

**Appendix B**  
**Illinois Early Learning and Development Standards**  
**Template for Crosswalk with Proposed Curriculum**  
**Infant and Toddler**

**Several examples of the Learn Every Day teacher resources and learning activities are included for each Of the Illinois Early Learning Guidelines.**  
**This list is not meant to be an all inclusive list.**

Illinois Early Learning Guidelines	Learning and development Objectives, Standards and/or Guidelines from Proposed Curriculum	Please Describe Supporting Practices, Policies, and Procedures (no more than 2 to 3 sentences, can include references)
<b><u>Self-Regulation: Foundation of Development</u></b>		
<p>1. <u>Physiological Regulation</u>            Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.</p>	<p><b>ITT Foundations:</b> Healthy Habits, pages 168; Hand Washing, pages 169-171; Oral Health, pages 173-174  <b>Infants V1:</b> Always Talking, page 87; Beginning with Baby, page 89; Coo and Squeal, page 89; Body Chant, page 95; Where is It? Page 99; Pointing, page 103; Baby Face Book, page 243; Nurturing Rituals, page 246  <b>Toddlers/Twos V2:</b> Here are my Hands, page 57; Pee-Pee In the Toilet Bowl, page 188; Cereal Pour, page 199; Pouring from Pitchers or Cups, page 207; Lunch with Teddy, page 289</p>	<p>Learn Every Day (LED) is based on the idea that programming for infants is not related to a room and furniture, but to the internal schedule of the individual children. Programs must meet infants need to feel supported, safe, and carefree.</p>
<p>2. <u>Emotional Regulation</u>            Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.</p>	<p><b>ITT Foundations:</b> Social and Emotional Development, pages 202-220; Social and Emotional Development, pages 263-272  <b>Infants V1:</b> <b>Infants V1:</b> - Hello, page 68; Snuggle Buggle I Love You! page 69; Beginning Bonding, page 88; I kiss you! You Kiss Me! page 192; Falling in Love, page 244; Gentle Touch, page 244; Nurturing Rituals, page 246; You are Special, page 248  <b>Toddlers/Twos V2:</b> By Myself Learning Space, page 27; Friends Learning Space, page 31, All Around the Town, page 280; Happy Faces, page 28; Feelings page, 282; How Do You Feel Today? page 286</p>	<p>LED activities are based on the concept that emotional development is closely linked to social development. When a child is consistently and gently comforted by caregivers he learns that his emotions are valid. Activities provide ample support and secure relationships with peers and adults.</p>
<p>3. <u>Attention Regulation</u>            Children demonstrate the emerging ability to process</p>	<p><b>ITT Foundations:</b> Carefully Designed Environments for Infants, page 128; Carefully Designed Environments for Toddlers, page 129; Approaches to Learning, page 118-147</p>	<p>LED understands that infants need attractive, attention-getting elements, such as unbreakable mirrors, blocks, and items of</p>

<p>stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.</p>	<p><b>Infants V1:</b> I See Area, page 25; I Touch Area, page 27, Hello, page 68; Look into my eyes, page 69; Where Did It Go? Page 70; Eye Follow Ups, page 147  <b>Toddlers/Twos V2:</b> I Can Do It Myself, page 203; One Piece Puzzles, page 204; Pouring from Pitchers and Cups, page 207; Touch the Toy, page 248</p>	<p>different textures. Play is the primary way that infants learn how to communicate, move, socialize, and understand the world in which they live. Toddlers and twos need plenty of opportunities to explore new and exciting objects, people, and situations.</p>
<p>4. <u>Behavior Regulation</u>  Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.</p>	<p><b>ITT Foundations:</b> Behavior of Infants, Toddlers, and two-Year-Olds in Group Settings, pages 208-220; Strategies for Supporting Infant and Toddler Development, pages 263-271  <b>Infants V1:</b> Hello, page 68; Look into my Eyes, Snuggle Buggle, I Love You, page 69, Hold the Toy, page 77; Beginning Bonding, page 88; Soothing Music, page 176; Gentle Touch, page 244, Nurturing Rituals, page 246, Your are Special, page 248, Feelings, page 253  <b>Toddlers/Twos V2:</b> By Myself Learning Space, page 27; Friends Learning Space, page 31, All Around the Town, page 280; Finger Paint, Happy Faces, page 28; Feelings, page 282, How Do You Feel Today, page 286</p>	<p>LED understands that infants need a supportive environment filled with interactions from others who nurture and respond to their needs. Toddlers need environments that are preventive and allowing for independence, but also supporting their lack of communication skills (teach the use of gesturing, pointing, and sign language). Teachers need to explicitly model appropriate behavior, such as following the rules, getting along with others, etc.</p>
<p><b><u>Developmental Domain 1: Social &amp; Emotional Development</u></b></p>		
<p>5. <u>Attachment Relationships</u>  Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.</p>	<p><b>ITT Foundations:</b> Attachment/Relationships, pages 204-205  <b>Infants V1:</b> Setting up your infant learning environment, pages 19-21; The Blowing Game, page 66; Ah, Boo! And Baby Boop, page 242; Falling in Love, page 244; High or Low? Page 245  <b>Toddlers/Twos V2:</b> Friends Learning Space, page 31; All Around the Town, page 280; Chair Lineup, page 281; Feelings, page 282; Friendship Chain, page 284; Lunch with Teddy, page 289; Part of the Community, page 291</p>	<p>Children form strong attachments with parents and other caring adults who are consistent in their lives. LED activities enhance a child’s ability to develop strong relationships that will support positive social development.</p>
<p>6. <u>Emotional Expression</u>  Children demonstrate an awareness of and the ability to identify and express emotions.</p>	<p><b>ITT Foundations:</b> Social and Emotional Development, pages 202-220; Social and Emotional Development, pages 263-272  <b>Infants V1:</b> - Hello page 68; Look into my Eyes, Snuggle Buggle, I Love You! page 69; Beginning Bonding, page 88; I kiss you! You Kiss Me! page 192; Falling in Love, page 244; Gentle Touch, page 244; You are</p>	<p>LED is based on the idea that a child’s ability to identify and express emotions leads to strong interpersonal qualities of self-confidence and self-esteem. LED provides activities to help children to experience feelings and to express</p>

	<p>Special, page 248</p> <p><b>Toddlers/Twos V2:</b> By Myself Learning Space page 27; Friends Learning Space, page 31, All Around the Town, page 280; Finger paint Happy Faces, page 28; Feelings, page 282; How Do You Feel Today, page 286</p>	<p>them through their words and actions.</p>
<p>7. <u>Relationship with Adults</u> Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.</p>	<p><b>ITT Foundations:</b> Attachment/Relationships, pages 204-205</p> <p><b>Infants V1:</b> Setting up your infant learning environment pages 19-21; The Blowing Game page 66; Ah, Boo! And Baby Boop, page 242; Falling in Love, page 244; High or Low? Page 245</p> <p><b>Toddlers/Twos V2:</b> Friends Learning Space page 31; All Around the Town, page 280; Chair Lineup, page 281; Feelings, page 282; Friendship Chain, page 284; Lunch with Teddy, page 289; Part of the Community, page 291</p>	<p>LED is based on the notion that a child’s ability to establish and maintain positive relationships and to become resilient is built on the trusting relationships with parents and other caregivers. LED provides a safe, trusting environment that promotes the development of these relationships.</p>
<p>8. <u>Self-Concept</u> Children develop identity of self</p>	<p><b>ITT Foundations:</b> Developing a Sense of Self, Pages 264-267; Self-Regulations, pages 205-206</p> <p><b>Infants V1:</b> The Blowing Game, page 66; Who am I, page70; Baby Faces Book, page 241; Gentle Touch, page 244; You Are Special, page 248; Mirror Face, page 249; Personal Clapping Game, page 250</p> <p><b>Toddlers/Twos V2:</b> Artistry, page133; I Like My Clothes that I Am In, page 186; All Around the Town, page 280; Chair Lineup, page 281; Feelings, page 282; Friendship Chain, page 284; Mine and Yours, page 290</p>	<p>LED promotes safe, interactive environments that provide children with many opportunities to be successful. These foundational skills will positively guide a child’s development later in life.</p>
<p>9. <u>Relationship with Peers</u> Children demonstrate the desire and develop the ability to engage and interact with other children.</p>	<p><b>ITT Foundations:</b> Social Connections, pages 235-238; Developing a Sense of Self with Others, pages 267-270</p> <p><b>Infants V1:</b> Ah, Boo! Page 242; Falling in Love, page 244; High or Low, page 245; Watch the Light Show, page 247; Gotcha, page 249; Social Rituals, page 251</p> <p><b>Toddlers/Twos V2:</b> Friendship Learning Space, page 31; Friendship Chain, page 284; Cooking with Numbers, page 337; Collage Treasures, page 368; Imagine That, page 392</p>	<p>LED believes that as children become more confident, they are more willing to take risks to explore the people and environment around them. LED activities support children’s curiosity to engage and interact with other children.</p>
<p>10. <u>Empathy</u> Children demonstrate an emerging ability to</p>	<p><b>ITT Foundations:</b> Learning about Feelings, pages 270-272</p> <p><b>Infants V1:</b> Talking Together, page 93; Soothing Music, page 176; Changes, page 252; Class Photo Book, page 253</p>	<p>Children in positive social relationships learn to understand their feeling and the feelings of others. LED provides intentional, nurturing</p>

<p>understand someone else’s feelings and to share in the emotional experiences of others.</p>	<p><b>Toddlers/Twos V2:</b> Finger Paint, Happy Faces, page 28; Friends Learning Space, page 31; Important Play, page 286; Sharing Bins, page 294; Sharing Games, page 295</p>	<p>opportunities for children to interact with their peers.</p>
<p><b><u>Developmental Domain 2: Physical Development &amp; Health</u></b></p>		
<p>11. <u>Gross Motor</u> Children demonstrate strength, coordination, and controlled use <u>of large muscles</u>.</p>	<p><b>ITT Foundations:</b> Gross Motor Development, page 125; Health and Physical Development, pages 161-167; Healthy Habits, pages 168-179; Physical Activity, pages 251-253 <b>Infants VI:</b> I Move Area, page 34-35; Early Cycling, page 147; Fun Things to Kick, page 150; Prone Play, page 151; Bouncing Baby, page 153; In and Out, page 154; Let's Make that Move, page 154; Nooks and Crannies, page 155; Sit and Stand, page 157; Batter Up! page 160; Box Tunnels, page 160; Obstacle Course page 164 <b>Toddlers/ Twos V2:</b> I Move Learning space, page23; Ball Learning Space, page 30; Animal Slippers, page 213; Ball Bop, page 214; Cat and Mouse, page 216; footprints, page 217, Stuff for Throwing Collection, page 221</p>	<p>LED is designed to provide children with a clean, safe, and interesting environment that meets the child’s need to move. By understanding the developmental sequence of gross motor skills, activities give children opportunities to learn and practice new skills.</p>
<p>12. <u>Fine Motor</u> Children demonstrate the ability to coordinate their <u>small muscles</u> in order to move and control objects.</p>	<p><b>ITT Foundations:</b> Fine Motor Development, page 125-126 <b>Infants V1:</b> I Touch Area, pages 27-28; In and Out Area, page 52; Bouncing Ball and Dangling Beach Toy, page 146; Opening Hands, page 151; Prone Play, page 151; In and Out, page 154; Let's Make that Move, page 154; Rattle Me page 156 <b>Toddlers/ Twos V:</b> Jar Lid Puzzles, page 58; Puzzle Fun, page 63; Artistry, page 133; Making Marks, page 146; Eye Dropper Play, page 201; Fill-and-Spill Bottles, page 202; Screw The Top On, page 208; Tear it up page 211; Wrap It Up, page 212;Washing Fun, page 274</p>	<p>Infants and toddlers learn about the world around them through touch. LED activities provide developmentally-appropriate activities to support fine motor control, from grasping with their palms to eventually manipulating objects with their fingers. As a child progresses, he is able to use his hands for activities that require two or more movements.</p>
<p>13. <u>Perceptual</u> Children demonstrate the ability to distinguish, process,</p>	<p><b>ITT Foundations:</b> Sensory Exploration, pages 154-155; Sensory Exploration and Discovery, pages 232-235 <b>Infants V1:</b> I See Area, page 25-36; Humming and Body Contact, page</p>	<p>Infants and toddlers use all of their senses (including vestibular and proprioceptive) to move, learn and behave in a typical manner.</p>

<p>and respond to <u>sensory stimuli</u> in their environment.</p>	<p>173; Sounds I Like, page 177; I Am My World! Enhancing Sensory Development, page 197- 219, Sensory Tub, page 213  <b>Toddlers/Twos V2:</b> I See Learning Space, page 24; I Touch Learning Space, page 25; Touch the toy, page 248; Colors All Around Us, Small Group Activities, pages 305-313</p>	<p>LED supports learning environments that provide sensory integration throughout the program.</p>
<p>14. <u>Self-Care</u>  Children demonstrate the desire and ability to participate in and practice self-care routines.</p>	<p><b>ITT Foundations:</b> Healthy Habits, pages 168; Hand Washing, pages 169-171; Oral Health, pages 173-174; Physical Health and Growth, pages 246-249; Sleep, pages 249-251  <b>Infants V1:</b> Always Talking, page 87; Beginning with Baby, page 89; Coo and Squeal, page 89; Body Chant, page 95, Where is It? Page 99; Pointing page, 103; Baby Face Book, page 243; Nurturing Rituals page 246  <b>Toddlers/Twos V2:</b> Here are my Hands, page 57; Pee-Pee In the Toilet Bowl, page 188; Cereal Pour, page 199; Pouring from Pitchers or Cups, page 207; Lunch with Teddy, page 289</p>	<p>Basic hygiene practices are critical and are developed through consistent daily routines. LED supports quality practices that lead to healthy and safe habits for children. Children take an active role in their own personal hygiene from the time they are infants.</p>
<p><b><u>Developmental Domain 3: Language Development, Communication, &amp; Literacy</u></b></p>		
<p>15. <u>Social Communication</u>  Children demonstrate the ability to engage with and maintain communication with others.</p>	<p><b>ITT Foundations:</b> I Communicate Area, pages 31-32; Let's Talk: Language Development and Early Literacy, pages 180-189; Communication, pages 190-201.  <b>Infants V1:</b> I Communicate Area, pages 31-32; Babbling, page 87; Baby Talk, page 88; Beginning Bonding, page 88; Follow-the-Leader Sounds, page 90; Talk to Me, page 92; Talking Together, page 93; Echo Me, Echo You, page 95; Listening Fun, page 97; Make a Funny Face, page 245  <b>Toddlers/Twos V2:</b> – Home Living Learning Space, page 26; All About the Picture, page 81; Bonjour and Buenos Dias, page 82; Dressing Talk, page 85; Good Morning to You! page 87; Sing Out, page 178</p>	<p>LED communication activities are based on the process of communication development from the most egocentric communication to reciprocal communication. The activities provided give children the opportunity to understand and practice communication with adults and peers, both verbally and nonverbally.</p>
<p>16. <u>Receptive Communication</u>  Children demonstrate the</p>	<p><b>ITT Foundations:</b> I Hear Area, pages 29-30; Let's Talk: Language Development and Early Literacy, pages 180-189; Communication,</p>	<p>LED provides many activities that support listening and comprehension for early learners</p>

<p>ability to comprehend both verbal and non verbal communication.</p>	<p>pages 190-201; Receptive Language, pages 255-257  <b>Infants V1:</b> Always Talking, page 87; Babbling, page 87; Baby Talk, page 88; Communication with the Baby, page 89; Feel the Sound, page 90; My Favorite Sounds, page 92; Listening Fun, page 97; Tell Me a Story, page 98; Book Look, page 116; Happy, Silly sounds Are All Around, page 117; Soft and Loud, page 118  <b>Toddlers/Twos V2:</b> Library Center, page 36; Little Ants, page 92; Little Piggies, page 93; Look at the Wide World, page 95 Story Time, page 129; Freeze Dance, page 169; Rhythm Fun, page 176</p>	<p>in meaningful ways. Children will develop their ability to understand words and increasingly complex utterance.</p>
<p>17. <u>Expressive Communication</u>          Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.</p>	<p><b>ITT Foundations:</b> Let's Talk: Language Development and Early Literacy, pages 180-189; Communication, pages 190-201, Creative Expression, pages 243-245; Expressive Language, pages 257-259  <b>Infants V1:</b> I Communicate Area, pages 31-32; Using Signs with Words, page 98; Talk Through a Tube, page 104; Talk on the Phone, page 105; Rhymes for Reading, page 121; The Bye-Bye Game, page 123; My ABC Book, page 126  <b>Toddlers/Twos V2:</b> Mary Had a Little Lamb, page 97; The Singsong Game, page 99; Teddy Bear, Teddy Bear, page 100          We're Looking Everywhere, page 102; Yo-Ho: A-Spying We Go, page 103; Sing Out, page 178</p>	<p>LED also provides many activities that support the child's use of sounds, followed by words and sentences, to early learners, in meaningful ways. Children will develop their ability to produce the sounds of language, to speak, and to increase their vocabulary.</p>
<p>18. <u>Early Literacy</u>          Children demonstrate interest in and comprehension of printed materials.</p>	<p><b>ITT Foundations:</b> Let's Talk: Language Development and Early Literacy, pages 180-189; Communication, pages 190-201; Early Literacy, pages 260-263  <b>Infants V1:</b> - Baby Talk, page 88; Coo and Squeal, page 89; We are The World, page 93; The Body Chant, page 95; Fill the Day with Words, page 96; Chant and Rhyme, page 116; Soft and Loud, page 118  <b>Toddlers/Twos V2:</b> All About the Picture, page 81; Fun with Words, page 86; ABC Matching Game, page 110; Fun with Pictures Card, page 117; Visual Discrimination Poster, page 127; Reading Buddies, page 122; Reading Games, page 122; Sharing Books, page 124; Special Day Together, page 124</p>	<p>It is critical for children to eventually learn to interpret symbols in reading and writing. LED provides early learners with ample opportunities to observe, explore, and participate in literacy activities throughout each day.</p>

**Developmental Domain 4: Cognitive Development**

<p>19. <u>Concept Development</u> Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.</p>	<p><b>ITT Foundations:</b> Cognitive Development, pages 147-160; Sensory Exploration, page 154; Cause and Effect, page 155; Using Tools, page 156; and Object Permanence, page 156; Cognitive Development, pages 232-245</p> <p><b>Infants V1:</b> I Touch Area, page 27-28; I Communicate Area, page 31-32; Look Into My Eyes, page 69, Abracadabra, page 71; Can You Remember, page 7; Napkin Rings, page 78; Pictures, Pictures, page 79; Here’s My Right Hand, page 191</p> <p><b>Toddlers/Twos V2:</b> Friends Learning Space, page 31; Finger and Toe Copy Game, page 55; Patterns with Blocks, page 59; Colors All Around Us, page 300 – 313; Farm Animals, page 316 -328; Numbers Everywhere, page 330 – 344; Shapes Big and Small, page 346-360; Taking Care of My Green Earth, page 362 – 375; Wild Animals page 378 - 392</p>	<p>LED cognitive development activities promote thinking skills, enabling children to figure out how the world works and how things are organized. Infants, toddlers, and twos are like little scientists, engaged in endless experimentation as they learn to use tools, make things happen, and find out about the physical properties of things around them. All this leads to their ability to problem solve and later engage in more abstract thinking.</p>
<p>20. <u>Memory</u> Children demonstrate the ability to acquire, store, recall, and apply past experiences.</p>	<p><b>ITT Foundations:</b> Cognitive Development, pages 147-160</p> <p><b>Infants V1:</b> - Abracadabra, page 71; Can You Remember, page 71; Chip-Can Scarves, page 72; Remembering, page 74; Mouth Sounds, page 91, Echo Me, Echo You, page 95; Ah, Boo, page 242; Make a Funny Face page 245;</p> <p><b>Toddlers/Twos V2:</b> Peek-a-boo Card, page 60; Pulling Strings, page 61; Puzzle Fun, page 63; Block Stories, page 111</p>	<p>LED utilizes Brain Development Research in understanding how children gain and retain memory. Memory activities are embedded into everyday learning of the LED curriculum. Prior knowledge is the foundation for which activities are built on.</p>
<p>21. <u>Spatial Relationships</u> Children demonstrate and awareness of how objects and people move and fit in space.</p>	<p><b>ITT Foundations:</b> Size, Shape and Space, pages 156-157</p> <p><b>Infants V1:</b> Follow the Bee, page 67; Left and Right, page 68; Where Did It Go, page 70; Compartments, page 72; On and Off, Open and Close, page 78; Roll Behind the Chair, page 80; What’s In the Box? Page 80</p> <p><b>Toddlers/Twos V2:</b> Behind the Flap, page 53, Graduated Nesting, page 56; Reverse Pull, page 64, Things that Roll, page 69; Tubes Inside Tubes, page 72; Shapes Big and Small, pages 346-360</p>	<p>LED activities are based on the fact that cognitive development involves thinking skills that enable children to make sense of the world around them. Children are provided intentional opportunities to explore size, shape, and space in their environment.</p>
<p>22. <u>Symbolic Thought</u> Children demonstrate the</p>	<p><b>ITT Foundations:</b> Using Symbols, page 157</p> <p><b>Infants V1:</b> Housekeeping Area, page 40-41; Book Area, page 42-43;</p>	<p>LED activities are based on the fact that cognitive development involves thinking skills</p>

<p>understanding of concepts, experiences, and ideas through symbolic representation.</p>	<p>Construction Area, pages 44-45; Art Area, page 46-47  <b>Toddlers/Twos V2:-</b> Home Living Learning Space, page 26; Hat Learning Space, page 29; Construction Center, page 37; Transportation Center, page 40; Grocery Store Center, page 41; Doctor Office Center, page 42</p>	<p>that enable children to make sense of the world around them. These activities will help children to discover that certain things (toys, pictures, etc.) represent other things.</p>
<p>23. <u>Creative Expression</u>          Children demonstrate the ability to convey ideas and emotions through creative expression.</p>	<p><b>ITT Foundations:</b> And the Cow Jumped Over the Moon, page 134-137; Let's Talk: Language Development and Early Literacy, pages 180-189; Communication, pages 190-201, Creative Expression pages 243-245; Expressive Language, pages 257-259  <b>Infants V1:</b> I See Area, pages 25-26; I Touch Area, pages 27-28; Hello, page 65; Follow the Action, page 67; Where did it Go? page 70; Abracadabra, page 71; Chip-Can Scarves, page 72; Peek-a-boo, page 74; Follow the Leader page 91; Infant Cues page 96; Humming and Body contact page 173; Sounds I Like page 177; Baby Mirror page 205; Floating Bubbles page 207; Goo Bag page 212; Blanket Fun page 226; Talk Walk page 227  <b>Toddlers/Twos V2:</b> I See Learning Space, page 24; I Touch Learning Space, page 25; Art Center, page 38; Science and Nature Center, page 39; Here Are My Hands, page 57; Reverse Pull, page 64; Tubes and Angles, page 71, Artistry, page 133, Collage, 135, First Mixing Colors, 141, Silly Dough, page 157; Bounce, Bounce, Bounce, page 165</p>	<p>LED activities are based on the idea that creativity is not something that can be taught to children; instead, teachers can encourage creativity by providing appropriate materials and opportunities to explore in the context of a nurturing environment.</p>
<p>24. <u>Logic &amp; Reasoning</u>          Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.</p>	<p><b>ITT Foundations:</b> Cognitive Development, pages 147-160; Sensory Exploration, page 154; Cause and Effect, page 155; Using Tools, page 156; and Object Permanence, page 156; Cognitive Development, pages 232-245  <b>Infants V1:</b> Where Did It Go, page 70; Hide the Teddy, page 73; Baby Mice, page 76; What's in the Box? Page 80, Air Stream, page 204  <b>Toddlers/Twos V2:</b> Food Shapes, page 56; Behind the Flap, page 77; Brain Clapping, page 54; Puzzle Fun, page 63; Reverse Pull, page 64, Things the Roll, page 69</p>	<p>LED activities are based on the fact that cognitive development involves thinking skills that enable children to make sense of the world around them. Activities are designed to build on a child's previous knowledge and experience to develop a better sense of the world around them.</p>
<p>25. <u>Quantity &amp; Numbers</u>          Children demonstrate</p>	<p><b>ITT Foundations:</b> Math concepts, pages 157-158  <b>Infants V1:</b> In and Out Area, page 52; Nature Area, pages 56-57; Using</p>	<p>LED understands that children must have lots of experiences playing with symbols such as</p>



<p>awareness of quantity, counting, and numeric competencies.</p>	<p>Signs with Words, page 98; Tap a Rhythm, page 178;  <b>Toddlers/Twos V2:</b> Graduated Nesting, page 56; Patterns with Blocks, page 59; Twos, page 72; Five Little Kites, page 331; Popcorn Jump, page 333; Counting Containers, page 338; Purse Full of Number Fun, page 343</p>	<p>toys and looking at pictures of objects they know, to prepare them to use more abstract symbols such as letters and numbers later on. Exposing toddlers and two-year-olds to mathematical words and symbols in children's real experiences can be meaningful</p>
<p>26. <u>Science Concepts &amp; Exploration</u>          Children demonstrate a basic awareness of and use scientific concepts.</p>	<p><b>ITT Foundations:</b> Cognitive Development, pages 147-160; Sensory Exploration, page 154; Cause and Effect, page 155; Using Tools, page 156; and Object Permanence, page 156; Cognitive Development, pages 232-245  <b>Infants V1:</b> Water Area, page 50; In and Out Area, page 52; Nature Area, pages 56-57; Where Is It? page 99; Picture Wall, page 102; Water Play, page 210, Goo Bag, page 212; Sensory Tub, page 213, Warm and Cold, page 219; Explore a Tree, page 231  <b>Toddlers/Twos V2:</b> Science and Nature Center, page 39; Gardening Center, page 43; When the Wind Blows, page 74; Draw and Paint Magic, page 137; Feelie Goop, page 138;</p>	<p>Children are like little scientists. They are continually exploring the world around them. LED activities provide children with opportunities to observe, explore, and problem solve.</p>
<p>27. <u>Safety &amp; Well-Being</u>          Children demonstrate the emerging ability to recognize risky situations and respond accordingly.</p>	<p><b>ITT Foundations:</b> Healthy Habits, pages 168; Hand Washing, pages 169-171; Oral Health, pages 173-174; Physical Health and Growth, pages 246-249; Sleep, pages 249-251  <b>Infants V1:</b> - Always Talking, page 87; Communicating with Baby, page 89; Coo and Squeal, page 89; Body Chant, page 95, Where is It? Page 99; Pointing, page 103; Baby Face Book, page 243; Nurturing Rituals, page 246  <b>Toddlers/Twos V2:</b> Here are my Hands, page 57; Pee-Pee In the Toilet Bowl, page 188; Cereal Pour, page 199; Pouring From Pitchers or Cups, page 207; Bath Time for Dolly page 227; Object Washing page 235; Washing Fun page 274          Lunch with Teddy, page 289</p>	<p>LED activities encourage the participation of children in learning about healthy habit, including hand washing, oral health, diapering/toilet training and preventative activities. LED refers users to their state licensing standards and the National Resource Center for Health and Safety in Child Care and Early Education.</p>

Approaches to Learning

<p>28. <u>Curiosity &amp; initiative</u> Children demonstrate interest and eagerness in learning about their world.</p>	<p><b>ITT Foundations:</b> Curiosity and Eagerness, pages 223-225  <b>Infants V1:</b> Setting up Your Infant Learning Environment- Learning Spaces for Young Infants, pages 20-32; Moving Right Along! Learning Spaces for Mobile Infants, pages 33-57; Shake the Rattle and Roll, pages 166-189; I Am My World! Enhancing Sensory Development pages 197-219  <b>Toddlers/Twos V2:</b> .- I See Learning Space, page 24; I Touch Learning Space, page 25; Music Learning Space, page 28; Bundle Scribble Box, page 134; Kitchen Band, page 171; Look What I can Do, page 173; Art Outdoors, page 253; The Dandelion Hunt ,page 259; Colors All Around Us, Small Group Activities, pages 305-313; Shapes Big and Small, Small Group Activities, pages 351-360; Taking Care of My Green Earth, Small Group Activities, pages 367-375; Wild Animals Small, Group Activities, pages 385-392</p>	<p>Infants and toddlers want to know and learn by examining and manipulating objects around them. LED encourages material-rich environments to entice children to explore the world around them.</p>
<p>29. <u>Problem Solving</u> Children attempt a variety of strategies to accomplish task, overcome obstacles, and find solutions to task, questions, and challenges.</p>	<p><b>ITT Foundations:</b> Confidence, Risk taking, and Problem Solving, pages 225-227, Problem Solving, pages 241-243,  <b>Infants V1:</b> Housekeeping Area, page 40-41; Construction Area, page 44-45; Family Area, page 54; Compartments, page 72  <b>Toddlers/Twos V2:</b> Construction Center, page 37; Science and Nature Center, page 39; Transportation Center, page 40; Things that Roll, page 69; Tubes Inside Tubes, page 72; Cereal Pour, page 199; Pouring from Pitchers or Cups, page 207</p>	<p>Caring, nurturing providers are the key to children taking risks and problem solving. LED</p>
<p>30. <u>Confidence and Risk-Taking</u> Children demonstrate a willingness to participate in new experiences and confidently engage in risk taking.</p>	<p><b>ITT Foundations:</b> Confidence, Risk taking, and Problem Solving, pages 225-227  <b>Infants V1:</b> Housekeeping Area, pages 40-41; Construction Area, pages 44-45; Water Area, page 50-51;  <b>Toddlers/Twos V2:</b> Construction Center, page 37; Science and Nature Center, page 39; Transportation Center, page 40; Pulling Strings, page 61; Shoe for Fun, page 65; The Sounds of Rain, page 68; Things that Roll, page 69; Twos, page 72; Let’s Make Music, page 172; Screw the Top On, page 208</p>	<p>Activities to help children become socially strong and emotionally secure are embedded throughout the LED curriculum. When children are confident, they are willing to explore and engage in new activities and in new situations.</p>
<p>31. <u>Persistence, Effort, &amp; Attentiveness</u></p>	<p><b>ITT Foundations-</b> Attention, Effort, and Persistence, pages 227-228  <b>Infants V1:</b> Hello, page 68; Look into my eyes, page 69; Snuggle</p>	<p>LED activities encourage rich learning environments in which children are successful.</p>

<p>Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through</p>	<p>Buggle, I Love you, page 69; Where Did It Go? Page 70; Talk to Me Activities for Communication and Language Development, pages 82-103; Eye Follow Ups, page 147; Get me! page 163  <b>Toddlers/Twos V2:</b> I Can Do It Myself! page 203; One Piece Puzzles, page 204; Pouring from Pitchers and Cups, page 207; Touch the Toy, page 248; Farm Animals, Small Group Activities, pages 320-328; Numbers Everywhere, Small Group Activities, pages 335-344; Shapes Big and Small, Small Group, Activities pages 351-360;</p>	<p>Children are provided with opportunities and materials that entice them to manipulate and explore.</p>
<p>32. <u>Creativity, Inventiveness, &amp; Imagination</u>          Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.</p>	<p><b>ITT Foundations:</b> Art Area page 46; I Hear Music Area, pages 48-49; Imagination, Creativity, and Invention, pages 229-231  <b>Infants V1:</b> I See Area, pages 25-26; I Touch Area, pages 27-28; Hello, page 65; Follow the Action, page 67; Where did it Go? page 70; Abracadabra, page 71; Chip-Can Scarves, page 72; Peek-a-boo, page 74; Babbling, page 89; Coo and Squeal, page 89; Follow the Leader, page 91; Infant Cues, page 96; Humming and Body Contact, page 173; Sounds I Like, page 177; Baby Mirror, page 205; Floating Bubbles, page 207; Goo Bag, page 212; Blanket Fun, page 226; Talk Walk, page 227  <b>Toddlers/Twos V2:</b> I See Learning Space, page 24; I Touch Learning Space, page 25; Art Center, page 38; Science and Nature Center, page 39; Here Are My Hands, page 57; Reverse Pull, page 64; Tubes and Angles, page 71, Artistry, page 133, Collage, 135, First Mixing Colors, 141, Silly Dough, page 157; Bounce, Bounce, Bounce page 165</p>	<p>LED includes spontaneous, as well as intentional, creative play, singing, and movement. The arts are multisensory by design and involve a variety of modalities, including the kinesthetic, auditory, and visual.</p>