



Observation Items

Child Observation Record
For Infants and Toddlers



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Sense of Self
Social Relations
Creative Representation
Movement
Communication and Language
Exploration and Early Logic

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Sense of Self

Social Relations

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Movement

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Exploration and Early Logic

- A. Expressing initiative
- B. Distinguishing self from others
- C. Solving problems
- D. Developing self-help skills

Category I

Sense of Self

Through their actions with objects and interactions with trusted caregivers, infants and toddlers gradually begin to understand that they themselves exist as separate and individual beings. They begin to distinguish between *me and not me, my hand and Mommy's hand, my skin and the diaper, my foot kicking the squeaker toy, me crying and other babies crying*. With this physical self-awareness comes a sense of one's self as an actor and imitator—*I can do it* and, later, *I can do it myself!* In a supportive active learning setting, infants and toddlers construct an image of themselves as distinct and capable people who can both influence and respond to their immediate world.



A. Expressing initiative

B. Distinguishing self from others

C. Solving problems

D. Developing self-help skills

A

From birth, infants and toddlers demonstrate preferences, make choices, and assert themselves as decision makers. The more independent they become, the more able they are to face the next developmental task. Caregivers may encourage infants and toddlers to take initiative by offering them choices, such as what to eat, what to play with, or whether or not to participate in a group activity. In addition, caregivers encourage the development of initiative by supporting the choices children make on their own and convey through their actions.

Level 1. Child turns toward or away from a person or object.

Turning at this level involves simply turning the head.

- Ursula (a caregiver) was giving Mikko his bottle. When the bottle was about three-quarters empty, Mikko turned his head away from it.
- Marian (a caregiver) was holding Kelly. When Kelly's mom walked in and started speaking to Marian, Kelly turned her head toward her mom.

Level 2. Child initiates or avoids contact with a person or object.

At this level *initiates contact* involves reaching toward an object or a person. *Avoids contact* includes nonverbal no's, such as head shakes and turning the head or body away from a person or object.

- Keegan noticed his caregiver enter the room. He held out his arms to her and smiled.
- During lunch Pearl (a caregiver) offered Lance some applesauce on a spoon. He looked at it, shook his head, and turned away.

Level 3. Child moves with persistence until reaching a chosen person or object.

The behaviors seen at this level are similar to those at level 5, except at level 3 a child expresses choices through actions rather than words. The child must also make contact with the person or object he or she is trying to reach.

- Robert crawled over to Kathy (a caregiver), pulled himself up on her legs, then looked up at her and smiled.
- Anna crawled into the bottom of the Exersaucer, where her shoe was lying, picked up her shoe, and crawled back out with it.

Level 4. Child says "No!"

For an anecdote to qualify as a level 4, the child must actually say no. Nonverbal expressions of no do not meet the criteria for this level and should be rated as a level 2.

- At choice time Rose (a caregiver) offered Kevin another book. He said, "No!" and continued to look at Big Red Barn.
- At snack time Kristine (a caregiver) asked Danae if she wanted more banana. She shook her head and said, "No."

Level 5. Child expresses a choice or intention in words.

At this level the child is able to state a choice using a word or phrase to stand for actions. (See also the note under level 3.)

- At choice time Melissa (a caregiver) asked Sarah what song she would like to sing. "Monkey, Monkey," she replied.
- Carmen (a caregiver) and Alexander were playing in the kitchen area. Alexander grabbed an orange juice can and said, "I cook." After he was done he "fed" Carmen.

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B

One of the critical steps in developing a sense of self is understanding where the self (“me”) ends and other people and things (“you” or “they”) begin. Young children will spend a long time discovering what in their world is a part of themselves and what is a part of someone or something else.

Level 1. Child puts own fingers or thumb into own mouth.

This action begins accidentally; gradually, the child learns to guide his or her hand or fingers with some control.

- *While she was being changed, Diana sucked her thumb.*
- *Lying on his back on the mat, Darius waved his hand around and then put his fist in his mouth.*

Level 2. Child smiles at self in mirror.

At this stage of development an infant takes interest in his or her reflection, especially facial expressions and the motions and actions of hands, fingers, and toes.

- *Lying on his back during play time, Luis turned toward the mirror, smiled, and started cooing.*
- *At choice time Leah looked in the mirror and smiled.*

Level 3. Child recognizes own body parts.

At this point the child not only recognizes that a particular set of arms, hands, feet, and legs are attached to him or her but also identifies (by pointing or naming) other body parts, such as eyes, nose, toes, etc.

- *Anthony lifted up his T-shirt and said, “Tummy.”*
- *Sitting on Catrina’s lap, Ebony pointed to the pictures in the picture book of a face, eyes, and ears and then pointed to her own face, eyes, and ears.*

Level 4. Child says an object is “mine.”

Whether the child says the word “mine” or uses a similar phrase to indicate ownership, the verbal expression of possession is necessary to achieve a level 4. Actions by themselves—for example, “Eva held on to the stuffed turtle with both hands and shook her head as Jonathan tried to take it away”—do not qualify as a level 4.

- *During choice time in the house area, Tiara tried to take Kayla’s shopping bag from her. Kayla held on and said, “Mine.”*
- *During play time Eddy took Antonio’s stuffed dog. Antonio said, “Tony dog.”*

Level 5. Child spontaneously identifies self in a mirror or photograph.

In order to qualify as a level 5, a child must say something like “Me” or “It’s me,” or point to the reflection and say his or her own name.

- *Looking at the family photos on the wall, Savannah saw her family’s picture, pointed to herself, and said, “Sannah.”*
- *Michelle (a caregiver) handed a small mirror to Audie, who looked in it and said, “Dat me!”*

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- A. Expressing initiative
- B. Distinguishing self from others
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- D. Developing self-help skills



As they explore their world, infants and toddlers begin to see that they have an effect on their surroundings and that what they do has predictable consequences. Children begin to move beyond making random actions to solving simple problems, such as “What happens if I do this?” and, later, “What can I do to make this happen?” This item deals with physical problem solving (“How do I get that bell to ring again?”) as opposed to social problem solving (“How do I get that book that other baby’s holding?”). (Various aspects of social problem solving are addressed under Category II—Social Relations.)

Level 1. Child moves eyes, head, or hand toward desired object or person.

At this point in a child’s development, moving his or her head or hand represents a response to the most basic kind of problem: *How can I see, track, or reach that object?*

- Tara turned her head to get her bottle.
- When Dad entered the room and spoke to Diane (a caregiver), Kit turned his head in the direction of his father’s voice.

Level 2. Child repeats an action to make something happen again.

At this level a child connects his or her action with a simple outcome and intentionally repeats the action to produce the response, such as waving the rattle to make a noise.

- Lying on her back on the mat, Susannah rolled over onto her stomach. When she couldn’t roll back she started crying, so her caregiver placed her on her back. Once on her back again, Susannah promptly rolled onto her stomach.
- During choice time Marty scooted over to the shelves and pulled down a pop-up toy. He banged his hand on it until the clown popped up, then looked at Nedra (a caregiver). She pushed the clown back down, and Marty banged on the toy again until the clown popped up.

Level 3. Child moves self or object to find an object (or person) that has disappeared from sight.

This level reflects a step forward in the development of object permanence. The child can now watch an object (or person) move out of sight, hold an image of it in mind, and then move immediately to find it.

- At choice time Lisbeth crawled toward a paper cup of water on the floor, her eyes on the cup. The caregiver, sitting on the floor, put the cup behind her, out of Lisbeth’s sight. Lisbeth continued to crawl toward, then around, the caregiver to reach the cup.

- During outside time Keisha (a caregiver) asked Reem where his ball was. He started digging in the sand, found the ball, and held it up in the air, smiling.

Level 4. Child makes varied attempts to solve a problem.

At this level the child tries a number of different ways to solve a problem, slightly modifying his or her approach each time. Repeatedly yanking on a pull toy whose string is stuck under a table leg, for example, would not qualify as a level 4. This level involves difficulties with materials, such as getting play dough out of the can or putting on a jacket.

- During choice time Holly built what looked like a wall using blocks of differing lengths. As she ran out of blocks, the wall was no longer even on both ends. She then took several blocks off the wall and tried to rebuild it. She repeated this process several times, always ending up with blocks that didn’t fit.
- Alec couldn’t find Mr. Potato Head’s derby hat. He looked in the container holding the other pieces, searched around the room, and asked the caregiver if she knew where it was. When she said no, Alec returned to the Mr. Potato Head container and selected the hat with the flower instead.

Level 5. Child verbally identifies a problem before attempting to solve it.

At this level a child articulates a problem before tackling it. For example, the child might say, “I dropped my spoon,” and then ask the caregiver for another one.

- One of Isaac’s shoes fell off and he said, “Shoe off!” He put it back on and put his foot in Lori’s (a caregiver’s) lap, saying “You tie. I can’t know how.”
- While playing with the bird puzzle during choice time, Luisa tried to fit one of the pieces in a certain spot. “No fit,” she said, and tried a different piece.

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D

Learning to do things independently contributes to the development of a sense of self. As infants and toddlers become more autonomous, they move from expressing hunger by crying to asking for “more juice”; from being dressed by an adult to putting on a jacket themselves; from having their diaper changed to voluntarily using the toilet.

Level 1. Child cries to express a need.

Although young infants cannot always help themselves, they can cry for help. The need a child expresses through crying may be clear (*I want my pacifier. I want my bottle*), or it may be unclear if the caregiver has not yet learned how to “read” the child.

- *Devin woke up from a long nap and started to cry.*
- *When Michaela’s pacifier came out of her mouth, she started crying.*

Level 2. Child assists in own feeding, diapering, or dressing by holding an object.

The objects the child holds at this level may be such things as a diaper, a pair of socks, a hairbrush, or the box of baby wipes. The child may also help hold a bottle or a spoon while being fed.

- *During diapering Kikki held the clean diaper as her caregiver changed her.*
- *While his caregiver was holding him and giving him a bottle, Scotty held the bottle with both hands.*

Level 3. Child feeds self finger foods or drinks from a cup.

At this level the cup may be a regular cup, a sipper cup, a juice box, etc. Finger foods include any food a child picks up and eats, from strips of toast to a pinch of mashed potatoes.

- *During lunch Brianna picked up the green beans and noodles and ate them with her fingers.*
- *During snack Jamaal drank apple juice from his sipper cup.*

Level 4. Child attempts a simple self-help task alone, such as putting an arm in a sleeve, opening a door, or turning on a faucet.

At this level the child, on his or her own, merely has to try to do a simple self-help task. While the child may complete the task, task completion is not necessary for a level 4 rating.

- *While getting ready for outside time, Teddy attempted to put his hand and then his arm through the armhole of his jacket.*
- *After her nap Pilar stood at the water fountain and pressed the button to get a drink.*

Level 5. Child accomplishes some or all parts of a complex self-help task, such as hand washing, using the toilet or potty, or dressing.

This level involves mastery of a complex self-help task. The task or process is separated into steps in an action sequence. For example, the steps in the sequence of hand washing might be climbing onto a stool, turning on the water, getting some soap, rubbing hands together, rinsing hands, and drying them. A child who completes two or more steps in the sequence satisfies the requirements for a level 5. A child who merely waves his or her hands around in a stream of water does not.

- *Before snack time Michael climbed up on the stool to wash his hands. He moved his hands around in the water, pushed the soap dispenser down, rubbed his hands together, and then got a paper towel to dry them off.*
- *Following nap time Elena got up from her cot, used the potty, pulled her pants back up, and then washed her hands.*

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- H. Expressing emotion**
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- J. Playing with others**

Category II

Social Relations

Children's social interactions begin as soon as they discover the presence of others in their world. Infants and toddlers learn how human beings act and treat one another through their day-to-day interactions with parents, family members, caregivers, peers, and other adults. When they grow up surrounded by parents and caregivers who care for them in a warm, respectful manner, children learn to trust themselves and others, to be curious, and to explore new learning challenges and adventures. These early social relationships influence their lifelong approach to people. Infants and toddlers who are treated well, for example, see themselves and others as friend-worthy; they remember and build on their rewarding social experiences as they make friends in kindergarten, high school, and with their own children.



E. Forming an attachment to a primary caregiver (in a parent's absence)

F. Relating to unfamiliar adults

G. Relating to another child

H. Expressing emotion

I. Responding to the feelings of others

J. Playing with others

E

"Attachment is an emotional bond—a sense of security and love—that a child develops with the people who care for and love him or her" (Zigler and Lang, 1991, p. 81). In a supportive environment children learn to depend on the primary caregivers in their lives. Primary caregivers do not replace parents but rather act in their place when parents are absent. Attachment to primary caregivers allows infants and toddlers to develop trusting relationships, explore their world, and gain independence.

Level 1. Child snuggles or cuddles in the primary caregiver's arms.

Snuggling, cuddling, and nuzzling are some of the earliest ways an infant communicates his or her comfort with a trusted individual.

- *When Dan (a caregiver) picked up Roberto after his nap, Roberto nuzzled his face into Dan's neck.*
- *Laenne snuggled in Kim's (a caregiver's) arms as Kim rocked her and quietly sang a song.*

Level 2. Child looks at, smiles at, vocalizes, or makes faces at the primary caregiver.

At this level the child makes his or her earliest explorations of interpersonal relationships. The parents and, in their absence, the primary caregiver are safe places to begin this exploration. You will often see a child gaze intently at the caregiver or interrupt an action to look at the caregiver. This social referencing is the child's way of checking in with a trusted adult to make sure he or she is still safe and cared for.

- *During choice time Torquil played with a basket of pine cones. Every now and then he looked around for Alene (his primary caregiver). When he spotted her, he returned to exploring the pine cones.*
- *While he was getting his diaper changed, Austin giggled and made faces, so his caregiver stuck out her tongue and made noises at him. Austin started imitating her and making noises back to her.*

Level 3. Child seeks physical contact with the primary caregiver.

Holding out arms to ask to be picked up, crawling into a lap, or grabbing onto a leg are just some of the many ways a child touches base with a loved adult in order to seek security and comfort.

- *First thing in the morning Daniel ran inside, put up his arms, and waited for his caregiver to pick him up.*
- *Blake moved to sit in his caregiver's lap during choice time.*

Level 4. Child initiates playful give-and-take with the primary caregiver.

Early chasing, hiding, teasing, joking, and tickling may seem a bit scary to a very young child. However, a child enjoys and feels safe exploring these activities with a primary caregiver.

- *During choice time Samantha giggled while untying her caregiver's shoes.*
- *At outside time Matt ran around the sandbox while Marilyn (a caregiver) ran after him. He laughed and fell to the ground when she caught him.*

Level 5. Child seeks out the primary caregiver to communicate needs and desires in words.

At this level the child intentionally locates a trusted person for assistance, comfort, and conversation.

- *Mimi followed Chris (a caregiver) to the pile of pillows, handed him a book, and said, "Kissy! Here! Read book!"*
- *Charles spotted Raquel (a caregiver) across the room, went up to her, and said, "'Quel, help me in the potty?"*

E. Forming an attachment to a primary caregiver

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J. Playing with others

F

Right from the beginning, children discriminate between people they know and strangers. A young infant is less likely to wiggle and smile upon hearing the voice of an unfamiliar person than when hearing the voice of a parent or primary caregiver. The same infant will tend to be stiffer within a stranger's arms and more likely to relax and cuddle with people he or she knows. However, in the presence of a familiar, trusted adult, infants and toddlers find the courage to become interested in new adults and gradually build new relationships. An unfamiliar adult is considered anyone who is not a parent, guardian, or sibling.

Level 1. Child looks away from an unfamiliar adult.

Looking away is a very young child's most reliable form of self-protection from too much stimulation and novelty.

- When Katelyn's dad brought her in, he handed her to Ceci (a substitute caregiver). Katelyn turned away from Ceci.
- While Jacob was lying on his back on the mat, Carolyn (the caregiver from the toddler room) sat down beside him and said, "Hi, Jacob!" Jacob turned his head away from her.

Level 2. In the presence of a primary caregiver, child responds to the sounds or gestures of an unfamiliar adult.

At this stage the child becomes interested in exploring a new adult as long as a familiar, trusted caregiver is close at hand.

- Pauline (the preschool teacher) walked through the room on her way to the preschool room while Terry (a caregiver) was holding Alix. Pauline said, "Hi, Alix!" Alix smiled and turned her face into Terry's shoulder.
- At greeting time Henry, the substitute caregiver, started talking to Drew and said, "How are you, Drew?" Drew smiled, looked at Ann (his caregiver), and then looked back at Henry.

Level 3. Child initiates contact with an unfamiliar adult.

At this level, the child feels confident enough to engage in a game-like exchange or other interaction with a new adult.

- As they were getting ready to leave for the day, Laurel played peekaboo with Yasir's mom.
- Sitting in her primary caregiver's lap, Maddy smiled at Roslyn, the center director, and said, "Occadoot," while patting her favorite elephant.

Level 4. Child brings an object to an unfamiliar adult.

The child feels confident enough to spontaneously seek out a new adult and offer a book, toy, or other object.

- While Bonnie (a substitute caregiver) was reading to Jacki, Ashton walked up with a different book and handed it to Bonnie to read.
- Sam's grandma arrived to take him home. Ilene, who had never seen her before, ran up to her, pulled on her pant leg, and handed her Sam's boots.

Level 5. Child converses with an unfamiliar adult.

A child engages a new adult in conversation, often about a toy, an object, the adult, or the child ("See my tummy button!").

- Flannery sat in Kathy's (a substitute caregiver's) lap and talked about the pictures in the book *All Fall Down*.
- Coco, a visitor to the classroom, joined the children for lunch. Jessica sat next to her. When Coco passed Jessica the strawberries, Jessica said, "Yummy, I wuv stwabewies." Coco agreed and they talked about other fruits and berries they liked to eat.

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Watching a peer or older sibling, giving a toy to another child, patting a child on the back, or pushing a child away are just a few of the ways infants and toddlers build social relationships with other children. Children initially express their interest in one another in subtle ways. Though they may not appear to be taking in what is going on around them, even very young children are in tune with their peers.

Level 1. Child watches another child.

Watching or gazing at other young children is an infant's way of expressing interest in them.

- *Melanie was lying on the mat. She turned her head and watched Natasha, who was lying next to her, play with a brightly colored scarf.*
- *Sitting in Adrienne's (a caregiver's) lap, DeAnthony watched Emily drink her apple juice.*

Level 2. Child babbles or gestures to another child.

At this stage, children stay in tune with one another through sounds, wiggles, kicks, and arm waving.

- *When A.J. arrived, Chen crawled over to him and started babbling.*
- *Sophia watched some of the toddlers using the big cardboard blocks. She crawled over to them and banged on one of the blocks with her hand, looked at the toddlers, and clapped her hands together.*

Level 3. Child spontaneously brings an object or shows affection to another child.

A child at this level expresses interest in another child through hugs, pats, kisses, offers of assistance, and "gifts" of toys and objects.

- *Carlos stayed close to his little sister and offered her crackers at snack time.*
- *Dario ran to J.T. as he arrived for the day and gave him a hug.*

Level 4. Child uses another child's name.

At this level a child addresses or refers to another child by name. A child may do this as part of a greeting or a direct interaction. A child may also refer to a child by name indirectly, for example, when naming a child who is passing by the window.

- *During outside time Katie pointed to Tejas on the swing and said, "Tej."*
- *While playing in the toy area during choice time, Max called, "Gabe!" while looking for Gabe.*

Level 5. Child makes a comment to another child.

At this level, a child speaks directly to another child using words, phrases, or sentences.

- *Playing in the rocking boat with Ryan and Jonah, Madison said, "I like fast. I like this."*
- *Schaeffer was sitting on the window seat with a basket of rubber animals. He said to Mariah, who was on the floor with some blocks, "Miah, sit here."*

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H

Infants and toddlers experience and express emotions long before they have the words to name and discuss them. They feel and express love, interest, fear, concern, anxiety, anger, jealousy, and excitement through their actions and facial expressions. In the company of supportive adults, they gradually learn to identify and name their feelings.

Level 1. Child's face and body express an emotion.

A squirmy infant may suddenly become still upon seeing an unfamiliar face. Tears may express distress, loneliness, fear, or relief. The only tools available to a child at a level 1 for expressing emotions are his or her face and body.

- As Krista (her caregiver) leaned over her, Annemarie smiled and started waving her arms and legs.
- Carter stiffened and cried when he touched the grass (instead of his blanket).

Level 2. Child laughs aloud.

Loving parents, doting caregivers, and skeptical doctors will debate the nature of an infant's smile forever, but there is no question about the source and cause of laughter!

- While Debra (a caregiver) was changing Molly's diaper, she blew on Molly's tummy. Molly started giggling.
- Alonzo laughed out loud when Yvonne (a caregiver) put a scarf over her face and then snatched it away, saying "Peekaboo!"

Level 3. Child uses physical contact to express an emotion.

A child at this level conveys his or her feelings through physical contact, including kissing, biting, hugging, hitting, patting, and stroking.

- Takaya was sitting in Joy's (her caregiver's) lap. Joy hugged her and said, "I love you, Takaya." Takaya smiled at her and hugged her back.
- Gabriella reached for a wad of clay on the table in front of Clark. Clark tried to grab it away, then he hit Gabriella's arm.

Level 4. Child shows pleasure upon completing an activity.

At this level, the child expresses a sense of accomplishment. He or she may express satisfaction with the effort by saying something, clapping hands, jumping up and down, or calling for someone to "Come look!"

- During choice time in the toy area, Nydia stacked eight blocks and said, "Ta-da!"
- At choice time Joel played with Mr. Potato Head. He added the face and some shoes, and then finished by adding his favorite silly hat. Joel handed the completed Mr. Potato Head to a caregiver and started clapping his hands and smiling.

Level 5. Child names an emotion.

At this level the child labels a feeling with a word or phrase.

- Suki was on her way out to her car with her mom. They passed the infant room, where they heard a baby crying. Suki stopped, appeared to listen, and then said, "Baby crying, baby sad."
- When the fire siren sounded down the street, Tony ran to Marnie (a caregiver) and hid his head in her lap. "I scared," he said.

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I

When a very young child can “put herself in someone else’s shoes,” it is a wonderful accomplishment. Although infants and toddlers are focused mostly on themselves—expressing their own feelings and learning how they affect others—they are also beginning to realize that others have feelings as well. In group-care settings in particular, infants and toddlers learn to recognize and respond to the feelings of peers and caregivers.

Level 1. Child’s face and body reflect the emotion of the caregiver.

A very young child is acutely in tune with trusted adults. An infant, for example, may feel, see, or hear the tension or fear of the person who is holding him or her and then stiffen up or start crying. The infant may also feel, see, or hear a caregiver’s pleasure and relax in response to it.

- Gail, Jilly’s primary caregiver, smiled at Jilly. Jilly smiled back at her.
- While Rob (a caregiver) was giving Neil his bottle, Neil patted the bottle with his hand. Rob laughed and said, “Neil, you’re patting your bottle and drinking.” Neil stopped sucking and patting, looked at Rob, wiggled all over, then returned to sucking and patting.

Level 2. Child cries upon seeing or hearing another child cry.

At this level the reaction of a child upon hearing or seeing another child cry may be considered a “domino effect.” Once one child starts, the odds are quite good that another will begin as well. A child who is peacefully playing may cry in physical imitation of the distress of another child.

- During outside time Jasmine saw a dog outside the fence and started crying. Carl, sitting in the sandbox, looked over at her and also started crying.
- Taylor had just awakened from her nap and was wiggling her arms and legs as she looked at her mobile. Jafar, down on the mat, started crying when his ball rolled out of reach. Hearing this, Taylor started crying, too.

Level 3. Child responds to another’s distress by seeking comfort for self.

At this level the child shows an awareness of another child’s distress by comforting himself or herself as if the distress were his or her own.

- Ellen was sitting on the floor, looking at a book. Across the room she saw Juan crying when another child took away the pull toy he was holding. Ellen’s face showed distress. She crawled over to Peggy (her caregiver) and sat in her lap.
- During outside time Matty held the Popsicle-shaped ice pack to his lip where he had bumped it. Sean saw this, held his hand up to his own mouth, patted it gently, and said, “Owee.”

Level 4. Child spontaneously brings a comfort item to someone who is in distress.

A child may offer his or her own special stuffed animal or a well-loved blanket to a child in need. Or, a child may recognize that the distressed child might want his or her own special comfort item and deliver it to them. At this level the child may display the same sensitivity to an adult who is sad or hurt.

- During arrival time Lazar saw that Jesse was crying; he picked out his favorite stuffed animal and gave it to Jesse.
- Pablo, an infant, started crying because he lost his pacifier. Callie found it and gave it to him.

Level 5. Child uses words or phrases to talk about an emotion displayed by another child.

As a child learns that there are names for emotions, he or she attaches these labels to another child’s or an adult’s behavior.

- Deidre’s mom joined them at the center during lunch. When her mom left, Deidre sniffled and cried. Noticing this, Elias said to Karen (a caregiver), “Dee-dee sad. Crying.”
- As they arrived for the day, Meghan and Fiona were talking and babbling to each other. They both had bells on their shoelaces. Watching them, Reena said to Helen (a caregiver), “Bells. Fi-oh happy.”

- E. Forming an attachment to a primary caregiver
- F. Relating to unfamiliar adults
- G. Relating to another child
- H. Expressing emotion
- I. Responding to the feelings of others
- J. Playing with others**

J

Infants and toddlers try out their ideas about social interaction in very direct ways. They may choose to watch their peers play, participate with others, and try out leadership roles. As they begin to try out social play, very young children may blow bubbles with their mouths at one another, explore being in one another's company, and imitate one another's actions.

Level 1. Child watches another child at play.

At this level a child expresses interest in social play by watching other children.

- Ashley was lying on a mat where several other children were playing. She turned and looked at Takiya when she heard her playing the small keyboard.
- While Hakeem was having his diaper changed, he turned his head to watch Julie and Emily play "firefighter."

Level 2. Child shows pleasure in peekaboo, "This Little Piggy," or other simple games.

The simple social games that engage a child at this level are usually very repetitive. The child's partner in the game, usually an adult or an older child, is expected to continue the game until the child tires of it.

- During diapering Kaylee started smiling and wiggling when Ryba (a caregiver) played "This Little Piggy" with her toes.
- During the afternoon snack Gareth, a school-aged child, held up Orlando's bib in front of his face and then quickly took it away. Orlando laughed out loud.

Level 3. Child seeks the company of another child and plays alongside.

At this level the child shows a distinct preference for the company of a particular child or children.

- During choice time Colton was playing with a basket of different kinds of brushes. Seeing this, Akito brought over his basket of small balls and played alongside Colton.
- After finishing her snack, Merritt went to the block area, where Rosalva was stacking the cardboard blocks. Merritt sat down nearby with some of the smaller wooden blocks and started playing with them.

Level 4. Child hides an object for another person to find or runs away from another person in order to be caught.

In these earliest forms of hide-and-seek and tag, the child experiments with the excitement of anticipation—being caught or found by a play partner. The child also begins to initiate peekaboo games with others and enjoys games that involve pointing to different parts of the body.

- Rod (a caregiver) was wearing his favorite baseball cap. Giggling, Emilia snuck up behind him as he knelt down to tie Leandro's shoe. She took the cap and hid it behind the aquarium.
- During outside time Tal played a chase game with Anna and Rene (a caregiver). Tal and Anna chased Rene until Rene fell on the ground, then the two children piled on top of her, giggling.

Level 5. Child watches and tries out some of the actions of a child playing nearby.

At this level the child sees something interesting another child is doing (for example, squeezing and patting clay, walking along a row of wooden blocks, throwing balls from the top of the climber), and chooses to attempt some aspect of that play on his or her own.

- During choice time Alexandra started taking off her shirt. Dee (a caregiver) asked her what she was doing. Alex replied, "Dee, I going swimming!" Jenny, watching this exchange, began to take off her clothes, too.
- During choice time in the toy area, Miguel dumped out the pieces of a puzzle. Seeing this, Rosa got a puzzle of her own and dumped the pieces out.

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Category III

Creative Representation

Representation—the ability to internalize or mentally picture an absent person, object, or action—develops from children’s extensive sensory-motor explorations. These explorations, in which infants and toddlers act on objects with their whole bodies and all their senses and repeat these actions at will, enable them to build a critical body of direct experience. They begin to understand, for example, what a blanket is, how it feels, how to wrap it around one’s self for warmth and comfort, and that it continues to exist even when they cannot see it. Gradually, with repeated blanket experiences, children begin to form a mental image of a blanket, that is, to see a blanket in their mind’s eye when no actual blanket is in sight. A variety of such experiences with people, objects, and actions enable very young children to imitate the actions of others, interpret pictures and photographs of actions and objects they have experienced, and begin to use actions and materials to show or represent something they know about their world. These actions all illustrate *creative representation*.



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K

One way infants and toddlers learn about their environment is by choosing to copy or imitate interesting things they see adults, other children, animals, or vehicles doing. Sometimes they imitate the actions of others at the same time, but often they are several steps behind. Later on, as they form mental images, they may see a picture of a kitty, for example, and “meow” when no real kitty is in sight. This imitation is the earliest form of pretending.

Level 1. Child watches another person.

Watching other people in action is one way an infant learns what people do with their bodies, limbs, and faces.

- *Lying on the mat during choice time, Seth watched Nicholas play with a toy train.*
- *While being diapered, Diti watched Mackenzie explore the play dough.*

Level 2. Child imitates the sound, facial expression, or gesture of another person.

At this level imitation takes the form of mirroring, or reflecting a simple action. A child will copy another person’s sound, such as lip smacking, or a gesture, like sticking out one’s tongue.

- *Roz (a caregiver) was diapering Lindsay. Roz smiled at her and Lindsay smiled back. Then Roz stuck out her tongue and Lindsay did, too.*
- *Theo was sitting in Alana’s (a caregiver’s) lap and listening to some visitors singing and playing the guitar. When they stopped and Alana started clapping, Theo clapped his hands, too.*

Level 3. Child imitates eating with a spoon or drinking from a cup.

A child wants to use spoons and cups because he or she sees other significant people using them. At this level the child may simply hold a spoon or cup, bring it to his or her mouth, or actually use either utensil to eat or drink.

- *During choice time Heather played with a spoon and a bucket. She stuck the spoon in the empty bucket, then in her mouth.*
- *At breakfast David drank milk from his sipper cup.*

Level 4. Child makes the sound or action of an animal, object, or person.

A child might see an airplane flying overhead and put her arms out like wings. A child making crying noises may be doing so for the baby doll he’s holding, and the siren-like sounds over in the corner of the room may be coming from a child playing with a fire truck.

- *Fernando saw a picture of a duck in his book and started quacking.*
- *Tierney and R.J. said, “Beep, beep,” as they pressed the horns of their ride-on cars.*

Level 5. Child uses one or more objects to stand for another.

A child at this level has enough experience with objects to see similarities between unrelated things. For example, the long, hand-sized shape of a block or a banana suggests a telephone, so the child talks animatedly into the block or banana.

- *Dominic lined up three chairs from the art table in a row. After Charity and Dylan sat down in them, Dominic began singing parts of “The Wheels on the Bus.”*
- *Playing in the sandbox during outside time, Anya filled a bucket with sand, put a stick in it, and said, “Cake.”*

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L

Infants and toddlers use all their senses to explore building and art materials, such as paper, paint, markers, dough, and blocks. Over time and with experience and repetition, their explorations become more complex. Eventually toddlers begin to relate aspects of their buildings or drawings to other familiar objects: a squiggle might stand for or represent a kitty, a stack of blocks might be a tower. The child's verbal label ("kitty," "tower") is an essential part of the representation because it helps the child (and the viewer) fill in missing details.

Level 1. Child explores own hands.

The infant discovers his or her own hands and how to guide them toward interesting objects and people.

- Gavin lay on his back on a mat, watching his hands.
- Enriqueta snuggled on Janet's (a caregiver's) lap. She waved a fist around her face several times and finally brought it to her mouth.

Level 2. Child reaches for and explores paper, blocks, or play dough.

At this level the child finds out how paper, blocks, and dough feel, sound, smell, taste, and look.

- During choice time Juwan reached for the tissue paper. When he grabbed it, he scrunched and rumped it in his hands.
- During choice time Brynne held a lump of play dough and put it to her nose and mouth.

Level 3. During play, child spontaneously makes scribbles, stacks blocks, or squeezes play dough.

At this level, a child makes blobs and squiggles with paint and markers, balances blocks, and works dough in his or her hands.

- During choice time Zach made several scribbles on a white paper using a blue marker. Then he left the table, ran to the window, returned to the table, and covered the rest of the paper (and several more pieces) with blue scribbles.
- Outside on the patio LaToya stacked three tree branch rounds (blocks cut from a tree branch).

Level 4. During play, child builds up or out, makes discrete marks, or flattens play dough.

At this level the child exerts more control over building and art materials. The child may surround himself or herself with blocks, make clear dots or lines on paper, or shape dough into disks or chunks.

- During choice time Cole encircled himself with the large cardboard blocks.
- At group time Amanda pushed down and leaned on a piece of clay, then pried it off the table, squeezed it together, and flattened it again.

Level 5. Child uses words or phrases to label an object he or she is drawing, building, or making.

At this level, the child gives a name to a block structure, dough creation, or drawing that resembles or reminds the child of something.

- During choice time in the art area, Edirin filled her paper with stamps and colored over them with markers. She told Tanisha (a caregiver), "I making book." She then pointed to one part of the paper that had three distinct lines and said, "Kitty book."
- Erica had a hunk of orange play dough and a hunk of pink. She flattened the orange out, placed the hunk of pink on top, and said, "Pizza."

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M

From very early on, infants respond with interest to visual representations of people and animals. Initially they respond with gestures, cooing, and babbling. As they learn to recognize images of particular people and familiar animals, they associate them with words and phrases.

Level 1. Child gazes at a picture or photograph.

The infant is particularly drawn to simple, clear, contrasting pictures, such as black-and-white or brightly colored images, and photos of human faces. The child may associate these images with the faces of parents or caregivers.

- *Jaleesa lay in her crib, looking at the photograph of her mom and dad taped to the side of the crib.*
- *Nestled in Rosie's (a caregiver's) lap, Nathan stared at a black-and-white print on the wall of dancing figures.*

Level 2. Child babbles at a picture or photograph.

A child communicates with images of people, perhaps associating the images with the real people who talk and babble back to the child.

- *Angie sat in Juanita's (a caregiver's) lap as they looked at the pictures from their trip to the petting zoo. Angie cooed when they came to a picture of Juanita petting a calf.*
- *Noah and Valerie (a caregiver) were looking at a picture book about babies. Noah babbled at the picture of the baby in a fire hat.*

Level 3. Child points to or makes the sound or gesture of a familiar person, animal, or object in a picture or photograph.

At this level the child indicates recognition of a person, animal, or object in an image through actions or by making the sound associated with the image.

- *During choice time Clinton pointed to a photograph of his dad in the family photo album and said, "Da-da . . . Da-da . . ."*
- *Elise sat on Rosie's (a caregiver's) lap, looking at a board book about animals. When she saw a dog, she banged her hand on the picture and said, "Rrruff, Rrruff."*

Level 4. Child uses words or phrases to identify a person, animal, or object in a picture or a photograph.

At this level the child makes a clear connection between the image and the person, animal, or object it represents by talking about the image as if it were real.

- *During greeting circle Misty sat and looked at the classroom photo album; when she came to a picture of her mom at the pumpkin patch, she said, "Ma-ma punkin, car."*
- *John was looking at the book Betsy's Birthday. He pointed to the page with a picture of a slice of birthday cake and said, "John cake—mmmm."*

Level 5. Child uses a sentence to identify an action in a picture or photograph.

At this level the child uses sentences that include a verb to describe what is going on in a picture or photograph.

- *Xavier was looking at the book Cathy's Cake. He said, "I sing 'Happy Birthday' to you."*
- *Grace was flipping photo album pages of the group's field trip to the ice cream store. She said, "I eat all my ice cweam!"*

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Category IV

Movement

For sensory-motor infants and toddlers, movement plays a major role in all learning. Their emerging sense of themselves as doers and people of action is strongly connected to their developing ability to control their motions, communicate through the language of gesture and action, handle objects with ease, and move at will from place to place.

In a safe, active learning environment where children have the space and freedom to move without constraint, they learn their own physical strengths and limits and practice movement patterns until mastery propels them to the next physical challenge—*I'm really good at standing up and holding on. Now I'm going to try it without any hands!*



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N

Infants begin life with a set of physical reflexes and the ability to move their head and limbs—for example, turning their head, waving their arms, and kicking their legs. Gradually, they learn to guide their limbs to achieve a particular goal, such as kicking a toy to see it move, or grasping a rattle. With time, freedom of movement, and practice, children develop increasing control over each part of their body. They learn, for example, to tear paper and string large-holed beads.

Level 1. Child, lying on back, turns head, waves arms, or kicks legs.

An infant generally moves his or her head and limbs as an expression of interest or in response to the voice or presence of a significant person.

- Patsy (a caregiver) lay down beside Maren, who was on her back on a blanket. Maren turned her head to look at Patsy and started kicking her legs.
- Hamid was snuggling in Loretta's (a caregiver's) lap, watching some children play on the floor. He waved his arms and moved his legs when the children started laughing.

Level 2. Child passes an object from one hand to the other.

At this level the child coordinates one hand with the other. He or she is able to hold an object in one hand, bring both hands together to hold the object, then release the original hand.

- As her caregiver took off Hope's shoes, Hope took her pacifier out of her mouth with one hand, looked at it, turned it around, put it in her other hand, and put it back in her mouth.
- While Bing was playing at choice time, he passed a small plastic bottle from one hand to the other several times.

Level 3. Child throws a ball toward a person or an object.

At this level the child uses his or her whole arm to propel a ball (or a ball-like object) through the air toward a particular target. It is not necessary for the ball to reach the intended target.

- As cleanup time started, Tamique was playing on the mat with some Wiffle balls. Kelly (a caregiver) held the basket they belonged in toward Tamique, who threw some of the balls toward the basket.
- During outside time Lindy picked up one of the small rubber balls and threw it to Jamie (a caregiver).

Level 4. Child kicks a ball.

This action involves balancing on one leg and foot while swinging the other leg and foot to kick a ball.

- Tommy played with a large rubber ball at outside time. He and Lauren kicked, chased, and fell on top of the ball.
- When it was time to come inside, Durriya kicked some of the balls toward the bucket.

Level 5. Child uses small objects in activities requiring precise coordination.

At this level, the child uses both hands together at the same time, either in opposition (tearing paper by pulling in one direction with one hand and in the opposite direction with the other) or in two different tasks (holding a spool with one hand while pushing a straw through the hole in the end with the other).

- During choice time Damian picked out the five-piece animal puzzle, put each piece where it belonged, then dumped out the puzzle pieces and put all the "animals" into his sock.
- During choice time Kelsey took four of the little plastic figures out of the school bus, fit them like finger puppets onto her fingers, then took them off and put them back in the school bus.

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Moving their whole body allows infants and toddlers to change their position and move from place to place at will. This involves learning to move their torso from side to side, from front to back, and from back to front. They also learn to balance in a sitting position, on hands and knees, and on their feet while holding on to a stationary object. As they learn to support their own weight on their feet, balance, and shift their weight from foot to foot, they figure out how to walk, run, and climb. Jumping requires increased balance, coordination, and control.

Level 1. Child rolls from side to back.

While the infant may be surprised or disconcerted when this happens for the first time, he or she gains satisfaction from this first taste of independent mobility.

- While lying on her side and looking at the mirror in her crib, Brittany rolled to her back.
- Ben was lying on his side on the mat watching some children nearby. He heard something on the other side of him and rolled to his back.

Level 2. Child sits unassisted, crawls, creeps, or scoots.

To qualify as a level 2, the child sits without the support of a chair, an adult's legs, a wall, a pillow, etc. The child moves from place to place by supporting his or her weight on hands or forearms alone (dragging legs) or with weight also supported on knees and feet.

- Amad sat on the floor, pulled a small basket of toys toward him, and took out the metal spoon.
- Meredith was looking at a baby animal board book. Emmy (her caregiver) sat down on the mat and Meredith crawled toward her, still holding the book.

Level 3. Child walks unassisted.

At this level, the child walks alone without hanging on to a person or object for support and balance.

- During group time Louie said, "One, two," while walking around the room.
- Nga pulled herself up on the low block shelves and then walked over to the mat.

Level 4. Child climbs down a climber or runs.

At this level climbing involves negotiating steps or a ladder.

- When it was time to go outside, Tomas ran across the grass to the sand area.
- During choice time Calla played in the loft. She climbed down the ladder to get a pillow from the book area.

Level 5. Child jumps.

Jumping involves pushing off with both feet, leaving the ground, and landing again on both feet. The child may jump from a step or ledge to the floor or ground, or may take off from the ground and land on the ground.

- During outside time Justin and Elyce jumped in the water that had collected around the water spigot.
- During choice time Gray and Isabelle jumped off the mattress in the book area onto the floor.

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P

Moving with objects begins as infants accidentally set toys in motion by hitting them with their limbs. As they learn to reach for and grasp objects, they discover that they can create satisfying sensations by intentionally moving these objects around. As they experience success with balance and coordination, they figure out how to move things from place to place and how to move themselves around on toys with wheels.

Level 1. Child sets an object in motion by kicking or batting.

As the child moves his or her limbs, at first by chance and later by design, the motions cause nearby objects to move.

- *Devin was lying under the play gym. As he kicked his legs he moved one of the animals hanging from it.*
- *While sitting on Becca's (a caregiver's) lap, Jasmine swiped at some beads that Becca was holding and watched them swing back and forth.*

Level 2. Child shakes, bangs, drops, or rolls an object, or moves an object along.

At this level the child moves an object along by carrying it in his or her mouth while scooting or crawling, or by holding it in one hand while scooting or crawling.

- *During choice time Jenna alternately pushed the ball and scooted after it on her bottom.*
- *Garrett was holding on to a plastic container that contained beans. As he shook it, it made a lot of noise.*

Level 3. Walking unassisted, child carries, pushes, or pulls an object.

"Walking unassisted" means that the child supports his or her own weight and balances on his or her own.

- *Oliver carried a ball out to the yard when it was time to play outside.*
- *During choice time Magda put some baby dolls in a toy wheelbarrow and wheeled them around the room.*

Level 4. Child propels self on a wheeled riding toy.

Typically at this level, the child sits on a wheeled toy and pushes himself or herself along by pushing the feet against the floor or ground.

- *During outside time Yuri sat on the red car and pushed himself around using his feet.*
- *Talia sat on a wheeled horse and rode around the room by pushing with her feet.*

Level 5. Child pedals or attempts to pedal.

At this level the child experiments with the complexities of pedaling. He or she may or may not succeed in getting the pedals to work.

- *During outside time Christopher stretched out his feet to reach the pedals on the blue Big Wheel. He could reach one pedal but not both, so he tried to pedal using one foot.*
- *During outside time Bailey pedaled the red tricycle around the yard.*

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Infants and toddlers engage in a satisfying physical sensation while moving to music. Through these experiences they learn to coordinate their own motions with the internal pulse, or beat, of a musical selection. As they gain balance, coordination, and control over their motions, they are able to move to music in more complex ways.

Level 1. Child turns head toward music.

This is one of a child's most basic responses to music.

- *Damon was lying on the mat. When he heard Chloe (a caregiver) playing the guitar, he turned his head toward her.*
- *Erin lay on her blanket watching her hands, then turned her head toward the toddlers when they sang "Row, Row, Row Your Boat."*

Level 2. Child sways or bounces in response to music.

At this level the child bounces up and down or rocks back and forth or side to side to the music. The child may either be sitting up or supporting himself or herself in a standing position.

- *Sitting on some pillows while music was playing, Preetah rocked her whole body back and forth a few times, stopped and smiled, then repeated the actions.*
- *During choice time Maizie pulled herself up on a low table, held on to the table, and bounced up and down to the music.*

Level 3. Standing unassisted, child moves body to music.

At this level the child typically wiggles or shakes his or her body, moving head, shoulders, arms, torso, bottom, and/or knees without holding on to a person or object for support.

- *Standing up during group time, Robby bounced up and down to "Wheels on the Bus."*
- *While listening to Peter and the Wolf, Paige stood and bounced up and down when she heard the piccolo representing the bird.*

Level 4. Standing unassisted, child moves from one foot to the other in response to music.

At this level the child is able to shift weight from one foot to the other, although neither foot may actually leave the ground completely. The toe of the weightless foot may remain on the ground for balance.

- *During group time Tiffany swayed to the music, shifting her weight from one foot to the other.*
- *During group time Donal and Zoltan stood up to move to a Raffi tape. Donal moved side to side from one foot to the other.*

Level 5. Child walks, turns, or jumps to music.

This level involves moving the whole body, often from one place to another, to the music.

- *At group time Adrienne turned in a circle to the music.*
- *When she heard the popcorn song, Zoe bounced by bending and straightening her knees, then jumped up and down twice to the music.*

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U. Speaking

V. Exploring picture books

W. Showing interest in stories, rhymes, and songs

Category V

Communication and Language

Social beings from birth, babies want to connect with other human beings to create a context of meaning and belonging. They communicate their feelings and desires through an increasingly complex system of cries, motions, gestures, and sounds, and are acutely attuned to the body language and voices of parents and caregivers.

In active learning settings, infants and toddlers listen and respond to the organized sounds of language, initiate social interaction with trusted caregivers and peers, and look at books and pictures.

In the process, they construct a set of useful ideas: communication is a give-and-take process; words are not necessary to convey and understand safety, acceptance, approval, and respect; there are many ways to make a point; and trusted people are interested in what they have to communicate and say. In short, infants and toddlers, like all human beings, are meaning makers. They weave gesturing, sound making, speaking, watching, and listening into a two-way communication system that draws them into the social community and enables them to participate as contributing members.



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R

From birth children listen and respond to voices and sounds. They learn to discriminate among a variety of sounds and respond to significant people and events in increasingly complex ways.

Level 1. Child turns head toward a voice.

The very young infant responds to the voice of a parent, family member, or familiar caregiver by turning toward the speaker. The speaker may or may not be in view.

- *Zenia was having her diaper changed by Marie (her caregiver). When she heard her mom's voice she turned her head toward her.*
- *Ramon lay on a mat, looking out the window. He turned his head toward Kaye (his caregiver) when he heard her voice.*

Level 2. Child establishes eye contact and smiles in response to a person's voice.

At this level, the child seeks and holds the speaker's gaze and smiles.

- *Nyima was lying on a blanket playing with some sponges. Barry (a caregiver) sat down next to her and said, "You're playing with sponges!" Nyima looked at him and smiled.*
- *Donita (a caregiver) was changing Kenyon's diaper. When Bobbi (the center director) stopped to say hello to Kenyon, he looked up at Bobbi and smiled at her.*

Level 3. Child looks around when own name is spoken.

The child hears and recognizes his or her name and looks toward the speaker. The speaker, an adult or older child, may be close by or across the room.

- *Autumn was playing on a mat. When Rebecca (a caregiver) said her name, she turned and looked at her, smiled, and then returned to her play.*
- *Jackson was looking out the window. When Kate (a caregiver) called him by name for breakfast, he turned around and looked at her.*

Level 4. Child acts on a direct request or statement.

At this level the child understands a person's verbal statement or request.

- *After nap time Charlotte (a caregiver) said to Anna, "Let's put your shoes on!" Anna sat down on a cot and lifted one of her legs.*
- *During cleanup time Francesca (a caregiver) said to Ian, "Ian, would you please put this pitcher on the yellow shelf?" Ian took the pitcher and placed it on the shelf.*

Level 5. Child acts on an indirect (overheard) request or statement, or responds to an event.

The child at this level understands and responds with a related action to a situation or a statement that is not specifically directed at him or her.

- *Getting ready for outside time, Shyanne heard Chantra (a caregiver) tell Deanne (another caregiver) that she wished she had brought a jacket because it looked chilly outside. Shyanne went over to the house area, got the plaid sport coat, and offered it to Chantra.*
- *As she walked in, Liu started talking to the caregiver about a birthday party she went to. Karlee overheard, went to the bookrack, and brought Liu a book with a picture of a cake on the cover.*

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S

Infants and toddlers are skilled at using actions to express and convey their interest in people, animals, objects, and events. As they gain physical control and a sense of self, they develop a repertoire of increasingly complex actions to express their interest.

Level 1. Child watches a person, animal, or object.

One of the earliest ways an infant expresses interest is by looking intently at someone or something within his or her range of vision.

- *Isaiah lay on a blanket under a tree during outside time. He stared up at the leaves on a low-hanging branch.*
- *On the way to the neighborhood park, Alexa turned and watched two squirrels chase each other around the grass and up the trees.*

Level 2. Child points to or initiates contact with a person, animal, or object.

At this level the child reaches toward or touches with hands or feet a person, animal, or object he or she finds interesting.

- *Lorenzo tugged on Toni's (a caregiver's) pant leg, then pointed to the box of Cheerios.*
- *Putney, a big Newfoundland dog, visited for the morning. Bettina crawled over to her, patted her on the head, and rested her head on Putney's side.*

Level 3. Child seeks out and plays with a person, animal, or object.

At this level the child specifically looks for something or someone and once finding the object or person, proceeds to play with it (or him or her).

- *Marina looked for the stuffed monkey in the house area. After finding it she figured out a way to wrap it in a blanket, then she carried it around the room.*
- *After lunch Tai looked for Tina (a caregiver) and found her sitting by the books. He showed her the cars in his hand, then drove them alongside and onto her legs.*

Level 4. Child shows or guides a person to an object, a place, or another person.

At this level the child shows interest in a particular place (such as the play area on the other side of the gate) or an object he or she is not in possession of (such as a mesh bag of animals hung above the child's reach, the playground swing another child is swinging in). This interest is conveyed by the child's bringing the other person to the interesting place or object.

- *Gracie was watching some road construction going on right outside the window. When she saw the big bulldozer pull up, she got Logan and led him over to the window.*
- *During outside time Lizzie grabbed Felicia's hand and pulled her over to the swings.*

Level 5. Child initiates and engages in an activity for a sustained period of time and returns to it at a later time.

At this level the child conveys interest through a series of actions involving one or more objects. The child continues the exploration or play for several minutes or more and returns to it either that day or another day.

- *Luke played with the play dough, squeezing, patting, pulling, cutting, and rolling it, for the entire group time. After lunch he returned to the play dough and continued rolling it around.*
- *During morning outside time Aisha dug in the sandbox with a spoon and small shovel until it was time to go in for lunch. The next day Aisha went back to the sandbox and dug some more with the small shovel.*

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One way infants and toddlers develop what developmental psychologist Judith Evans and writer Ellen Ilfeld call the “rhythm of communication” (Evans and Ilfeld, 1982, p. 156) is by turn taking. Infant and caregiver take turns in the exchange, trading many gestures and sounds in the manner of a carefully choreographed ballet. When children begin using recognizable words, a new phase of exchange, involving conversation, begins.

Level 1. Child looks directly at another person’s face and coos or smiles.

An infant engages in two-way communication by catching a trusted person’s eye and smiling or cooing directly at that person. The child may initiate this exchange or respond in this manner to the smiles and sounds of a trusted person.

- When the director walked in the room and knelt down next to her, Christina looked at her and gurgled, then smiled.
- While Neva (a caregiver) was giving her a bottle, Arianna stopped drinking for a minute, smiled at Neva, then went back to drinking.

Level 2. Child takes turns exchanging sounds or gestures with another person.

At this level the child may exchange a variety of sounds (for example, lip smacking, tongue clicking, bubble blowing) and/or gestures (for example, nose wrinkling, tongue movements) with another person. The exchange includes **two or more turns** for each person.

- During choice time Elizabeth and Shane sat across from each other on the floor, taking turns making blubbery noises with their mouths at each other.
- While Barb (a caregiver) was changing her diaper, Cassie looked at her and stuck out her tongue. Barb stuck out her tongue. They repeated this exchange three times before Cassie looked away.

Level 3. Child, babbling or using a combination of babbling and words, participates in a conversation-like exchange with another person.

At this level the child’s part of the exchange consists of word-like utterances and the inflections of human speech. The child may use words clearly understandable to the trusted adult.

- While Steven (a caregiver) rocked her, Marissa babbled, listened while Steven said a few words, and then babbled some more. This exchange continued for about 5 minutes, until she fell asleep.
- During lunch Kara and Diego talked together using a combination of words like milk, cwacker, cheese and other sounds.

Level 4. Child uses two or more words to make a request or ask a question.

At this level the child addresses more than one word to a trusted adult in hopes of getting a desired object or response. A word may be an understandable, emerging word, such as “daw” for dog, or a conventional word, such as “cup.”

- At lunch Pavel held up his cup and said, “Mo’ joo” (more juice).
- Before going out for outside time, Tolita said to Jannell (a caregiver), “Get ball?”

Level 5. Child sustains a verbal interchange with another person by taking two or more turns.

The child uses conventional words, emerging words, phrases, and/or sentences.

- During choice time Tad went over to Abby (a caregiver) and asked, “Where Harold (a toy helicopter)?” Abby said, “I don’t know.” Tad said, “Where is he, Abby? Where Harold? He broke? You fix him?” Abby said, “Is he on the shelf?” Tad said, “He not on shelf. Where Harold?”
- Tashonda was crying when she arrived in the morning. Shirley (a caregiver) asked her what was wrong. Tashonda said, “I want Mama.” Shirley: “Mama is at work now.” Tashonda: “Nuh-uh. She home.” Shirley: “Mommy is at home?” Tashonda: “Yeah . . . and Daddy.” Shirley: “You’re sad you had to leave them?” Tashonda: “Yeah.”

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Infants and toddlers take great interest in human speech because it is so clearly connected to the trusted adults in their lives. Through their actions and facial expressions they show pleasure in being spoken to. Soon after birth, though they cannot talk, they produce a series of sounds with their voice box, lips, tongue, and mouth that increasingly reflect the sounds and inflections of conventional speech, until they begin to form and use actual words.

Level 1. Child makes cooing sounds.

The infant begins making sounds that typically include and combine vowel sounds like “oooo,” “eeee,” and “aaahh.”

- While she was having her diaper changed, Carmen looked up at Bonita and said, “Ooohhh.”
- While cuddling with his mom in the rocking chair, Matthew looked up at her and said, “Ooo, ooo, ooo.”

Level 2. Child babbles.

A child who babbles adds consonant sounds to vowel sounds, typically (though not limited to) the sounds made by the letters *b*, *d*, and *m*: “ma-ma,” “bee-bee,” “da-da,” “mooo,” “bee, boo, bee, boo.”

- During choice time Eliza crawled about five feet, stopped and picked up a doll, held it in both hands and babbled to it.
- Robert took the stuffed lion off the shelf, held it up to Allie, and babbled as if talking for the lion.

Level 3. Child uses a single word to refer to a person, animal, object, or action.

At this level a child combines consonant and vowel sounds into single words to refer to people, objects, and actions of interest, for example, “Ma,” “doggie,” “trater” (for tractor), “Madee” (for caregiver’s name, Melody), or “down.”

- During choice time Bree saw some of the snap blocks hooked together in a line and said, “Choo-choo.”
- Looking at Brown Bear, Brown Bear with Simone (a caregiver), Chandler pointed to the bear and said, “Bea-ah.”

Level 4. Child uses a two- or three-word phrase to refer to a person, animal, object, or action.

At this level the child may combine emerging words with conventional words in phrases, such as “Aw done” (“all done”) and “Nigh-nigh, Kee” (“Night-night, Kitty”).

- During choice time Cheri (a caregiver) called, “Kylie, where are you?” Kylie popped out of a large cardboard box and said, “I over here.”
- Looking out the window during choice time, Thad saw a big collie walk by. Excited, Thad said, “Oh-oh, bi’ daw!”

Level 5. Child uses a sentence of four or more words.

At this level the child uses a verb with three or more other words in a simple sentence, such as “Me go swing Katie” or “Alex want pop-pop car.”

- Kameko walked in with a different haircut and said, “See my new hair?”
- During group time Morgan said, “I wanna sing ‘Eensy Weensy Spider’ now.”

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Books with drawings and photographs of people and familiar animals and objects interest infants and toddlers. At first they focus on exploring the physical, sensory qualities of books. Gradually they turn their attention to the pictures and to the words and talk associated with each page.

Level 1. Child gazes at a picture in a book.

An infant will gaze at a picture on a page or cover of a book that is held or propped up where he or she can see it. A very young baby is most apt to gaze at pictures of faces and black-and-white patterns or designs.

- *Sitting in Cindy's (a caregiver's) lap, Sawyer stared at a picture of a baby's face in the book Cindy was holding.*
- *Angelica gazed at the picture of the spotted puppy in the Spot book.*

Level 2. Child touches, grasps, or mouths a book.

At this level the child treats a book primarily as an interesting object to explore with all the senses.

- *During choice time Meaghan sat next to a basket of board books, picked one up, and sucked on a corner of it.*
- *Sitting on Sherry's (a caregiver's) lap and looking at the book Pat the Bunny, Athi stroked the fur on the page, looked at it, and stroked the fur again.*

Level 3. Child turns pages of a book.

At this level the child is interested in a book as a hinged object. The pages of a sturdy child-sized board book are particularly satisfying to turn. The child is generally unconcerned if the book is upside down and may turn pages singly or several at a time. The child may or may not pause to look at the pictures.

- *Right before nap time Bashar picked up a book and looked at the pictures, turning the pages as he did so.*
- *During choice time Baylee picked a board book from the rack, sat down on the floor, and flipped through several pages. She closed the book, repeated the process, then did the same thing with another book.*

Level 4. Child points to or names a person, animal, or object pictured in a book.

At this level the child spends time looking at the pictures and identifying them by pointing to or naming something he or she sees.

- *Kia was looking at Good Morning, Little Bert. As she turned the pages she pointed to each picture and then named it: "Bert, bear, ball."*
- *Sierra sat in her caregiver's lap as they read The Happy Man and His Dump Truck. She pointed to the truck each time they turned the page.*

Level 5. Child uses a phrase or sentence to talk about a person, animal, or object pictured in a book.

At this level the child comments on something he or she sees in a picture or repeats some of the text associated with a page or picture.

- *Aubrey pointed to the fox in the book Rosie's Walk and said, "He bang his head."*
- *After looking at Quick as a Cricket, Kyesha said in a growling voice to Vinnie, "I loud as a lion!"*

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Infants and toddlers respond with attention and pleasure to the organized, repetitive language of traditional and simply told stories, rhymes, and songs. As they hear these pieces again and again over the course of their first 3 years, they respond to the sounds and cadences of the language with increasingly complex actions, thought, and language.

Level 1. Child stills or brightens upon hearing a story, rhyme, or song.

When a trusted adult reads, sings, or says rhymes, the infant attends to the pleasing rhythms and sounds with bodily alertness.

- *Lying in his crib at nap time, Jing Song quieted and relaxed as Tina (a caregiver) started singing “Hush Little Baby.”*
- *Bethany started wiggling her legs and arms as Tameka (a caregiver) gently bounced her up and down to the rhyme “Ride a Horse.”*

Level 2. Child vocalizes, bounces, or sways upon hearing a song or rhyme.

At this level the child moves rhythmically and/or coos and babbles along with the story, rhyme, or song.

- *After changing Rhys’s diaper, Hanna (her caregiver) recited the rhyme “This Little Pig Went to Market,” wiggling Rhys’s toes as “pigs.” Rhys cooed “Eee, eee” along with Hanna.*
- *During group time the toddlers sang “Peanut, Peanut Butter.” Sitting on the mat in front of his caregiver, Alexei bounced up and down to the song.*

Level 3. Child participates in pat-a-cake or a similar word game or fingerplay.

Participation at this level may involve doing some of the motions and/or making some of the sounds (“whee!”) associated with a particular action rhyme or fingerplay. The child’s sounds and actions may lag behind those called for in the rhyme.

- *Doing the “Open, Shut Them” fingerplay, Shania clapped her hands, wiggled her fingers, and touched her chin.*
- *After lunch Gregory (a caregiver) played pat-a-cake with Cameron. Cameron patted one of Gregory’s hands, then the other, then both, and then started giggling.*

Level 4. Child sings or joins in on a story, rhyme, or song.

At this level the child may say or sing some words and phrases (for example, the “E-I-E-I-O” part of “Old MacDonald Had a Farm”).

- *During lunch LaVoy sang the phrase “Happy birthday to you” several times.*
- *As Katrina’s caregiver, Pattie, read Katrina the book Goodnight Moon, Katrina repeated, “Guh night,” each time it occurred in the story.*

Level 5. Child asks to hear a specific story, rhyme, or song.

At this level the child refers to a particular story, rhyme, or song by name or with key words from the title.

- *During group time Noelle asked if they could sing “Twinkle, Twinkle, Little Star,” then proceeded to sing the entire song.*
- *At nap time Thayer said, “Get I Spy,” then went to the book corner and brought back the book I Spy to look at on his cot.*

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Category VI

Exploration and Early Logic

Everything in the world is new for infants and toddlers. Driven by what child psychologist Selma Fraiberg (1959) called an intense hunger for sensory experience, infants and toddlers are compelled to find out about themselves and their environment. Right from the beginning, much of what they learn results from their natural inclination to observe, explore, and manipulate.



X. Exploring objects

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Infants and toddlers explore objects to find out what they are and what they do. Beginning with haphazard batting and kicking at nearby objects, they gradually expand their exploratory actions and organize their findings into basic working concepts: that noise scares me; this blanket feels soft; I can bang with a spoon, and I can bang with a rattle; the wagon moves, and the couch stays still; sand feels terrible in my mouth; and so forth.

Level 1. Child looks at or listens to an object.

With limited control over his or her limbs, the infant examines interesting objects with the eyes and turns toward or visually searches for objects that make intriguing noises.

- *At nap time Naoko lay in her crib and listened to her little pillow music box play "It's a Small, Small World."*
- *Lying on the mat, C.J. looked at the red-and-white polka-dotted ball next to him.*

Level 2. Child reaches for and grasps an object.

At this level the child explores an interesting object through touch and, by guiding the object to his or her mouth or nose, through taste and smell.

- *Nils reached for the red plastic cup and pulled it toward him.*
- *Alexis crawled over to the basket of clothespins, grabbed one with each hand, and then crawled over to the Exersaucer.*

Level 3. Child performs an action on an object.

At this level the child explores objects through an increasingly wide variety of actions, for example, shaking, dropping, pushing, rolling, rotating from one position to another, pulling, stacking, squeezing, throwing, moving aside, opening, closing, crumpling, tilting.

- *During choice time Caleb picked up a box that had a Ping-Pong ball in it and watched it roll to one side. He then tipped the box back and forth and watched the ball roll from side to side.*
- *During choice time Yasmina walked around the room with a plastic wrench, hitting several different Waffle blocks on the floor.*

Level 4. Child uses two objects together, one in each hand.

The child may use two identical or similar objects together (for example, banging two blocks or sticks together) or two different objects together (for example, holding a small basket in one hand and putting a piece of paper in it with the other).

- *Jake used the Duplos he was playing with to clap to the music by striking them together.*
- *During group time Jordi picked up some bells, put a set in each hand, and shook his hands to the music.*

Level 5. Child uses an object as a tool to complete a task.

At this level the child relies on an object rather than on his or her hands to accomplish something, such as using a bucket to carry water to the garden or using a towel to mop up a spill.

- *During choice time Hannah got out the toy stethoscope, put the earpieces in her ears, held the other end to her chest and listened, then said, "Me OK."*
- *Evan was in the art area during choice time. He held a paintbrush in his fist and moved the brush over his paper, making long, thick brush strokes.*

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As infants and toddlers explore objects to find out what they are and what they do, they begin to notice similarities and differences. They learn to group similar things together, from “people I like and trust” to toys and objects with similar characteristics.

Level 1. Child exhibits preference for a familiar voice or face.

One of the first ways an infant explores categories is by responding one way to preferred people and a different way to others. For example, an infant turns toward or gazes attentively at a trusted adult or family member and turns away from an unfamiliar person. In this manner the infant sorts people into “preferred people” and “not-preferred people.”

- *The center director came in for a visit and sat down on the mat next to Abigail. When Yolanda (Abigail’s caregiver) sat down on the other side, Abigail turned to look at her and kicked her legs.*
- *Gabi lay on the changing counter while the visiting nurse checked her eyes and ears. When Mona (her caregiver) spoke, Gabi turned and looked at her.*

Level 2. From a variety of objects, child selects an object to taste, touch, or smell.

At this level the child chooses (from two or more nonidentical objects) a particular object to explore, in effect distinguishing “the most interesting objects to me” from “other, less interesting objects.”

- *Panina was playing with a basket of household items. She picked out a necklace and held it with both hands. Then she let go with one hand, looked in the basket, grasped a green plastic bracelet with her free hand, and stuck the bracelet in her mouth.*
- *Raina selected the long bottle brush from the basket of kitchen utensils and started chewing on the handle.*

Level 3. Child uses a sound to name an object.

By making a sound like “ba-ba” for bottle or “bo-bo” for brother, the child connects the sound with the object’s or person’s distinctive characteristics. Thus, the child develops a shorthand way of referring to specific objects, people, and animals.

- *At nap time Cheyenne picked up her teether and said, “Tee-tee.”*
- *Looking at the mesh bag of toy cows hanging above his head, André said, “Moo.” When Crystal (a caregiver) asked, “Do you want the moo cows to play with, André?” he nodded and repeated, “Moo.”*

Level 4. Child uses the same word to name more than one object.

At this level the child generalizes and may over-generalize category labels, using one label for a group of similar objects, such as “daw” or “dog” for all four-legged animals.

- *Rhiannon picked up a stuffed bear and said, “Teddy,” then touched each of the other stuffed animals (not all bears), saying “Teddy” each time.*
- *Ivan cruised along the low shelves, saying “Red, red, red” as he touched whatever he came across.*

Level 5. Child gathers two or more similar objects from a variety of objects.

At this level the child creates a group of similar objects in the course of his or her exploration and play. The child selects things from around the play space that have similar characteristics but are not identical.

- *During choice time Indira picked out all the lambs from a collection of rubber and plastic animals and put them in the barn.*
- *In the house area during choice time, Keshawn selected a red apple and a red tomato from the food collection and carried them around.*

Z. Developing number understanding

Z

As infants and toddlers discover objects through exploration and play, they begin to lay the foundation for an understanding of number. As they hold, mouth, bang, and carry things, for example, they begin to see that objects are separate things that continue to exist apart from their actions on them. Objects come singly or in groups of various sizes. And if there is one object, there can also be “more”!

Level 1. Child touches or handles an object.

As the infant grasps and holds objects, he or she begins to understand that objects are distinct and constant entities with finite boundaries. This sense of fixed “thingness” (a spoon, for example, does not change into a cup or a doll but remains a spoon from one moment to the next) provides the child with things to later count.

- Cullen picked up a scallop shell, turned it around in his hands, and looked at it.
- Allegra grasped a rattle that was lying next to her hand.

Level 2. Child participates in peekaboo.

The child who plays peekaboo with the excited anticipation of the return of the hidden person or object understands that objects and people can appear, disappear, and reappear. This sense of object permanence (objects continue to exist whether or not you can see them) allows the older child to understand, for example, that he or she still has three balls, even though one of them has rolled out of sight. Also, when a ball disappears and reappears, there is still only one ball, no matter how many times it reappears.

- Yusef covered his eyes with his hands and then quickly pulled them away. He repeated this and Tami (a caregiver) said, “Boo.” He smiled and continued playing peekaboo.
- Gillian peeked at Constance (a caregiver) from the Exersaucer. Constance went behind the door and then to the Plexiglas window. Gillian leaned way over to keep Constance in her sight, and each time she did this Constance said, “Peek!” Gillian laughed and continued the game for several minutes.

Level 3. Child points to a body part or a specific object.

Pointing to a specific body part or object is related to the child’s ability, at this level, to begin to distinguish “one” of something.

- During group time when the song said, “Can you find your feet?” Alyssa stuck out her foot.
- Ruby (a caregiver) and Miranda were looking at a book of people’s faces. Ruby pointed to a person’s nose, then Miranda pointed to her own nose.

Level 4. Child uses a word or phrase to ask for more of something.

Asking for more with a word or phrase indicates that the child understands that a quantity can be increased by more or one more.

- At lunch Maria held her empty bowl toward the bowl with the corn in it and said, “More.”
- During choice time in the block area, Joshua said, “Mo,” and went to get more blocks.

Level 5. Child says one standard or nonstandard number name while pointing to each of several objects.

At this level the child points to two or more objects one at a time and says a conventional number word (“one,” “two,” “six”) or a word he or she uses for counting (“a” for each object). The child may point to one object and say “One,” and point to the next object and say “Two,” “Six,” or “A,” for example.

- During choice time Delaney was counting the pegs in the pegboard: “One, two, three, five, nine, eight, one, two, three, five, nine, eight.”
- During cleanup time Dion sat with a pile of small blocks. He dropped one in the bucket and said, “One.” He dropped another in and said, “Do.” He dropped a third block in and said, “Twee.”

AA. Exploring space

BB. Exploring time



Young babies inhabit the space immediately around them. With increasing activity and mobility, their sense of space expands as they navigate on their own from one interesting place to another. They experience proximity (nestling in a caregiver's arms), separation (crawling across the room to the steps they want to climb), and enclosure (climbing into a sturdy box). They also learn to orient themselves and objects in space so that things are easier to see or handle.

Level 1. Child tracks an object.

Lying on his or her back or in a caregiver's arms, the infant closely watches an object and follows the path it takes as it moves through space. The child follows the object with his or her eyes and turns his or her head to keep the object in sight until it moves out of visual range.

- *Lying on the mat, Axel watched his rattle move back and forth in his hand.*
- *Lying in Etta's (her caregiver's) arms, Juliana tracked a stuffed rabbit that Etta moved back and forth across Juliana's field of vision. When the rabbit landed on Juliana's tummy, Juliana smiled and wiggled.*

Level 2. Child moves one object to gain access to another object.

At this level the child persists in obtaining an object he or she can see by pushing aside a physical barrier (such as a box, pillow, or toy) that exists in the space between the object and the child.

- *Allyson pushed aside the Exersaucer to get a maraca, which she grabbed and started to shake.*
- *During choice time in the house area, Tobias moved the grocery cart to reach a ball that was stuck under it.*

Level 3. Child fills a container.

At this level the child has a sense of enclosure and may fill or partially fill a box, bucket, cup, basket, or other container with a continuous material like sand or water, or with discrete items like shells, balls, or wooden pegs. The child may also get into a box, thus filling it with his or her own body.

- *During choice time in the house area, Asia filled a large wooden bowl with all the plastic fruit.*
- *During outside time, using a shovel and his hands, Bennett filled an entire bucket with sand.*

Level 4. Child retrieves an object not seen for a while.

At this level the child retains a mental picture of an object's location. The child is able to go to that location and get the object after not having been in that location or seen that object for 5 minutes or more.

- *During choice time in the house area, Emma searched through the toy box full of dolls until she found Raggedy Ann near the bottom. She pulled out Raggedy Ann, hugged her, and carried her over to the table.*
- *Getting ready for outside time, Joyce (a caregiver) asked Ahmed where his shoes were. He said he didn't know and then he began to look around, continually returning to the pillow area. Finally he lifted up one of the pillows and found his shoes beneath it.*

Level 5. Child makes an enclosure.

At this level the child is able to orient or position several objects to form a closed space or to encircle an object or person.

- *During choice time in the toy area, Latasha placed the Duplos next to one another to completely surround her animals.*
- *During choice time in the block area, Mickey placed the big soft blocks all around himself.*

BB. Exploring time

BB

For infants and toddlers, time is now, this moment, the present. Their internal sensations shape what happens in the present. For example, hunger signals eating, sleepiness signals sleeping. Gradually, children learn to anticipate immediate events from external cues: the sound of running water signals bath time, the sound of Daddy's voice means it's time to go home. Some older toddlers begin to anticipate and express in words what they are going to do next: "Balls!" (Play with balls.) "Go ducks!" (Go see the ducks).

Level 1. Child engages in a voluntary action.

In infancy a voluntary action is one the infant performs that is not automatic, like breathing, or reflexive, like startling upon hearing a loud noise. Voluntary actions include head turning, reaching, and grasping. By engaging in sustained actions that vary in duration, the child begins, in a very basic sense, to experience time intervals.

- As Carol Ann (a caregiver) leaned over to get Rachel out of her crib, Rachel reached up and grabbed Carol Ann's hair.
- Ethan was lying on the mat. When he heard some bells ringing, he turned toward the source of the sound.

Level 2. Child repeats an action to make something happen again.

Repeating an action to cause a pleasing outcome is one way the child begins to experience an intrinsically interesting sequence of events.

- During choice time Talia was playing with the play dough. She pushed her thumb into the play dough, making a hole. She did this four times, each time picking up the play dough to look through the hole.
- Sitting on Dora's (a caregiver's) lap, Bryce played with a pop-up toy. He pushed the buttons four times to make an animal pop up.

Level 3. Child's actions show anticipation of an immediate event.

At this level the child expresses his or her awareness of what will happen next through an action related to the next event: for example, after late-morning hand washing, the child, on his or her own, goes to the lunch table and sits down in anticipation of lunch.

- During outside time Bernardo was standing on the blacktop path. He saw two children coming toward him on riding toys and moved off the path onto the grass.
- After cleanup time and right before lunch, Venus went on her own over to the sink to wash her hands for lunch.

Level 4. Child indicates the end of an event with words.

At this level the child typically verbalizes his or her personal completion of a routine task or the ending of an event with words or phrases, such as "All done," "Bib off," "Bye-bye."

- During snack Vivian (a caregiver) asked Yoshiko if she wanted any more banana. Yoshiko shook her head and said, "No, me done."
- During cleanup time in the art area, Mike (a caregiver) asked Shandra if she was finished coloring. Shandra said, "Yeah, me finished" and put the markers back in the basket.

Level 5. Child uses a word or words to indicate a past event.

At this level the child is able to recall a past event and express the recollection of it in a word or phrase, such as "Grammy gone" ("My grandma's gone back to her house"). The caregiver must understand the context of the brief statements to recognize their connection to the event or situation the child is remembering.

- When she arrived in the morning, Joelle talked about a "birday pahty" in reference to her grandma's birthday party, which she attended over the weekend.
- During lunch Armando talked about the "punkin trip" he took with his cousins, referring to a trip to the pumpkin patch he had taken the day before.

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