

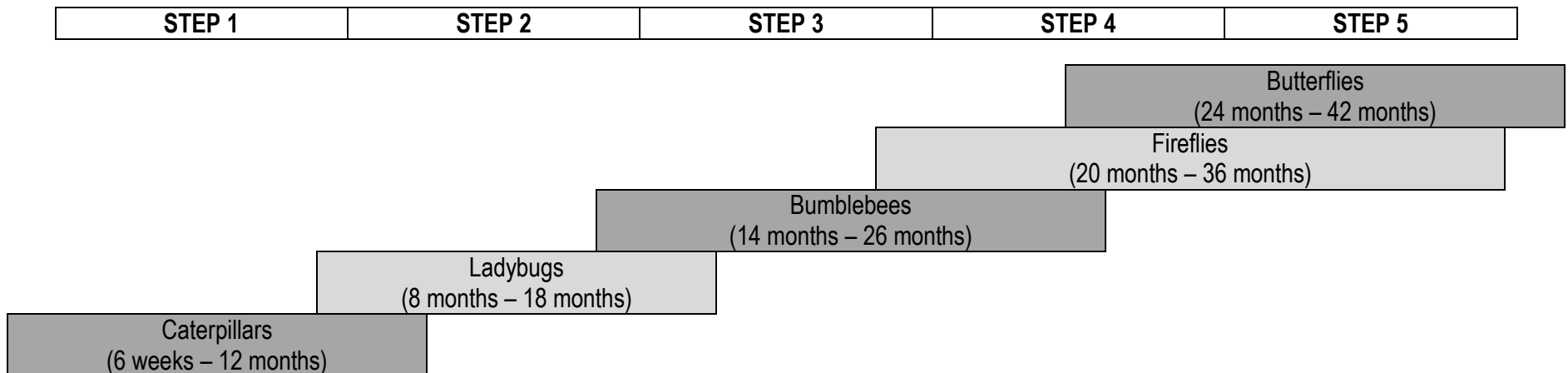


## Program Goals

Welcome to the Infant, Toddler, and Two-Year-Old Program at LilyPad Learning Center! In this packet you will find our program goals for children ages six weeks through two years. These goals come directly from the Creative Curriculum for Infants, Toddlers, and Twos, a comprehensive approach to the care and early education of young children used by each of our program rooms. This curriculum is built upon a solid foundation of developmental theory and early education research, and the belief that each activity, routine, or experience is a chance to educate and expand upon what your child already knows about his or her world. Rather than focus primarily on the learning of letters, numbers, colors, etc., the Creative Curriculum promotes the development of a child's social/emotional, physical, cognitive, and language skills through the formation of responsive, caring, and trusting relationships between caregiver and child.

You will want to keep this packet throughout your child's time in our infant, toddler, two-year-old programs; you should find it very helpful when trying to determine where your child is at developmentally! There are four main goals and 21 objectives that the Creative Curriculum centers upon. In each objective, there are five "steps" or milestones that your child should achieve before entering our three-year-old preschool program. These steps are arranged on a continuum and are not labeled by room or chronological age. This is because each child is unique and each child's development progresses differently.

However, each program room does have a *general* range of developmental abilities. Here is a chart to help you relate your child's development to his or her peers in the program rooms. Just remember: Children should and do develop at different rates so there is no hard or fast rule for when your child will achieve certain skills or abilities; just general approximations!



## GOAL 1: TO LEARN ABOUT SELF AND OTHERS

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
<b>Objective 1: Trusts known, caring adults</b>				
Recognizes and reaches out to familiar adults. <i>(Ex: Smiles when sees his mother at end of day.)</i>	Seeks to remain in company of familiar adults. <i>(Ex: Protests and tries to follow when you leave room.)</i>	Seeks familiar adult as secure base when around new people and in new situations. <i>(Ex: Explores for a few minutes, returns to your lap, goes out to explore again, returns to your lap.)</i>	Interacts with new people and situations with increasing comfort when familiar adults are nearby. <i>(Ex: Plays in new sandbox, but only when you are nearby.)</i>	Functions with increasing comfort in a variety of environments, relying on connections to familiar adults who are not present. <i>(Ex: Makes pretend call home after playing with a visitor.)</i>
<b>Objective 2: Regulates own behavior</b>				
Begins developing own patterns for sleeping, eating, and other basic needs, with adult's help. <i>(Ex: Begins needing diaper change on predictable basis.)</i>	Uses others' facial expressions, gestures, or voices to guide own behavior. <i>(Ex: Drops toy on floor; then drops it again when you laugh and pick it up.)</i>	Begins to respond to verbal direction. <i>(Ex: Stomps in pile of leaves as you suggest, but then returns to stomping in puddle.)</i>	Follows simple directions and sometimes tests limits. <i>(Ex: Carries her empty plate to the sink after lunch, when asked.)</i>	Understands what behavior is expected, with increasing regularity. <i>(Ex: Puts on jacket when you say, "Let's go outside.")</i>
<b>Objective 3: Manages own feelings</b>				
Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations. <i>(Ex: Smiles and kicks when spoken to.)</i>	Uses others' facial expressions, gestures, or voices to guide own feelings. <i>(Ex: Tenses when new adult approaches; then relaxes when adult gives big smile.)</i>	Begins applying strategies to manage feelings by self. <i>(Ex: Gets favorite her blanket when tired.)</i>	Begins to use strategies learned from adults. <i>(Ex: Says, "No, mine!" when another child takes his toy; then looks at you.)</i>	Begins to use feeling words. <i>(Ex: Explains, "She's sad," when she sees crying child.)</i>
<b>Objective 4: Responds to other's feelings with growing empathy</b>				
Mirrors others' expressions of feelings. <i>(Ex: Smiles back at smiling face.)</i>	Becomes aware of others' expressions of emotion. <i>(Ex: Looks at group of laughing children; then returns to playing with ball.)</i>	Responds to the emotions of others, sometimes with adult prompting. <i>(Ex: Pats other child's back after you say, "She needs some love. She's sad.")</i>	Shows awareness that others' feelings are separate from own feelings. <i>(Ex: Points to an infant and says, "Baby crying.")</i>	Responds to others' feelings with caring behavior, without adult prompting. <i>(Ex: Brings crying child's blanket to her.)</i>
<b>Objective 5: Plays with other children</b>				
Watches and responds to other children. <i>(Ex: Turns her head toward toddler who is singing.)</i>	Reaches out to and engages momentarily with other children. <i>(Ex: Pats arm of another infant sitting nearby.)</i>	Has brief play encounters with other children. <i>(Ex: Goes to child who is holding doll and pats doll's head.)</i>	Participates in longer play encounters with children who are engaged in same or similar activities <i>(Ex: Scoops sand in bucket, next to child who is also scooping sand in own bucket.)</i>	Participates in coordinated play with other children. <i>(Ex: Pushes another child in wagon; then exchanges places.)</i>
<b>Objective 6: Learns to be a member of a group</b>				
Shows interest in being with others. <i>(Ex: Kicks his legs with delight when two toddlers sit near him on a blanket.)</i>	Finds security in being with familiar people. <i>(Ex: Reaches for you after bumping her head.)</i>	Begins to participate in group routines. <i>(Ex: Comes to table when he sees you putting out snacks.)</i>	Begins to accept that others' needs are important, in addition to own. <i>(Ex: Gives another child a piece of play dough.)</i>	Participates actively in group experiences. <i>(Ex: Shakes tambourine and parades with other children.)</i>
<b>Objective 7: Uses personal care skills</b>				
Begins to participate as adult attends to personal needs. <i>(Ex: Sucks eagerly when offered bottle.)</i>	Attempts simple personal care tasks. <i>(Ex: Takes own socks off.)</i>	Tries more complex personal care tasks, with limited success. <i>(Ex: Brings spoon to mouth, frequently spilling contents as he does so.)</i>	Tries more complex personal care tasks, with increasing success. <i>(Ex: Puts on slip-on shoes, although not always on correct feet.)</i>	Does many complex personal care tasks successfully. <i>(Ex: Pulls pants down and up to help with toileting.)</i>

## GOAL 2: TO LEARN ABOUT MOVING

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
<b>Objective 8: Demonstrates basic gross motor skills</b>				
Begins moving purposefully. <i>(Ex: Holds head up when you hold her.)</i>	Begins to gain balance and move from place to place. <i>(Ex: Pulls self to standing position and cruises while holding onto furniture.)</i>	Walks forward with increasing coordination. <i>(Ex: Walks across room, starting and stopping.)</i>	Attempts a variety of large-muscle activities. <i>(Ex: Walks to ball and kicks it.)</i>	Balances while moving arms and legs in active play. <i>(Ex: Attempts to pedal and steer riding toy. Catches ball with straight arms.)</i>
<b>Objective 9: Demonstrates basic fine motor skills</b>				
Uses whole hand to grasp and drop objects. <i>(Ex: Bats at rattle that you hold near him.)</i>	Uses thumb and index finger to grasp and drop objects. <i>(Ex: Picks up Cheerios one by one.)</i>	Uses one hand to hold an object and the other hand to manipulate another object. <i>(Ex: Holds sippy cup in one hand and bangs spoon with other hand.)</i>	Uses eye-hand coordination while doing simple tasks. <i>(Ex: Pours water from small pitcher into cup.)</i>	Uses eye-hand coordination while doing increasingly complex tasks. <i>(Ex: Begins using scissors to snip edges of paper.)</i>

## GOAL 3: TO LEARN ABOUT THE WORLD

<b>Objective 10: Sustains attention</b>				
Attends to sights and sounds. <i>(Ex: Turns head toward sound of mother's voice.)</i>	Continues an activity when an adult interacts. <i>(Ex: Takes small block from you and puts it in container.)</i>	Focuses on activity of choice but is easily distracted. <i>(Ex: Stops working puzzle when sees you stirring cereal.)</i>	Continues an activity, despite distractions. <i>(Ex: Continues to dig in sand, after glancing at children fighting over a shovel.)</i>	Continues an activity, until own goal is reached, despite distractions. <i>(Ex: Puts all of blocks in storage container.)</i>
<b>Objective 11: Understands how objects can be used</b>				
Explores objects, using all senses. <i>(Ex: Looks at spoon; then bangs it on tray.)</i>	Learns how objects work by handling them and watching others use them. <i>(Ex: Watches you make soft toy squeak; then squeezes it.)</i>	Uses familiar objects in conventional ways. <i>(Ex: Holds baby doll and feeds him bottle.)</i>	Plans ways to use objects to perform one-step tasks. <i>(Ex: Uses scarf to make dress for stuffed animal.)</i>	Plans ways to use objects to perform multi-step tasks. <i>(Ex: Arranges large blocks, puts on fire hat, and then pretends to drive to fire.)</i>
<b>Objective 12: Shows a beginning understanding of cause and effect</b>				
Explores objects and notices how they react. <i>(Ex: Kicks at blanket when in crib.)</i>	Discovers that repeated actions yield similar effects. <i>(Ex: Slaps water in shallow pan repeatedly, making it splash.)</i>	Explores ways to make something happen. <i>(Ex: Turns faucet handle to make water start and stop.)</i>	Expects people and objects to respond to actions in particular ways. <i>(Ex: Says, "Again, again!" and looks at your for response when you reach end of book.)</i>	Begins to investigate causes when something unexpected happens. <i>(Ex: Reaches inside shoe when it will not go on and finds sock in toe.)</i>
<b>Objective 13: Shows a beginning understanding that things can be grouped</b>				
Explores objects, using all senses. <i>(Ex: Touches beads of your necklace as you hold him on your lap.)</i>	Notifies particular characteristics of objects. <i>(Ex: Makes a face when she first tastes peas; then turns away from spoon.)</i>	Begins to manipulate objects according to particular attributes. <i>(Ex: Eats all mandarin orange slices first from fruit salad.)</i>	Begins to match objects by similarities. <i>(Ex: Sees picture of donkey and says, "Horsie.")</i>	Groups objects with similar characteristics. <i>(Ex: Puts cars in one labeled box and airplanes in another labeled box during.)</i>
<b>Objective 14: Uses problem solving strategies</b>				
Demonstrates awareness of a problem. <i>(Ex: Grunts when toy rolls out of reach.)</i>	Imitates the way others solve problems, immediately after seeing them do so. <i>(Ex: Tries to pull cover off container after you do so.)</i>	Experiments with trial-and-error approaches to simple problems. <i>(Ex: Uses fingers to eat cooked noodles, after trying unsuccessfully to use spoon.)</i>	Persists with trial-and-error approaches to solving a problem. <i>(Ex: Moves puzzle piece in various positions until it fits.)</i>	Carries out own plan for solving simple problems. <i>(Ex: Asks for tape after accidentally tearing page of book she is reading.)</i>
<b>Objective 15: Engages in pretend play</b>				
Watches the actions of others. <i>(Ex: Follows you with his eyes when you walk across the room.)</i>	Imitates the actions of others. <i>(Ex: Claps her hands after seeing toddlers clap to music.)</i>	Uses objects in pretend play as they are used in real life. <i>(Ex: Picks up a toy telephone and says, "Hello.")</i>	Substitutes one object for another in pretend play. <i>(Ex: Puts bowl upside down on head to wear as a hat.)</i>	Uses real and imaginary objects in pretend play. <i>(Ex: Uses imaginary hose to put out imaginary fire.)</i>

## GOAL 4: TO LEARN ABOUT COMMUNICATING

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
<b>Objective 16: Develops receptive language</b>				
Shows interest in speech of others. <i>(Ex: Coos as you talk to him while dressing him.)</i>	Responds to simple gestures and to the intonation, pitch, and volume of simple speech. <i>(Ex: Stops whimpering when you talk in quiet, soothing manner.)</i>	Demonstrates understanding of simple multiword speech in familiar contexts. <i>(Ex: Hugs you when you ask, "May I have a hug?")</i>	Demonstrates understanding of simple directions, questions, explanations, and stories. <i>(Ex: Gets special blanket when you say, "It's nap time. Please get your blanket.")</i>	Demonstrates understanding of increasingly complex and abstract spoken language. <i>(Ex: Moves next to you when you tell her, "Sit beside me on the rug, please.")</i>
<b>Objective 17: Develops expressive language</b>				
Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate. <i>(Ex: Smiles and squeals when you enter room.)</i>	Gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words. <i>(Ex: Babbles combined sounds, such as "Ba-da, ba-da.")</i>	Uses gestures, word-like sounds, and single words to communicate. <i>(Ex: Says, "Uh," holding arms out to be picked up.)</i>	Speaks in two-word phrases. <i>(Ex: Says, "My book," while holding a book out to you.)</i>	Uses simple sentences and questions with three or more words. <i>(Ex: Says, "Mommy go to work," when mother leaves.)</i>
<b>Objective 18: Participates in conversation</b>				
Engages in simple, back-and-forth vocalizing. <i>(Ex: Coos as you rock and talk with him.)</i>	Imitates and exchanges sounds and gestures with other people. <i>(Ex: Opens eyes wide and laughs, as you play peek-a-boo together.)</i>	Exchanges single words, word-like sounds and gestures with others. <i>(Ex: Says, "Oh-oh," when you say, "I spilled the juice.")</i>	Initiates conversation by using words. <i>(Ex: Asks, "Kyle help?" when you start to wipe up lunch table.)</i>	Participates in conversations for two or more turns. <i>(Ex: Picks up toy phone and carries on conversation with another child.)</i>
<b>Objective 19: Enjoys books and being read to</b>				
Manipulates books as adults read aloud. <i>(Ex: Sucks on pages of board book as you hold child and book.)</i>	Engages briefly with books as they are read aloud and finds pleasure in the experience. <i>(Ex: Turns pages of board book, pausing to study a page.)</i>	Becomes increasingly engaged with the content of books that are read aloud. <i>(Ex: Points to cow in book illustration when you moo.)</i>	Begins to make connections between own life and the stories in books. <i>(Ex: Asks, "Park, please?" when you read story about child who goes to park.)</i>	Pretends to read favorite books. <i>(Ex: Brings book, turns pages, and retells familiar story by using pictures as prompts.)</i>
<b>Objective 20: Shows an awareness of pictures and print</b>				
Notices pictures. <i>(Ex: Gazes at pictures of faces on mobile.)</i>	Recognizes and shows a beginning understanding of pictures. <i>(Ex: Points to picture of baby when you ask, "Where is the baby?")</i>	Recognizes that pictures have meaning and can tell a story. <i>(Ex: Points to a picture and asks, "Dat?")</i>	Demonstrates interest in print. <i>(Ex: Chooses book from shelf and says, "Read, please.")</i>	Shows beginning understanding that print is useful. <i>(Ex: Recognizes some popular logos.)</i>
<b>Objective 21: Experiments with drawing and writing</b>				
Notices drawing and writing tools. <i>(Ex: Reaches for marker on the floor, until you offer a substitute.)</i>	Begins to handle drawing and writing tools. <i>(Ex: Picks up crayon and holds it in fist.)</i>	Scribbles spontaneously. <i>(Ex: Holds crayon, moving hand all around paper.)</i>	Experiments with scribbling. <i>(Ex: Fills one patch of paper with one kind of mark; then fills another patch with different marks.)</i>	Scribbles with intention of communicating. <i>(Ex: Scribbles picture; then says, "My kitty cat.")</i>