.J Use technologies in the process of creating art.</p> <ul style="list-style-type: none"> ● Explore a variety of tools and non-toxic art materials, including those which are culturally diverse ● Participate in teacher-guided visual art activities ● Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) <p>9.1.V YT.J Use a variety of technologies in the process of creating art.</p> <ul style="list-style-type: none"> ● Explore a variety of tools and non-toxic art materials, including those which are culturally diverse ● Participate in teacher-guided visual art activities ● Manipulate materials in a variety of ways (e.g. pounding, squeezing, poking) <p>9.1.V OT.J Use a variety of technologies in the process of creating art.</p> <ul style="list-style-type: none"> ● Explore a variety of tools and non-toxic art materials, including those which are culturally diverse ● Participate in teacher-guided visual art activities ● Manipulate materials in a variety of ways (e.g. pounding, squeezing, rolling, tearing, poking) ● Use art materials and tools as intended 	<ul style="list-style-type: none"> ● How Young Children Approach Learning (PER) ● Cognitive Development: 8 to 14 Months (PER) ● Approaches to Learning in the Early Years (PH) ● Learning to Learn (PH) ● Learning Through Movement (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> ● Shape Hop: Controlling Movement and Imagining ● Bowling: Rolling, Aiming and Making Rules
---	---

Standard 9.3 Critical Response to Works of Art	General Development Information
<p>Identification 9.3 I.F Explore a variety of art forms.</p> <ul style="list-style-type: none"> ● Recognize and point to familiar objects or persons in photos or books ● Engage with photographs and paintings ● Engage in tactile art experiences ● Engage with music ● Participate in teacher-guided music and movement activities <p>9.3 YT.F Engage with a variety of art forms.</p> <ul style="list-style-type: none"> ● Engage with photographs and paintings ● Engage in tactile art experiences ● Engage with music ● Participate in teacher-guided music and movement activities <p>9.3 OT.F Communicate about a variety of art forms.</p> <ul style="list-style-type: none"> ● Describe photographs and paintings ● Engage in tactile art experiences ● Communicate about the specific tools needed to perform a specific type of art (e.g. "I need crayons") ● Engage with music ● Participate in teacher-guided music and movement 	<ul style="list-style-type: none"> ● Language in the Second Year of Life (PER) ● 14 to 24 Months: Your Child's Language Development (PH) ● Language Experience Center: A Look at Books (PH) ● Rhymes and Songs (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Book of Sounds: Relating Sounds to Objects ● Hat Head: Choosing, Describing and Pretending ● Parallel Talk and Self-Talk ● Write a Letter

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>activities</p> <ul style="list-style-type: none"> Communicate likes and dislikes Answer questions about different art forms 	
<p>Critical Response 9.3 I.G Respond to various art forms.</p> <ul style="list-style-type: none"> Gaze at or point to a picture, painting or photo Respond to a variety of music types, including culturally diverse music Turn head to source of music React to music with body movements Respond to various art forms. <p>9.3 YT.G Show interest in others' artistic expressions.</p> <ul style="list-style-type: none"> Intentionally look at displayed pictures Watch others dance Imitate the artistic actions of others (e.g. copy dance moves, choose a similar art tool after observing peer use) <p>9.3 OT.G Comment on characteristics of others' artistic expressions.</p> <ul style="list-style-type: none"> Describe pictures Notice the way others are dancing to music Comment on the tools peers are using 	<ul style="list-style-type: none"> Language in the Second Year of Life (PER) 14 to 24 Months: Your Child's Language Development (PH) Language Experience Center: A Look at Books (PH) Rhymes and Songs (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Book of Sounds: Relating Sounds to Objects Hat Head: Choosing, Describing and Pretending Parallel Talk and Self-Talk Write a Letter

Health and Wellness and Physical Development: Learning About My Body

Standard 10.1 Concepts of Health	General Development Information
<p>Interaction of Body Systems 10.1 I.B Locate basic body parts when named by an adult.</p> <ul style="list-style-type: none"> Point to or move fingers, hands, toes, feet and head when asked <p>10.1 YT.B Locate basic body parts when asked.</p> <ul style="list-style-type: none"> Point to or move fingers, hands, toes, feet and head when asked Use fingers and hands during finger plays and songs with motions <p>10.1 OT.B Identify and locate basic body parts.</p> <ul style="list-style-type: none"> Name basic body parts Follow basic directions in a movement song (e.g. shake your feet or wiggle your arms) Point to or move fingers, hands, toes, feet and head when asked Use fingers and hands during finger plays and songs with motions 	<ul style="list-style-type: none"> Sexuality Awareness (PER) Motor Development: A Process of Discovery (PER) 14 to 24 Months: Your Child's Language Development (PH) Dressing Games (PH) Discovering, Understanding, Experimenting, Adjusting (PH) Let the Games Begin! Games for Young Babies (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Body Parts: Looking and Listening What My Body Can Do: Controlling Movement and Labeling

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Nutrition 10.1 OT.C Participate in experiences related to healthy food choices.</p> <ul style="list-style-type: none"> ● Explore health food options ● Choose between healthy food options ● Participate in discussions about food options 	<ul style="list-style-type: none"> ● Infant Feeding: Making an Informed Choice (PER) ● Keeping Fit for Yourself (PH) ● My Daily Food Plan (PH)
<p>Standard 10.2 Healthful Living</p>	<p>General Development Information</p>
<p>Health Practices, Products and Services 10.2 I.A Participate in fundamental practices for good health.</p> <ul style="list-style-type: none"> ● Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) ● Use verbal and nonverbal cues to express needs (e.g. hunger, tired, diaper change) ● Actively participate with adult in daily hygiene routines ● Imitate basic hygiene practices (e.g. wash hands, wipe nose) <p>10.2 YT.A Engage in fundamental practices for good health.</p> <ul style="list-style-type: none"> ● Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) ● Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) ● Use verbal and nonverbal cues to express needs (e.g. hunger, tired, diaper change) ● Imitate and practice basic hygiene practices (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) ● Recognize basic health care workers <p>10.2 OT.A Discuss fundamental practices for good health.</p> <ul style="list-style-type: none"> ● Establish and engage in individualized daily routines (e.g. eating, toileting, sleeping) ● Use verbal and nonverbal cues to express needs (e.g. hunger, tired, toileting) ● Engage in daily activities that promote good health (e.g. exercise, rest, eating, tooth brushing) ● Practice basic hygiene practices with adult reminders (e.g. use tissue to wipe nose, wash hands, attempt to brush teeth, cough into elbow) ● Discuss basic hygiene practices ● Ask and answer questions about health practices (e.g. “Why do I need a nap?”, explain that we need to eat well, get rest and exercise to stay healthy) ● Identify people that help keep us healthy 	<ul style="list-style-type: none"> ● Healthy for Life (PER) ● Sleep Routines for Toddlers (PER) ● Dental Health (PER) ● Health Fact or Fiction (PH) ● Keeping Healthy - Now and Later (PH) ● Keeping Fit for Yourself (PH) ● My Daily Food Plan (PH) ● Directions for My Daily Food Plan (PH) ● Getting Your Toddler to Sleep (PH) ● Your Baby’s Teeth (PH) ● Formula Feeding (PH) ● Learning to Use the Toilet (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Washcloth Puppet: Talking and Pretending

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

Standard 10.3 Safety and Injury Prevention	General Development Information
<p>Safe and Unsafe Practices 10.3 I.A</p> <ul style="list-style-type: none"> ● Respond to basic safety words. ● Stop behavior when told “no” or “stop” ● Look at adult before repeating a behavior <p>10.3 Y.T.A</p> <p>Cooperate with basic safety practices.</p> <ul style="list-style-type: none"> ● Understand one word rules such as “no” or “stop” ● Indicate that a behavior should not be done by saying “no, no” ● Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) <p>10.3 O.T.A</p> <p>Use and communicate about basic safety practices.</p> <ul style="list-style-type: none"> ● Respond appropriately when adult identifies an unsafe practice ● Understand clearly stated rules ● Ask questions about basic safety rules ● Indicate that a behavior should not be done ● Follow basic safety rules with adult reminders (e.g. use walking feet, slide down the slide, hold railing when climbing stairs) ● Seek support when trying something new or meeting new people ● Participate in discussions about basic safety rules 	<ul style="list-style-type: none"> ● Safe and Healthy Home Environments (PER) ● Play It Safe with Animals (PH) ● Childproofing Your Home Now That You Have a Toddler (PH) ● Creating a Safe Home Environment for Your Child (PH) ● Guarding Against Choking (PH) ● 3 Years: Your Child’s Motor Development (PH) ● Helping Your Toddler Listen and Hear (PH) ● Staying Safe on the Go (PH)
Standard 10.4 Physical Activity: Gross Motor Coordination	General Development Information
<p>Control and Coordination 10.4 I.A</p> <p>Develop control of the body.</p> <ul style="list-style-type: none"> ● Control head and back ● Coordinate movement of arms and legs ● Use body to move (e.g. rolling, pulling self to standing position, crawling, creeping) <p>10.4 Y.T.A</p> <p>Control and coordinate the movement of the body.</p> <ul style="list-style-type: none"> ● Walk with increasing coordination ● Coordinate movements of arms, legs and neck (e.g. throw a ball, kick a ball) ● Climb or crawl in and out of things ● Attempt to jump <p>10.4 O.T.A</p> <p>Combine and coordinate body movement.</p> <ul style="list-style-type: none"> ● Coordinate arm and leg movements when engaged in an activity (e.g. throw a ball, kick a ball, use riding toys) ● Run with increasing speed and developing coordination ● Jump off low step landing on two feet ● Throw object at target (e.g. bean bag in basket) ● Climb and crawl in and out of things (e.g. navigate short ladder on play equipment) 	<ul style="list-style-type: none"> ● Visual Development (PER) ● Motor Experience Center: Using Hands and Eyes Together (PER) ● Physical Activity and Obesity Prevention in Babies and Toddlers (PER) ● Eye-Opening Facts About Your Baby’s Vision (PH) ● Seeing Simple Patterns (PH) ● Designing an Active Life for Your Toddler (PH) ● Three Years: Your Child’s Motor Development (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Face Pattern, Visual Tracking and Focusing ● Grab It: Eyes and Hands Together, Grabbing and Batting ● Vision Screening: Seeing and Learning

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Balance and Strength 10.4 I.B Exhibit strength and balance in stationary body movements.</p> <ul style="list-style-type: none"> ● Pull self to sitting position ● Hold self in sitting position ● Sit and reach for objects without falling ● Pull self to standing position ● Stand with support <p>10.4 YT.B Exhibit balance and strength when moving from place to place.</p> <ul style="list-style-type: none"> ● Squats to pick up toys ● Stands on tiptoes to reach for something ● Carry objects from one place to another ● Gets in and out of chair ● Walk with one foot in front of the other ● Use steps (non-alternating feet) with support ● Attempt to jump <p>10.4 OT.B Demonstrate balance and strength when performing gross motor activities.</p> <ul style="list-style-type: none"> ● Side steps across beam ● Jump off low step using two feet ● Jumps over small objects ● Use steps (non-alternating feet) with support ● Kick a ball ● Carry objects from one place to another 	<ul style="list-style-type: none"> ● Visual Development (PER) ● Motor Experience Center: Using Hands and Eyes Together (PER) <ul style="list-style-type: none"> ● Eye-Opening Facts About Your Baby's Vision (PH) ● Seeing Simple Patterns (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Face Pattern: Visual Tracking and Focusing ● Grab It: Eyes and Hands Together, Grabbing and Batting ● Vision Screening: Seeing and Learning ● Causing Effects: Controlling Balance, Sitting, Dropping ● Cushion Mountain: Balancing and Strengthening Muscles
--	--

Standard 10.5 Concepts, Principles and Strategies of Movement: Fine Motor Development	General Development Information
<p>Strength Coordination and Muscle 10.5 I.A Use fingers and hands to accomplish actions.</p> <ul style="list-style-type: none"> ● Hold objects in hand ● Use pincer grasp to pick up objects (e.g. cereal, banana slices or small objects) ● Transfer objects from hand to hand ● Imitate motions of basic finger plays <p>10.5 YT.A Coordinate use of fingers, hands and wrists to accomplish actions.</p> <ul style="list-style-type: none"> ● Manipulate a variety of objects ● Pick up more than one object in the same hand ● Transfer objects from one hand to another ● Twist wrists to turn hands ● Imitate motions of basic finger plays ● Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a doll's hair) <p>10.5 OT.A Coordinate use of fingers, hands and wrists to accomplish actions.</p>	<ul style="list-style-type: none"> ● Motor Development: A Process of Discovery (PER) ● The Role of Small Muscles in Learning (PER) <ul style="list-style-type: none"> ● Learning Through Movement (PH) ● Helping Your Baby Learn to Feed Himself (PH) ● Helping Your Child Learn to Cut (PH) ● Stages of Drawing and Writing (PH) ● Dressing Games (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Snack Time: Using Small Muscles and Self-Help ● Painting in a Bag: Exploring Textures and Using Small Muscles ● Paper Pull: Using Small Muscles and Understanding Cause and Effect ● Sticky Fun: Strengthening Small Muscles and Creating

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> ● Manipulate a variety of objects ● Pick up more than one object in the same hand ● Transfer objects from one hand to another ● Twist wrists to turn hands ● Imitate motions of basic finger plays ● Hold object in one hand and manipulate it with another hand (e.g. tearing paper, brushing a doll's hair, string larger beads) ● Practice manual self-help skills (e.g. snapping, Velcro) 	
<p>Eye/Hand Coordination 10.5 I.B Use eye and hand coordination to perform a task.</p> <ul style="list-style-type: none"> ● Pick up object and place in range of vision ● Pick up and manipulate objects ● Attempt to turn pages of a board book using thumb and fingertips ● Point to objects <p>10.5 YT.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> ● Pick up object and place in range of vision ● Pick up and manipulate objects ● Attempt to turn pages of a book using thumb and fingertips ● Stack toys and blocks ● Place objects in containers ● Use nesting toys and place on inside another ● Point to objects ● Manipulate pieces of age-appropriate puzzles <p>10.5 OT.B Coordinate eye and hand movements to perform a task.</p> <ul style="list-style-type: none"> ● Pick up and manipulate objects ● Stack toys and blocks ● Place objects in containers ● Use nesting toys and place on inside another ● Point to objects ● Manipulate pieces of a puzzle ● Hold book with one hand while turning pages with the other 	<ul style="list-style-type: none"> ● Visual Development (PER) ● Motor Experience Center: Using Hands and Eyes Together (PER) ● The Value of Play (PER) ● Eye-Opening Facts About Your Baby's Vision (PH) ● Seeing Simple Patterns (PH) ● What Your Baby Sees (PH) ● Play is Learning (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Face Pattern: Visual Tracking and Focusing ● Grab It: Eyes and Hands Together, Grabbing and Batting ● Vision Screening: Seeing and Learning

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Use of Tools 10.5 I.C Manipulate basic tools.</p> <ul style="list-style-type: none"> • Attempt to use feeding utensils • Hold basic art implements and make marks on paper <p>10.5 YT.C Use basic tools.</p> <ul style="list-style-type: none"> • Use spoon and fork for eating • Use writing or drawing tools with limited coordination • Use cups to practice pouring <p>10.5 OT.C Use basic tools demonstrating refined skill.</p> <ul style="list-style-type: none"> • Use writing or drawing tools to make recognizable shapes, lines or dots • Use spoon and fork for eating • Use cups to practice pouring • Use safety scissors to make simple snips or cuts • Use child-sized household or classroom tools (e.g. broom, plastic hammer, sponge, cloth) • Use basic tools to manipulate play dough 	<ul style="list-style-type: none"> • The Importance of Pretend Play (PER) • Motor Experience Center: Using Hands and Eyes Together (PER) <ul style="list-style-type: none"> • Pretend Play With Your Child (PH) • Ways to Have Fun With Your Child (PH) • As Your Child Develops Self-Concept (PH) • Seeing Simple Patterns (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> • Face Pattern • Grab It • Pretend Picnic: Imagining and Showing Understanding
--	--

Social and Emotional Development	
Standard 16.1 Self-Awareness and Self-Regulation	General Development Information
Standard 16.1 Self-Awareness and Self-Regulation	
<p>Regulates Emotions and Behaviors 16.1.1.A Demonstrate an emotional response to the environment.</p> <ul style="list-style-type: none"> • Use facial expressions to indicate emotions • Express feelings (e.g. crying, smiling, laughing, cooing) • Self soothe • Show pleasure in familiar surroundings • Withdrawal when over-stimulated <p>16.1.YT.A Demonstrate an emotional response in reaction to an experience.</p> <ul style="list-style-type: none"> • Show joy, pleasure or excitement when new things are learned • Demonstrate a beginning sense of humor • Use body to demonstrate emotions • Imitate other's emotional reactions • Manage emotions with adult support • Display intense emotions (e.g. temper tantrums, stranger anxiety) <p>16.1.OT.A Make connections between emotions and behavior.</p> <ul style="list-style-type: none"> • Demonstrate an emotional response in reaction to an experience. • Label basic emotions (e.g. happy, sad, mad, scared) • Use pretend play as a way to practice feelings 	<p>Looking at Development: 8 to 14 Months (PER) Supporting Learning in the Early Years (PER) Social-Emotional Development: 24 to 36 Months (PER)</p> <p>What you'll Notice as Your Baby Develops Self-Concept (PH) What You Bring to Your Baby's Learning (PH) Your Child's Developing Self-Esteem (PH) Emotions Experience Center: A Look Into the Mirror (PH) Taming a Temper Tantrum (PH)</p> <p><u>Relevant Activity Page:</u> How Do I Sound? Talking and Taking Turns in Conversations People Pictures: Talking About Feelings and Fears Family Faces: Looking at Photos and Socializing</p>

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> • Answer questions that connect behavior to emotion • State how actions connect to emotions (e.g. “I pound play dough, I’m mad”, “I love you, hug!”) 	
<p>Influences of Personal Traits 16.1 I. B Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> • Attend to adult during reciprocal interaction • Gaze with interest at adult, peer, or object nearby • Engage in exploration of objects within the environment • Accept and reach for objects offered by adult • Seek favorite object or book <p>16.1 YT.B Demonstrate preference for specific objects or activities.</p> <ul style="list-style-type: none"> • Make simple choices • Ask for activity to be repeated • Engage in the same activity over and over • Demonstrate resistance when asked to end an activity they are engaged in <p>16.1 OT.B Communicate preference for people, objects, and activities.</p> <ul style="list-style-type: none"> • Convey ownership of objects and people (e.g. say “that’s mine”, “that’s my mommy”) • Request preferred activity • Show preference for familiar adults • Communicate resistance when asked to end an activity they are engaged in • Engage in the same activity over and over • Communicate choice 	<ul style="list-style-type: none"> • • Looking at Development (PER) • Differences and Delays in Development (PER) • Social-Emotional Development: 8 to 14 Months (PER) • Social-Emotional Development 24 to 36 Months (PER) • Parenting Behaviors (PER) • Temperament (PER) • PAT Milestones by Age • Child Development Chart (PH) • Understanding Differences in Development (PH) • Fine SMILE (PH) • Social-Emotional Development (PH) • Supporting Your Child’s Temperament (PH) • Understanding Your Child’s Temperament (PH) • 24 to 6 Months: Your Child’s Social-Emotion Development • Parenting Makes a Difference (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> • Family Faces: Looking at Photos and Socializing • Sock Puppet: Taking Turns and Pretending
<p>Resiliency 16.1 I.C Use comfort of familiar experiences to explore new activities and experiences.</p> <ul style="list-style-type: none"> • Show interest in new experiences (e.g. try new foods) • Reach for and accept new objects with interest • Repeat attempted action for mastery (e.g. standing, falling, and getting back up) <p>16.1 YT.C Repeat familiar activity to gain comfort and confidence.</p> <ul style="list-style-type: none"> • Show pleasure at own actions • Explore environment with interest • Indicate “more” to try something over and over • Repeat challenging tasks or activities many times to achieve mastery • Repeat familiar activity to gain comfort and confidence <p>16.1 OT.C Approach new experiences with confidence.</p> <ul style="list-style-type: none"> • Show confidence and pleasure in the completion of a task or activity • Demonstrate pride in completed accomplishments 	<ul style="list-style-type: none"> • Supporting Learning in the Early Years (PER) • Guidance for Using the Resiliency Quiz (PER) • What You Bring to Your Baby’s Learning (PH) • Face Pattern (PH) • Resiliency Quiz (PH) • <u>Relevant Activity Page:</u> • Roll the Baby: Exercising and Strengthening Core Muscles • Tummy Time • Motivating Learning: Praising Actions, Boosting Confidence, and Sharing Ideas

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> Attempt a teacher-suggested alternate solution to accomplish a task 	
<p>Goal Setting 16.1 OT.D Establish goals independently.</p> <ul style="list-style-type: none"> Make simple choices Set and discuss goals for play and activities when asked 	<ul style="list-style-type: none"> Goal Setting (PER) What's on your Mind? Exploring Hopes, Desires, Questions, and Concerns (PH) Goals Setting: Begin with the End in Mind (PH)
<p>Identity Development 16.1 I.E Respond to self in mirror.</p> <ul style="list-style-type: none"> Move toward mirrors in the environment Smile when held to a mirror Coo when looking in mirror Point to and babble at self in mirror <p>16.1 YT.E Convey ownership of objects and people.</p> <ul style="list-style-type: none"> Say "mine" Take object from peer and adult Collect objects Display possessiveness or jealousy towards others Demonstrate resistance when asked to end an activity they are engaged in <p>16.1 OT.E Use language that indicates knowledge of self.</p> <ul style="list-style-type: none"> Use words that mean self when speaking (e.g. "Me do it", "I can") Tell stories about self Relate personal experiences to other experiences 	<ul style="list-style-type: none"> Supporting Learning in the Early Years (PER) 3 Years: Your Child's Social-Emotional Development (PH) Face Pattern (PH) Emotion Experience Center: A Look Into the Mirror (PH) 3 ½ to 5 ½ Months: Your Baby's Social-Emotional Development (PH) Visualizing (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> Mirror Play: Looking and Finding I See Me: Seeing Reflections People Pictures: Talking About Feelings and Fears Motivating Learning Family Traditions: Communicating, Creating and Sharing Our Family: Recognizing and Building Attachments

Standard 16.2 Establishing and Maintaining Relationships	General Development Information
<p>Relationships: Trust and Attachment 16.2 I.A Show affection and bond with familiar adults.</p> <ul style="list-style-type: none"> Respond and attend to adult's interactions Accept physical comfort and respond to cuddling Seek to be near familiar adults Display recognition of trusted adults Word Review (Season 1: Week 1-3, 10: Season 2: Weeks 1-3, 10) <p>16.2 YT.A Use trusted adult as a secure base from which to explore the environment.</p> <ul style="list-style-type: none"> Watch adults for their response to actions Use gestures and simple words to express need to trusted adults for comfort Respond and attend to adult's interactions Seek to be near familiar adults Display apprehension when an unfamiliar adult comes near 	<ul style="list-style-type: none"> The Toddler's Adjustment to the New Baby (PER) Nurturing, Infants, Toddlers and Preschoolers (PER) Attachment and Brain Development (PER) The Relationship Spectrum (PH) Reflections of a Healthy Relationship (PH) Ways to Build Attachment with Your Baby (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> Memory Games: Matching and Playing Cards Together People Pictures

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<ul style="list-style-type: none"> ● Seek attention from trusted adults <p>16.2 OT.A Develop relationships that extend beyond trusted adults.</p> <ul style="list-style-type: none"> ● Engage in reciprocal conversation with familiar peer and adults ● Respond to familiar adult's questions and directions ● Demonstrate appropriate affection for familiar adults and peers ● Seek out companionship from another child ● Use words denoting friendship ● Ask a child to play (e.g. "Do you want to make a block house with me?") ● Play cooperatively with a few peers for a short period of time ● Show interest in unfamiliar adults ● Demonstrate increasing ability to separate from trusted adults without distress 	
<p>Diversity 16.2 I.B Notice differences in others.</p> <ul style="list-style-type: none"> ● React to something unfamiliar (e.g. scent, appearance, dress, voice, touch) ● Attempt to touch face or hair of peer ● Cry when unfamiliar adult approaches <p>16.2 YT. B Recognize similarities and differences between self and others.</p> <ul style="list-style-type: none"> ● Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home) ● Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up) ● Attempt to touch face or hair of peer ● Cry when unfamiliar adult approaches <p>16.2 OT.B Communicate about similarities and differences between self and others.</p> <ul style="list-style-type: none"> ● Make drawings of people including self portraits ● Engage in activities that reflect home culture (e.g. dramatic play – cooking food served in the home) ● Engage in activities that promote labeling of personal characteristics (e.g. likes, dislikes, physical characteristics, family make-up) 	<ul style="list-style-type: none"> ● Learning Family Values (PER) ● Teaching Children to Value Differences (PER) ● Valuing Family Diversity (PER) <ul style="list-style-type: none"> ● Learning to Value Diversity (PH) ● What You'll Notice as Your Baby Develops Self-Concept (PH) ● Fine SMILE (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> ● Take Care: Imitating and Caring ● Our Families: Looking, Recognizing, and Building Attachment ● Family Traditions: Communicating, Creating and Sharing ● Parenting Teamwork: Perspective Taking and Anticipating Routines ● Changes, Changes, Changes: Introducing to the Family

**2014 Pennsylvania Learning Standards for Early Childhood
 Infant/Toddler CURRICULUM ALIGNMENT
 ** 75% alignment to domain is needed to meet alignment threshold ****

<p>Communication 16.2 I.C Use sounds and gestures as a form of reciprocal communication.</p> <ul style="list-style-type: none"> Reference 1.5 I.A <p>16.2 Y.T.C Use sounds, gestures and words as a form of reciprocal communication.</p> <ul style="list-style-type: none"> Reference 1.5 Y.T.A <p>16.2 O.T.C Engage in reciprocal conversations and interactions with peers and adults.</p> <ul style="list-style-type: none"> Reference 1.5 O.T.A 	<ul style="list-style-type: none"> Parenting Behavior (PER) Communicating Before Birth and Beyond (PER) <ul style="list-style-type: none"> Parenting Makes a Difference (PH) 1 ½ to 3 ½ Months: Your Baby's Language Development (PH) Communicating with Babies: More Than Words Can Say (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Book of Sounds: Relating Sounds to Objects
<p>Managing Interpersonal Conflicts Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> Cry or use inappropriate action to express frustration <p>16.2 Y.T. D. Express emotion relating to a conflict.</p> <ul style="list-style-type: none"> Cry or use inappropriate action to express frustration Use some language to express emotion (e.g. "no," "mine") <p>16.2 O.T.D. Communicate about a conflict and seek help to solve.</p> <ul style="list-style-type: none"> Use language to express emotion and describe needs (e.g. "I want that block," "Hey, that's mine") With adult support, engage in simple conflict resolution strategies (e.g. turn taking, redirection) Ask adult to intervene 	<ul style="list-style-type: none"> What Is Discipline? (PER) Social and Emotional Development (PER) <ul style="list-style-type: none"> Emotions Experience Center: A Look into the Mirror (PH) 3 ½ to 5 ½ Months: Your Baby's Social-Emotional Development (PH) Puzzle Play (PH) My Views on Discipline (PH) Positive Discipline (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> Mirror Play: Looking and Finding I See Me: Seeing Reflections People Pictures: Talking About Feelings and Fears
<p>Support: Asking for Help 16.2 I.E Indicate needs through vocalizations and body movements.</p> <ul style="list-style-type: none"> Cry to express need Point and move towards desired object Use basic sign language to indicate need <p>16.2 Y.T. E Communicate needs.</p> <ul style="list-style-type: none"> Cry to express need Point and move towards desired object Use basic language to indicate need (e.g. "mine," basic signs) Use gestures to indicate need <p>16.2 O.T. E Ask for help when needed.</p> <ul style="list-style-type: none"> Attempt tasks independently before asking for help Recognize when help is needed Recognize appropriate sources of help (e.g. familiar adult, community helpers, peers) Ask for adult help to solve a problem or to complete a task 	<ul style="list-style-type: none"> Supporting Learning in the Early Years (PER) Language Development: 8 to 14 Months (PER) Baby Signs (PER) <ul style="list-style-type: none"> 3 Years: Your Child's Social-Emotional Development (PH) Face Pattern (PH) Emotion Experience Center: A Look Into the Mirror (PH) Helping Your Learn to Solve Problems (PH) Words Your Child Understands (PH) <p><u>Relevant Activity Page:</u></p> <ul style="list-style-type: none"> Motivating Learning Roller Book: Learning Words and Moving

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT**
**** 75% alignment to domain is needed to meet alignment threshold ****

Standard 16.3 Decision Making and Responsibility	General Development Information
<p>Decision Making Skills 16.3 I.A</p> <p>Demonstrate preference for specific objects and people.</p> <ul style="list-style-type: none"> Attend to adult during reciprocal interaction Gaze with interest at adult ,peer, or object nearby Engage in exploration of objects within the environment Accept and reach for objects offered by adult Seek favorite object or book <p>16.3 YT.A</p> <p>Make simple choices.</p> <ul style="list-style-type: none"> Choose between two options provided by adult Seek favorite object or activity <p>16.3 OT.A</p> <p>Recognize the consequences of choices.</p> <ul style="list-style-type: none"> Make simple choices Discuss consequences of choices Seek reinforcement for behavior Test limits set by adults 	<ul style="list-style-type: none"> Understanding Negativism (PER) Teaching Children to Solve Problems (PER) <ul style="list-style-type: none"> Feeling Safe While Exploring and Taking “GOOD’ Risks (PH) Helping your Child Learn to Solve Problems (PH) Building Skills for Planning and Doing (PH) When “No” is Your Child’s Favorite Word (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> Puzzle Box Two Halves Make a Whole Sweeping into a Square
<p>Understanding Social Norms (Social Identity) 16.3 I.B</p> <p>Respond to adult guidance about behavior.</p> <ul style="list-style-type: none"> Smile when acknowledged for positive behavior Stop behavior when told “no” or “stop” Look at adult before repeating a behavior <p>16.3 YT.B</p> <p>Demonstrate basic understanding of rules.</p> <ul style="list-style-type: none"> Understand one word rules such as “no” or “stop” Indicate that a behavior should not be done by saying “no, no” Test limits Follow simple rules with adult guidance <p>16.3 OT.B</p> <p>Follow basic rules.</p> <ul style="list-style-type: none"> Put toys away at clean-up time Keep toys in a specific location Join group for circle time Test limits Demonstrate autonomy by saying “no” but will cooperate with teacher guidance Respond appropriately when adult identifies an unsafe practice 	<ul style="list-style-type: none"> Learning Family Values (PER) The importance of Pretend Play (PER) Understanding Child Stress (PER) Social-Emotional Development: 24 to 36 Months (PER) <ul style="list-style-type: none"> 14 to 24 Months: Your Child’s Social-Emotional Development (PH) Disciplining Your Toddler (PH) Let’s Learn Colors (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none"> In Kitchen: Helping and Learning Rhyme and Rhythm: Bouncing, Clapping and Marching Pretend Picnic: Imagining and Showing Understanding
<p>Responsible Active Engagement: Empathy 16.3 I.C</p> <p>React to others’ expressions of emotion.</p> <ul style="list-style-type: none"> Show interest in another child (e.g. touch or pat on back) Begin to cry or show distress when another child is 	<ul style="list-style-type: none"> Responding to Babies and Young Children (PER) Learning Family Values (PER) Stress and Resilience (PER) <ul style="list-style-type: none"> Noticing and Responding to Cues (PH) When Your Child Says, “I’m Scared” (PH)

**2014 Pennsylvania Learning Standards for Early Childhood
Infant/Toddler CURRICULUM ALIGNMENT
** 75% alignment to domain is needed to meet alignment threshold ****

<p>crying</p> <ul style="list-style-type: none">• Smiles and turns head to look at a person when laughing <p>16.3 YT.C</p> <p>Engage in empathy and compassion in some situations.</p> <ul style="list-style-type: none">• Attempt to soothe another who is distressed• Hand another child an object when he/her notices him/her looking at it• Give hugs <p>16.3 OT.C</p> <p>Demonstrate empathy and compassion for others.</p> <ul style="list-style-type: none">• Tell or indicate that another child appears to be distressed• Recognize and name others' feelings• Help a child with a task (e.g. clean up)• Attempt to soothe another who is distressed• Engage in signs of affection (e.g. hand holding, hugs)	<ul style="list-style-type: none">• Attachment Is Good for Your Baby's Brain (PH)• How Am I Feeling? (PH) <p><u>Relevant Activity Pages:</u></p> <ul style="list-style-type: none">• Play to Learn: Observing and Responding During Floor Time
---	---