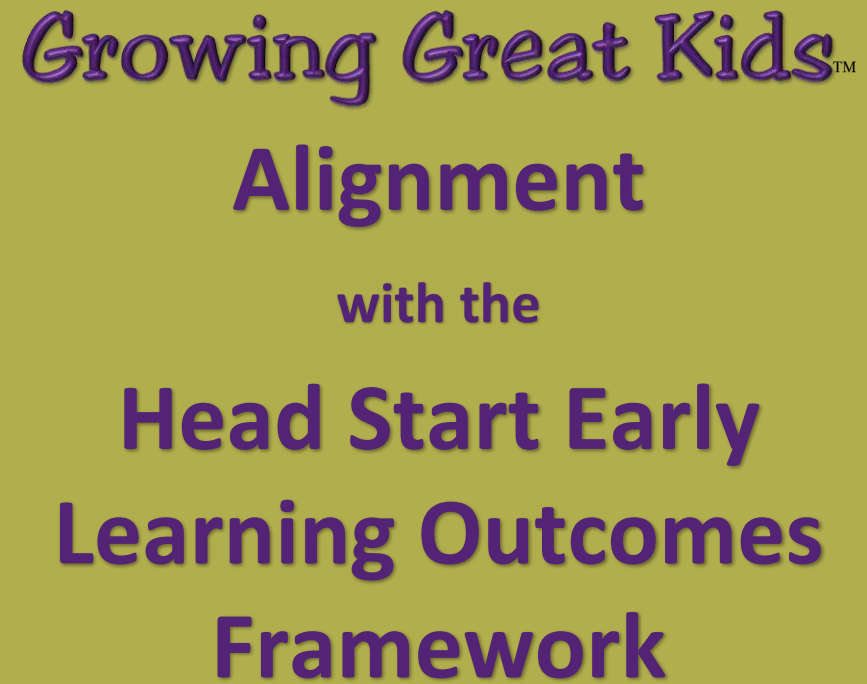


A vibrant, cartoon-style illustration of a globe. The globe is green with blue oceans and features various animals and people. On the left, a purple fish and a yellow fish are visible. On the right, two yellow and black striped fish are shown. At the top, a yellow fish with blue spots is depicted. In the center, a red boat is on the water. On the right side of the globe, a black and white panda is visible. At the bottom, a purple octopus is shown. The globe is surrounded by a torn paper border, and several colorful butterflies are scattered around it. The overall theme is environmental and biodiversity.



March 2017

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Growing Great Kids™ Overview

The **Growing Great Kids™** Curriculum (**GGK™**) supports the development of the child through the growth of the Parent-Child Relationship. The focus is on building the secure attachment relationship and through that focus, growth in all other domains can be supported. **GGK™** supports the attachment process by encouraging positive parent-child interactions with the use of strength-based language and strategies.

This transformative, skill-driven curriculum provides practitioners with research-based, strength-based, and solution-focused “Home Visit Conversation Guides” for engaging parents, cultivating secure attachments, and bolstering child development, while building parenting, family strengthening and other essential life skills with parents who themselves may have experienced childhood adversity and other traumatic events. **GGK™** builds Home Visitor competencies for: nurturing parental resiliency; advancing individual and family functioning; reducing a child’s exposure to toxic stress; nurturing parents’ problem-solving skills; strengthening the families’ support networks; and enabling parents to construct protective buffers around their children.

GGK™ and all of its components are designed to be used by the Home Visitor as a companion tool for the program model they are implementing with participating families. The curriculum is one facet of a multi-component program. Other components of the program may include goal setting, developmental screenings, case management, community service resource networking, or parent workshops. The curriculum is structured to provide support to these other model-specific, program components. For example, a Home Visitor might use the GGK Growing Goals conversation guide to support the family in exploring and identifying goals and then building steps to accomplish those goals. The child development activities and milestone charts are used to support the developmental screenings by highlighting areas of concern and providing activities to enhance these areas. The curriculum enriches the program through its emphasis on growing the attachment relationship, exploring with parents how to reduce toxic stress in their homes and building critical parenting and life skills with the families enrolled.

This document is designed to guide programs as they make connections between **GGK™** and the Head Start Early Learning Outcomes Framework (ELOF). This **GGK™** alignment crosswalk will help to guide effective learning experiences that support important early learning in all five of the ELOF domains. Programs can use this crosswalk to guide their choice of learning materials, to plan daily activities, and to inform practices as they implement **GGK™** to support the outcomes depicted in the Early Learning Outcomes Framework. Aligning the **GGK™** materials and opportunities for play, exploration, discovery, and problem-solving with the outcomes described in the Framework will promote successful learning opportunities for all the children in your program.

The Head Start Early Learning Outcomes Framework includes seven guiding principles. The curriculum supports those fundamental principles through its relationship-based, family-centered, and emergent focus.

- **Each child is unique and can succeed.** With the emergent use of **GGK™**, every child's unique developmental needs can be nurtured with parent-child activities and support for the growth of essential parenting skills.
- **Learning occurs within the context of relationships.** The play and learning activities are designed to be parent-led, providing lots of opportunities for joyful interactions between parents and their children.
- **Families are children's first and most important caregivers, teachers, and advocates.** The secure attachment relationship is the primary focus of **GGK™**. By building that relationship the curriculum highlights the parent/caregiver as that first and most important first teacher for their child. GGK users empower parents to view themselves as their child's "Development Specialist".
- **Children learn best when they are emotionally and physically safe and secure.** The curriculum builds the 6 Protective Factors (Nurturing and Attachment, Social and Emotional Competence of Children, Knowledge of Parenting and Child Development, Social Supports, Parental Resilience, and Concrete Supports) to help create a positive and safe environment within the family.
- **Areas of development are integrated, and children learn many concepts and skills at the same time.** As this alignment will demonstrate, the areas of the curriculum are integrated within and across domains, recognizing that children do not develop skills in a bubble, but within and through all of their experiences.
- **Teaching must be intentional and focused on how children learn and grow.** Parents are the ultimate experts on their child's learning and skills. In partnership, the program collaborates with the parents/caregivers to use the curriculum to meet those needs.
- **Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.** Knowing the culture, traditions, and values of the family are foundational to the work. There are several specific modules within the curriculum that support the practitioner in learning about these critical aspects of the family.

In this document, the alignment of the Growing Great Kids Prenatal to 36 Months curriculum with the Head Start Early Learning Outcomes are integrated into the five domains identified in the framework:

- **Approaches to Learning**
- **Social and Emotional Development**
- **Language and Literacy**
- **Cognition**
- **Perceptual, Motor, and Physical Development**



Growing Great Kids™ is a skill-driven Curriculum and Professional Development Certification Program for Home Visitors and their Supervisors. Certification is required to use the manuals and all corresponding Parent Handouts and Child Development Activities.

Training: Growing Great Kids™ is much more than a curriculum. It first supports the parent facilitator in the development of their skills to enhance the Parent-Child Relationship through the training process. Tier 1 certification is a 40 hour professional development program for Home Visitors and Supervisors in which the Home Visitor is taught the use of the curriculum and how best to support a secure attachment relationship. The second phase of professional development is called Tier 2 certification. Post-training tools are provided to the program for building staff skills and confidences in the areas critical to achieving desired program outcomes. Parent facilitators continue skill building and fidelity implementation through post-training assignments and activities designed to enhance their competencies.

GGK™ Prenatal to 36 months is a comprehensive parenting, attachment, health/wellness, child development, and family strengthening curriculum. It has a primary focus on fostering the growth of secure attachment relationships, and developmentally enriched, empathic parenting, while supporting families to reduce their stress and build protective buffers for their children. The strategies used have been developed from trauma-informed research to best support families with Adverse Childhood Experiences (ACE). Through the reduction of on-going traumatic events and toxic stress, the parent is better able to focus on growing the attachment relationship with their child. **The Growing Great Families (GGF™)** curriculum component supports the home visitor in skill-building with the parent in order to reduce such stressors. The GGF conversation guides provided for each home visit, motivate parents to grow their parenting skills and strengthen family foundations within the context of their values and what they want for their child. The result is competent, nurturing parents, who have confidence and hope in how they are shaping their child's future.

All curriculum components are designed to be used emergently, with prompts and “touch-backs” for assisting home visitors with integration and partnering with parents to “get what they want” from your program. **GGK™** is culturally inclusive, encouraging Home Visitors to contextualize services for each family.

What distinguishes GGK™ Prenatal to 36 Month Curriculum from other parenting and child development curricula?



- Seamless Prenatal to 5 Years delivery of parenting, child development and family strengthening program components (Growing Great Kids Prenatal to 36 Months and Growing Great Kids for Preschoolers)
- Complex concepts, such as secure attachments, parental empathy, brain science, and solution-focused skill building strategies embedded in easily understood, highly interactive guides for each home visit

- Specialized strategies for motivating highly stressed families to build skills for empathic parenting, nurturing their infants and young children, and supporting their early learning and development
- Strong emphasis on social and emotional development and nurturing self-regulation
- Continuity in service delivery through progressively introducing parents to pertinent information and building their parenting and family-life skills via trauma-informed, strength-based, solution-focused, skill-driven visits
- 6 Essential Parenting Skills or **Daily Do's** that home visitors seek to grow during each visit
- Parents are in the lead with their child's development with support to do developmentally appropriate, relationship-focused child development activities with their child during every visit
- A structure that keeps home visitors focused on the parent-child relationship and infant mental health, While reducing toxic stress, and building protective factors during every home visit
- Embedded strategies aimed at advancing home visitor skills for addressing challenging circumstances with program families
- Guided modules with step-by-step, interactive questions to actively engage parents with the information and skills being presented
- Through the use of the conversation guides home visitors refrain from advice-giving as they encourage parents to share their opinions and to craft their own solutions
- Embedded strategies for supporting parents in responding empathically to the needs of their children and helping their children learn to regulate their strong emotions
- Family Values, strengths and aspirations identified by parents are used as frequent touch-backs for motivating growth and supporting child development
- Growth of essential life skills is supported within the **Growing Great Families™** Curriculum component
- Inclusion of culturally-competent and father-inclusive activities, language and artwork
- Parents use items commonly found in their homes and their environments to create joyful learning experiences and to enhance the parent-child relationship

Growing Great Kids™ Prenatal to 36 Months Curriculum Structure

The Curriculum consists of three primary components:

1) Growing Great Kids™ Parenting, Attachment, and Child Development Manuals

- a. 4 Manuals
 - i. Prenatal
 - ii. Birth to 12 Months
 - iii. 13 to 24 months
 - iv. 25 to 36 months
- b. Postnatally, the child development and parenting topics are divided into developmental Units
 - i. Birth -12 Months Manual
 - 1. 0-3 Unit
 - 2. 4-6 Unit
 - 3. 7-9 Unit
 - 4. 10-12 Unit
 - ii. 13-24 Months Manual
 - 1. 13-15 Unit
 - 2. 16-18 Unit
 - 3. 19-21 Unit
 - 4. 22-24 Unit
 - iii. 25-36 Months Manual
 - 1. 25-30 Unit
 - 2. 31-36 Unit
- c. There are 6 Modules within each Unit
 - i. **Basic Care**
 - ii. **Social and Emotional Development**
 - iii. **Cues and Communication**
 - iv. **Physical and Brain Development**
 - v. **Play and Stimulation**
 - vi. **Success and Next Steps**

- d. Each Module is divided into Subsections. The Subsections are the topics which contain the conversation guides. For example, in the Birth-12 month Manual, the 7-9 month Unit, Social and Emotional Module contains the following Subsections (topics):
 - i. *Your Social Baby*
 - ii. *Separation/Stranger Anxiety*
 - iii. *Driven to Explore*
 - iv. *E-Parenting*
 - v. *Self-Regulation*
- e. The strength-based, trauma-informed, solution focused conversation guides, provided in the modules are crafted to:
 - i. Support adult and child learning experiences and parental problem solving
 - ii. Build parenting knowledge and skills through activities and interactive discussions
- f. 6 Essential Parenting Skills are the foundation for building the skills that support the attachment relationship. These essential parenting skills are called the ***Daily Do's***.
 - i. **E-Parenting:** Growing Empathic Parenting Skills and Self-Regulation
 - ii. **Character Builders:** Growing Parenting Skills That Support Strong Social and Emotional Development
 - iii. **Brain Builders:** Supporting Cognitive Development and Learning
 - iv. **Body Builders:** Growing Excellent Physical Development and Health
 - v. **Play by Play:** Building Early Language Development
 - vi. **The 4 Steps to Success:** Building Self-Esteem and Motivating Learning



2) **Growing Great Families™ Family Strengthening, Life Skills, and Stress Reduction Manual.** The **GGF™** Manual includes modules aimed at:

- a. Building strong family foundations
- b. Reducing the stress children are exposed to
- c. Cultivating the growth of protective buffers
- d. Growing communication, stress management and problem solving skills
- e. Strengthening each family's support network
- f. Includes strategies for motivating highly stressed parents to actively participate in a program striving to:
 - i. Foster the growth of secure attachment relationships and empathic parenting skills
 - ii. Optimized child development outcomes
 - iii. Strengthen families by supporting them to build protective buffers, reducing the incidence of child abuse and neglect

3) **GGK™ and GGF™ Parent Handouts and Child Development Activities**

- a. Parent Handouts are curriculum information given to parents as a way to enhance their learning through interactive conversations regarding the materials or information being presented, such as:
 - i. Parenting Skills and Knowledge
 - ii. Child Development Information
 - iii. Family Strengthening building blocks and strategies
 - iv. Stress Management Skills
- b. The Parent Handouts are given to parents and are a part of each family's GGK Parent Handbook. These handbooks, which families refer to during each visit, increase parents' motivation and "buy-in" to the program as they have their own materials to refer to during and following home visits.
- c. The parent-child activities also have a handout component. These handouts provide the parent with the reasons for doing the activity. For example, the activity *Tongue Twister*, is designed to stimulate early brain development and to demonstrate how babies learn from imitation. The handouts also contain step-by-step directions for the home visitor and parent to best support play and interaction opportunities.



Alignment Introduction

This Head Start Early Learning Outcomes and **GGK™** alignment has the domains separated into tables, which are then further broken down by Sub-domains and Goals. The HS Early Learning Outcomes Developmental Progressions are on the left side of the table. On the right side of the table, you will find the corresponding **GGK™** elements. The **GGK™** elements are separated first by module name, next listed by subsection and then delineated by unit (age). (See above for module names and definition of subsections). The subsection also includes any applicable Parent Handouts. The Play and Learning Activities are the last element in each Goal and Developmental Progression table and include the Unit (age range) and the name of the activity. Subsections, Parent Handouts, and Activities may be included in more than one Sub-Domain as they are often supporting the growth of more than one developmental domain and associated parental skill.

Emergent use of the curriculum is one of the key design elements. The unit designation which corresponds to age is delineated to make it easier to locate the subsection, activity, or handout, but does not indicate the correct or only time the material can and should be used. The GGK Curriculum is designed to enrich the program and the parent's participation in the program through its emergent use to match the family's needs, challenges, goals, interests, and strengths.



Approaches to Learning

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 1: Child manages feelings and emotions with support of familiar adults		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> What Feelings are Young Children (0-6 months) Capable Of? 4-6 Men and Women Play Differently With Babies <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Moms and Dads: How They Play 4-6 Social and Emotional Development 4-6 Months 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety 7-9 Driven to Explore <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders Daily Do 9-18 Months: Driven To Explore <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Getting in sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 4-6 Play Strengthen Relationships 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Cycling Through Learning and Mastery

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 1: Child manages feelings and emotions with support of familiar adults		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • Getting Acquainted Tongue Twister • 0-3 Traditional Songs • 0-3 Baby Charades • 0-3 Getting Rattled • 0-3 Peek-A-Boo I Love You • 0-3 Fly Away • 0-3 Twinkle With A Bounce • 4-6 Play Station • 4-6 Glove Puppets • 4-6 Bark, Bark...Moo, Moo • 4-6 Baby Giggles • 4-6 The Great Outdoors • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Pillows, Paths and Piles • 7-9 Voice Lessons
8-18 Months	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	<u>GGK Birth-36 Months</u> Social and Emotional Subsections <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 7-9 Driven to Explore <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders Daily Do 9-18 Months: Driven To Explore • 10-12 Social and Emotional Development 10-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Early Indicators of Autism ▪ E-Parenting Daily Do • 13-15 Social and Emotional Development • 13-15 E-Parenting For Toddlers • 13-15 Imitations: It Is Play and Learning • 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ In My Toddler's Shoes

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 1: Child manages feelings and emotions with support of familiar adults		
Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	<ul style="list-style-type: none"> 16-18 Feeling Understood Results in Cooperation 16-18 The Role of Dads/Other Males in Growing Compassionate Children <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Dads: More Than Coaches and Football 16-18 Humor Versus Teasing and Tickling <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions 13-15 Learning to Communicate With Words and Gestures <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Cycling Through Learning and Mastery 13-15 Lots of Play, Lots of Learning 13-15 Play For Learning and Fun 13-15 Games For Any Place and Time <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 Ditto 7-9 It's A Band 7-9 Read To Me 7-9 Pillows, Paths and Piles 7-9 Voice Lessons 10-12 Traditional Songs For Children 10-12 In and Out Around The House 13-15 Reading Faces 13-15 Copy Cats 13-15 Pointing and Naming 13-15 A Book About Me 13-15 Push and Pull 16-18 Feeling Photos

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 1: Child manages feelings and emotions with support of familiar adults		
Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	<p>GGK Birth-36 Months Social and Emotional Subsections</p> <ul style="list-style-type: none"> • 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ In My Toddler's Shoes • 16-18 Feeling Understood Results in Cooperation • 16-18 The Role of Dads/Other Males in Growing Compassionate Children <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dads: More Than Coaches and Football • 16-18 Humor Versus Teasing and Tickling • 19-21 Social and Emotional Development • 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Real Fears of Toddlers • 25-30 Social and Emotional Development: 25-30 • Getting In Sync With My Child Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Child • 25-30 Tantrums <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Tantrums: What's A Parent to Do? • 31-36 Looking For The Good: Building Self-Esteem • 31-36 Part of The Family <p>Cues and Communication Subsections</p> <ul style="list-style-type: none"> • 22-24 Understanding Your Toddler's Cues and Signals <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Toddlers: Speaking Out...What Are They Saying? <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 19-21 Power of Touch and Affection • 19-21 Playing For Learning and Fun • 25-30 Playing For Learning and Fun • 31-36 Nurturing Touch • 31-36 Making Play Safe For Learning and Fun <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders 19-36 Months: Identity and Independence

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 1: Child manages feelings and emotions with support of familiar adults		
Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Pillows, Paths and Piles • 7-9 Voice Lessons • 10-12 Traditional Songs For Children • 10-12 In and Out Around The House • 13-15 Reading Faces • 13-15 Copy Cats • 13-15 Pointing and Naming • 13-15 A Book About Me • 13-15 Push and Pull • 16-18 Feeling Photos • 19-21 Finger Rhymes • 19-21 Going To The Library • 22-24 Making Foods Fun • 22-24 It's An Orchestra • 22-24 Simon Says • 25-30 Tell Me What Happened • 31-36 This is My Family • 31-36 I Am A Superstar
Head Start Indicators:		
By 36 months, child: <ul style="list-style-type: none"> • Looks to others for help in coping with strong feelings and emotions. Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.		

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 2: Child manages actions and behavior with support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
<p><u>Growing Great Families Modules</u></p> <p>Discipline and Punishment: What is The Difference?</p> <p>Subsections</p> <ul style="list-style-type: none"> • What is Discipline? What is Punishment? • Your Own Experiences With Discipline and Punishment <p>Discipline: Strategies For Growing Self-Regulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • What about "Spoiling" Kids? • Routines and Limit Setting • E-Discipline and Redirection <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Discipline Parenting Tool • Discipline Supports Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Teaching Crawlers and Toddlers Self-Regulation ▪ Tips For Growing Self-Regulation in Preschoolers ○ Activity <ul style="list-style-type: none"> ▪ Practicing E-Discipline, Limit Setting and Redirection <p>Discipline: “Dial It Down Time” and Spanking</p> <p>Subsections</p> <ul style="list-style-type: none"> • More About Discipline and Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 10 Tips for Teaching Self-Regulation (Internal Controls) • Helping Kids Learn Internal Controls With “Dial It Down Time” <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dial it Down Time...Step by Step • Why Spanking Does Not Work <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Hitting, Spanking, Shaking: Why It Won’t Get You What You Want 		

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 2: Child manages actions and behavior with support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	GGK Birth-36 Months Attachment, Bonding and Caring For Your New Family Subsections <ul style="list-style-type: none"> Protecting and Loving Your New Baby Basic Care Subsections <ul style="list-style-type: none"> 0-3 Crying and Consoling Your New Baby 0-3 E-Parenting Daily Do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> E-Parenting Daily Do 4-6 Using Routines To Reduce Stress and Increase Stimulation 7-9 Sleep Routines Help Babies Sleep Social and Emotional Development Subsections <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond to Them <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> What Feelings are Young Infants 06 months Capable of? 0-3 What About Spoiling Babies? 7-9 E-Parenting and Self-Regulation Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Cues and Signals of Young Infants: 0-8 Months 0-3 Beware Too Much Stimulation Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 0-3 Traditional Songs 4-6 Play Station 4-6 Ignore Me and I Feel Stressed 4-6 Bark, Bark, Moo, Moo 4-6 Baby Giggles 7-9 Sock Baby 7-9 Voice Lessons

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 2: Child manages actions and behavior with support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> • 7-9 Sleep Routines Help Babies Sleep <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> • 7-9 E-Parenting and Self-Regulation • 10-12 Discipline Follow-Up • 13-15 E-Parenting For Toddlers • 13-15 E-Parenting and Other Tips For Challenging Behaviors • 16-18 Toddlers and Their Feelings • 16-18 Feeling Understood Results in Cooperation <p>Cues and Communication Subsections</p> <ul style="list-style-type: none"> • 10-12 Teaching Warning Words <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Warning Words: Setting Limits and Teaching Self-Regulation • 13-15 How and When To Respond To Toddlers' Cues • 13-15 Yelling: Can Toddlers Listen? <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> • 10-12 E-Parenting Builds Essential Brain Connections <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Protective Shield For Toddlers • 10-12 Sleep Routines Wire Brains For Self-Regulation <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Calming Your Toddler After Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Sock Baby • 7-9 Voice Lessons • 10-12 Simon Says • 13-15 Reading Faces • 13-15 Connecting The Cues • 16-18 Taking Care of Dolly • 16-18 Feeling Photos • 16-18 Dolly and Edmund Have Feelings Too

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 2: Child manages actions and behavior with support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as “Stop” or “No” during conflict with a peer instead of hitting. Let the adult know when they are hungry or tired.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> • 31-36 Routines, Transitions, and School Readiness <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> • 13-15 E-Parenting Toddlers <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do • 16-18 Toddlers and Their Feelings • 16-18 Feeling Understood Results in Cooperation • 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Real Fears of Toddlers • 19-21 Learning Respect, Limit Setting and Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Learning Respect: It Begins When They Are Toddlers • 25-30 Getting in Sync With My Child Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Child • 25-30 Tantrums <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tantrums: What’s A Parent to Do? <p>Cues and Communication Subsections</p> <ul style="list-style-type: none"> • 19-21 Whining/Screaming, Biting and Hitting <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan • 19-21 Finger Rhymes • 22-24 Understanding Your Toddlers’ Cues and Signals <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Toddlers Speaking Out...What Are They Saying? • 31-36 Following Directions and Taking Turns <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 22-24 Arranging Your Toddler’s Day <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Taking Care of Dolly • 16-18 Feeling Photos • 16-18 Dolly and Edmund Have Feelings Too • 19-21 Finger Rhymes • 22-24 Simon Says • 25-30 Follow My Directions: Shape Games • 25-30 Running and Stopping • 31-36 Tick, Tock, Mr. Clock

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Emotional and Behavioral Self-Regulation</i>		
Goal I/T – ATL 2: Child manages actions and behavior with support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Head Start Indicators:		
By 36 months, child: <ul style="list-style-type: none"> • Participates in and follows everyday routines with the support of familiar adults. • Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults. • Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult’s hand when crossing the street. 		

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Cognitive Self-Regulation</i> (Executive Functioning)		
Goal I/T – ATL 3: Child maintains focus and sustains attention with support.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> 0-3 E-Parenting Daily Do Introduction <ul style="list-style-type: none"> Handout <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety 7-9 Driven To Explore <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders Daily do 7-9 E-Parenting and Self-Regulation <ul style="list-style-type: none"> E-Parenting Daily Do <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting In Sync <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> 7-9 Growing Parents’ Play Skills <ul style="list-style-type: none"> Demo <ul style="list-style-type: none"> Cycling Through Learning and Mastery <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Plates and Patterns 0-3 Baby Raps and Taps 0-3 Fly Away 4-6 Hand it Over 4-6 Touchy Feely 7-9 It’s A Band 7-9 Sniff and Smell

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Cognitive Self-Regulation</i> (Executive Functioning)		
Goal I/T – ATL 3: Child maintains focus and sustains attention with support.		
Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 7-9 Driven To Explore <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Character Builders Daily do • 7-9 E-Parenting and Self-Regulation • 10-12 Activities That Bolster development <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Teaching Warning Words <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Warning Words: Setting Limits and Teaching Self-Regulation • 13-15 How and When To Respond To Toddler's Cues <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> • Demo <ul style="list-style-type: none"> ▪ Cycling Through Learning and Mastery • 10-12m Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Calming Your Toddler After Play <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 It's A Band • 7-9 Sniff and Smell • 10-12 Shake It Up Bottle • 10-12 Mess It Up • 10-12 the Hunt • 10-12 Pointing Fun • 10-12 Simon Says • 10-12 Scribble Doodles • 10-12 Bedtime Stories • 13-15 A Book About Me • 13-15 Pick Up • 16-18 It's Raining All Over • 16-18 Read To Me

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>Cognitive Self-Regulation</i> (Executive Functioning)		
Goal I/T – ATL 3: Child maintains focus and sustains attention with support.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Participates in activities and experiences with people, objects, or materials that require attention and common focus	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> 31-36 Routines, Transitions and School Readiness <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> 19-21 Learning Respect, Limit Setting and Self-Regulation <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Learning Respect: It Begins When They Are Toddlers <p>Cues and Communication Subsections</p> <ul style="list-style-type: none"> 22-24 Reading: Making Words Live 31-36 Following Directions and Taking Turns <p>Physical and Brain Development Subsection</p> <ul style="list-style-type: none"> 31-36 Increasing Attention Span <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> 22-24 Arranging Your Toddler's Day <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 It's Raining All Over 16-18 Read To Me 19-21 Tag 19-21 Pouring and Mixing 22-24 Simon Says 25-30 Tell Me What Happened? 25-30 Running and Stopping 31-36 Tick, Tock, Mr. Clock 31-36 Following By Leading 31-36 Making It Whole
Head Start Indicators:		
<p>By 36 months, child:</p> <ul style="list-style-type: none"> Maintains engagement in interactions with familiar adults and children. Chooses to join in activities or pays attention to tasks and activities that are self-initiated. Maintains focus and attention on a simple task or activity for short periods of time. 		

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>		
Goal I/T – ATL 4: Child develops the ability to show persistence in actions and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> 0-3 Building Relationships During Basic Care <p>Social and Emotional Subsections</p> <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond to Them <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> What Feelings are Young Infants 06 months Capable of? 7-9 Driven To Explore <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> Character Builders Daily Do, 9-18 Months Discovery <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> 0-3 Family Values Influence Early Brain Development 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Builder Daily Do <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> 0-3 Best Toys For Supporting Learning 0-3 Patterns, Opposites and The Order of Things 4-6 The 4 Steps To Success Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> The 4 Steps To Success Daily Do 4-6 Brain Builders: Two More Areas of Learning <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> Getting Acquainted: Tongue Twister Getting Acquainted: Sight Seeing 0-3 Plates and Patterns 0-3 Action-Reaction Rattles 0-3 Fly Away 4-6 Play Station 4-6 Glove Puppets 4-6 Kick Boxing 4-6 Baby Giggles 4-6 Pull, Pull, Pull 4-6 Baby Geometry 4-6 The Great Outdoors 4-6 Touchy Feely 4-6 Picture Storybook 7-9 It's A Band 7-9 Pedro/Polly Puppet 7-9 Pillow, Paths, and Piles 7-9 Sniff and Smell 7-9 Lots of Lids 7-9 Human Jungle Gym

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>		
Goal I/T – ATL 4: Child develops the ability to show persistence in actions and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Weaning and Self-Feeding Skills • 13-15 Toddler Self-Help: Building Blocks For Self-Confidence and Self-Worth • 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> • Character Builder Daily Do 9-18 Months Discovery • 16-18 Self-Care Skills For toddlers, feeding, Cleaning Up, Dressing and Bathing <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Driven To Explore <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders Daily Do, 9-18 Months Discovery • 13-15 Social and Emotional Development <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Teaching Words Through Singing <p>Physical And Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 13-15 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ The 4 Steps to Success Daily Do ▪ Steps For Making Learning Fun • 13-15 Learning By Doing <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Concepts Under Construction • 16-18 Learning Concepts: Sorting, Matching and Sizing <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 16-18 Teaching Problem Solving Through Play • 16-18 Experiencing Concepts and Learning Words Through Play

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>		
Goal I/T – ATL 4: Child develops the ability to show persistence in actions and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 It's A Band • 7-9 Pedro/Polly Puppet • 7-9 Pillow, Paths, and Piles • 7-9 Sniff and Smell • 7-9 Lots of Lids • 7-9 Human Jungle Gym • 10-12 Shake It Up Bottle • 10-12 Baby Table Skills • 10-12 Tiny Bubbles • 10-12 Through The Tube • 10-12 Post Pounder • 10-12 Traditional Songs for Children • 10-12 In and Out Around The House • 10-12 In The Can • 10-12 Abracadabra Scarves • 10-12 Hidden Treasures • 10-12 Cardboard Tunnels • 10-12 Sticky Squares • 13-15 Talking Teeth • 13-15 Pointing and Naming • 13-15 Pick Up • 13-15 Toss • 13-15 Scribble • 13-15 Push and Pull • 13-15 Hide and Seek • 13-15 Run the Bases • 13-15 Stack and Whack • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>		
Goal I/T – ATL 4: Child develops the ability to show persistence in actions and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> • 22-24 Eating With a Fork • 25-30 Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Teaching Toddlers Words, Concepts and Self-Care Skills <p>Social and Emotional Subsections</p> <ul style="list-style-type: none"> • 25-30 Creating A Balance: Dependence Versus Independence • 31-36 Looking For The Good: Building Self-Esteem <p>Cues and Communication Subsections</p> <ul style="list-style-type: none"> • 16-18 Teaching Words Through Singing <p>Physical And Brain Development Subsections</p> <ul style="list-style-type: none"> • 19-21 What Toddlers are Learning About Problem Solving • 22-24 Supporting Physical and Brain Development: What Kids Need Everyday • 25-30 Getting Children Ready To Learn <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting Ready for Play and Learning ▪ The 4 Steps To Success Daily Do • 25-30 Teaching Concepts and Problem Solving • 25-30 Music and Brain Development <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 16-18 Teaching Problem Solving Through Play • 16-18 Experiencing Concepts and Learning Words Through Play • 22-24 Math and Problem Solving

APPROACHES TO LEARNING DOMAIN			
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>			
Goal I/T – ATL 4: Child develops the ability to show persistence in actions and behaviors.			
Age Range	Developmental Progressions	GGK Curriculum Component	
16 – 36 Months	Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play • 19-21 Me and My Bag • 19-21 Finger Rhymes • 19-21 Twist and Fetch • 19-21 Tunnels and Tubes • 19-21 Jump, Jump • 19-21 Tag • 19-21 Pouring and Mixing • 19-21 Dough Play • 19-21 Going To The Library • 19-21 Ball Basics • 22-24 The Word For The Day • 22-24 Shape Sorter • 22-24 Hatch-A-Match • 22-24 It's An Orchestra • 22-24 Simon Says • 22-24 Paper Art • 22-24 Color Search • 22-24 Outdoor Art • 25-30 Tool Time • 25-30 Running and Stopping • 25-30 Cutting and Pasting • 25-30 Song and Dance • 25-30 Sand and Snow Sculptures • 25-30 I Spy • 31-36 Tick, Tock, Mr. Clock • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Making it Whole • 31-36 Making Necklaces • 31-36 Which One Is Different? • 31-36 Growing a Garden • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 I Am A Superstar • 31-36 Count It • 31-36 Kick Bag 	

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>		
Goal I/T – ATL 4: Child develops the ability to show persistence in actions and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
Head Start Indicators:		
By 36 months, child: <ul style="list-style-type: none"> Persists in learning new skills or solving problems. Continues efforts to finish a challenging activity or task with support of an adult. 		

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>		
Goal I/T – ATL 5: Child demonstrates the ability to be flexible in actions and behavior.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsection</p> <ul style="list-style-type: none"> 0-3 Crying and Consoling Your Baby 4-6 Using Routines To Reduce Stress and Increase Stimulation 7-9 Sleep Routines Help Babies Sleep <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Helping Babies Sleep <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> 7-9 E-Parenting and Self-Regulation <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Builders Daily Do <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> 4-6 Brain Builders: Two More Areas of Learning <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 4-6 Kick Boxing 4-6 Hand It Over 4-6 Pull, Pull, Pull 4-6 Picture Storybook 7-9 Creeping Crawlers 7-9 Sock Baby 7-9 Lots of Lids 7-9 Grip 3 7-9 Huma Jungle Gym

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>		
Goal I/T – ATL 5: Child demonstrates the ability to be flexible in actions and behavior.		
Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsection</p> <ul style="list-style-type: none"> 7-9 Sleep Routines Help Babies Sleep <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Helping Babies Sleep <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> 7-9 E-Parenting and Self-Regulation 13-15 E-Parenting And Other Tips For Challenging Behaviors 16-18 Toddlers and Their Feelings <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> 10-12 Sleep Routines Wire Brains For Self-Regulation 16-18 Teaching Kindness <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> 10-12 Pretend Play Teaches Self-Regulation and Cooperation 13-15 Calming Your Toddler After Play <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 Creeping Crawlers 7-9 Sock Baby 7-9 Lots of Lids 7-9 Grip 3 7-9 Huma Jungle Gym 10-12 Shake It up Bottle 10-12 Baby Table Skills 10-12 Post Pounder 10-12m Scribble Doodles 10-12 In and Out Around The house 10-12 Sticky Squares 13-15 Talking Teeth 13-15 Scribble 13-15 Push and Pull 13-15 Stack and Whack 16-18 Spooning Around 16-18 It's Raining All Over Me 16-18 Flashlight Vocabulary

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</i>		
Goal I/T – ATL 5: Child demonstrates the ability to be flexible in actions and behavior.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsection</p> <ul style="list-style-type: none"> • 22-24 Eating With A Fork • 31-36 Routines, Transitions and School Readiness <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> • 16-18 Toddlers and Their Feelings • 25-30 Tantrums <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> • 16-18 Teaching Kindness • 22-24 Supporting Physical and Brain Development <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 22-24 Arranging Your Toddler's Day <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Spooning Around • 16-18 It's Raining All Over Me • 16-18 Flashlight Vocabulary • 19-21 Me and My Bag • 19-21 Twist and Fetch • 19-21 Pouring and Mixing • 22-24 It's An Orchestra • 22-24 Paper Art • 22-24 Color Search • 22-24 Outdoor Art • 25-30 Me Do It! • 25-30 Tool Time • 25-30 Cutting and Pasting • 25-30 Make Believe Jobs • 25-30 Sand and Snow Sculptures • 31-36 Let's Go Fishing • 31-36 What Happened Today? • 31-36 Making Necklaces <p>Head Start Indicators:</p>
<p>By 36 months, child:</p> <ul style="list-style-type: none"> • Adjusts to changes in routines or usual activities when informed ahead of time by adults. • Makes common, everyday transitions that are part of a daily schedule. • Shows flexibility in problem solving by trying more than one approach. 		

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Initiates interactions with familiar adults through expressions, actions, or behaviors.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ What Feelings are Young Children (0-6 months) Capable Of? • 4-6 Men and Women Play Differently With Babies <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Moms and Dads: How They Play • 4-6 Social and Emotional Development 4-6 Months • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 7-9 Driven to Explore <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders Daily Do 9-18 Months: Driven To Explore <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Babies Respond To Their Family's Emotions <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Getting in sync With My Baby Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Baby <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Play Strengthen Relationships • 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Cycling Through Learning and Mastery

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Initiates interactions with familiar adults through expressions, actions, or behaviors.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • Getting Acquainted Tongue Twister • 0-3 Traditional Songs • 0-3 Baby Charades • 0-3 Getting Rattled • 0-3 Peek-A-Boo I Love You • 0-3 Fly Away • 0-3 Twinkle With A Bounce • 4-6 Play Station • 4-6 Glove Puppets • 4-6 Bark, Bark...Moo, Moo • 4-6 Baby Giggles • 4-6 The Great Outdoors • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Pillows, Paths and Piles • 7-9 Voice Lessons
8-18 Months	Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	<u>GGK Birth-36 Months</u> Social and Emotional Subsections <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 7-9 Driven to Explore <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders Daily Do 9-18 Months: Driven To Explore • 10-12 Social and Emotional Development 10-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Early Indicators of Autism ▪ E-Parenting Daily Do • 13-15 Social and Emotional Development • 13-15 E-Parenting For Toddlers • 13-15 Imitations: It Is Play and Learning • 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ In My Toddler's Shoes • 16-18 Feeling Understood Results in Cooperation • 16-18 The Role of Dads/Other Males in Growing Compassionate Children <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dads: More Than Coaches and Football • 16-18 Humor Versus Teasing and Tickling

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations.

Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	<p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions 13-15 Learning to Communicate With Words and Gestures <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> 16-18 Teaching Kindness <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Teaching Toddlers to Understand and Care About The Feelings of Others <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Cycling Through Learning and Mastery 10-12 Pretend Play Teaches Self-Regulation and Cooperation 13-15 Lots of Play, Lots of Learning 13-15 Play For Learning and Fun 13-15 Games For Any Place and Time <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 Ditto 7-9 It's A Band 7-9 Read To Me 7-9 Pillows, Paths and Piles 7-9 Voice Lessons 10-12 Traditional Songs For Children 10-12 In and Out Around The House 13-15 Reading Faces 13-15 Copy Cats 13-15 Pointing and Naming 13-15 A Book About Me 13-15 Push and Pull 16-18 Feeling Photos

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations.

Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ In My Toddler’s Shoes • 16-18 Feeling Understood Results in Cooperation • 16-18 The Role of Dads/Other Males in Growing Compassionate Children <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dads: More Than Coaches and Football • 16-18 Humor Versus Teasing and Tickling • 19-21 Social and Emotional Development • 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Real Fears of Toddlers • 19-21 Learning Respect, Limit Setting and Self-Regulation • 22-24 Learning About Ownership: Yours and Mine <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Learning About Ownership: Yours and Mine • 22-24 Encouraging Toddlers to Share <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Preparing Your Child to Share • 22-24 How Toddlers Play With Others: Parallel Play • 22-24 Me and You: Who Am I? • 25-30 Social and Emotional Development: 25-30 • 25-30 Getting In Sync With My Child Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Child • 25-30 Tantrums <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Tantrums: What’s A Parent To Do? • 31-36 Looking For The Good: Building Self-Esteem • 31-36 Part of The Family

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations.

Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	<p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Toddlers: Speaking Out...What Are They Saying? • 31-36 Following Directions and Taking Turns <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 16-18 Teaching Kindness <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Teaching Toddlers to Understand and Care About The Feelings of Others <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 19-21 Power of Touch and Affection • 19-21 Playing For Learning and Fun • 25-30 Playing For Learning and Fun • 31-36 Nurturing Touch • 31-36 Making Play Safe For Learning and Fun <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders 19-36 Months: Identity and Independence <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Feeling Photos • 19-21 Finger Rhymes • 19-21 Going To The Library • 22-24 Making Foods Fun • 22-24 It’s An Orchestra • 22-24 Simon Says • 25-30 Tell Me What Happened • 31-36 This is My Family • 31-36 I Am A Superstar

Head Start Indicators:

By 36 months, child:

- Engages others in interactions or shared activities.
- Demonstrates initiative by making choices or expressing preferences.
- Attempts challenging tasks with or without adult help.
- Shows eagerness to try new things.

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 7: Child shows interest in and curiosity about objects, materials, or events.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	<p><u>Prenatal Modules</u></p> <p>Your Baby's Developing Brain</p> <p>Subsection</p> <ul style="list-style-type: none"> • Making Sense Of Your Baby's Developing Senses <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Sensory Development <p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 7-9 Driven To Explore <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Character Builders, Discovery 9-18 months <p>Cues and Communication</p> <p>Subsection</p> <ul style="list-style-type: none"> • 0-3 Infants Need Face-to Face Interaction <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 0-3 Introduction To Brain Builders <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Brain Builders Daily Do • 4-6 Brain Builders: Two More Areas of Learning <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Getting Acquainted: Tongue Twister • Getting Acquainted: Sight Seeing • 0-3 Plates and Patterns • 0-3 Action-Reaction Rattles • 0-3 Twinkle With A Bounce • 4-6 Kick Boxing • 4-6 First Dance • 4-6 Rock and Roll • 4-6 Hand It Over • 4-6 Pull, Pull, Pull • 4-6 Touchy Feely • 4-6 Picture Storybook • 7-9 It's A Band • 7-9 Pillows, Paths and Piles • 7-9 Sniff and Smell • 7-9 Lots of Lids • 7-9 Grip 3 • 7-9 Human Jungle Gym

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 7: Child shows interest in and curiosity about objects, materials, or events.

Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders 19-36 Months <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> 7-9 Driven To Explore <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders, Discovery 9-18 months 10-12 Activities To Bolster Development <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> 13-15 Learning By Doing Builds Better Brains <p>Play and Stimulation</p> <p>Subsection</p> <ul style="list-style-type: none"> 10-12 Going Out With Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Outing Supply Checklist 16-18 The Great Outdoors <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 It's A Band 7-9 Pillows, Paths and Piles 7-9 Talking Box Book 7-9 Sniff and Smell 7-9 Lots of Lids 7-9 Grip 3 7-9 Human Jungle Gym 10-12 Shake It Up Bottle 10-12 Mess It Up 10-12 Tiny Bubbles 10-12 Through The Tube 10-12 The Hunt 10-12 Scribble Doodles 10-12 In and Out Around The House 10-12 Hidden Treasures 10-12 In The Can 10-12 Sticky Squares 10-12 Abracadabra Scarves 10-12 Around The Town: Outings Are a Time For Learning 13-15 Copy Cats 13-15 Pointing and Naming 13-15 Toss 13-15 Push and Pull 13-15 Stack and Whack 16-18 Amazing Animals 16-18 Color Hunt 16-18 What's In the Sack 16-18 Wet and Wild: Water Play

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 7: Child shows interest in and curiosity about objects, materials, or events.

Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders 19-36 Months <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 25-30 Creating A Balance: Dependence versus Independence <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 25-30 More Ways To Communicates • 25-30 Teaching Tots to Talk • 31-36 Taking Turns and Following Directions <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 25-30 Getting Ready to Learn <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting Ready For Play and Learning ▪ 4 Steps To Success Daily Do • 25-30 Teaching Concepts and Problem Solving <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Obstacle Course • 16-18 Amazing Animals • 16-18 Color Hunt • 16-18 What's In the Sack • 16-18 Wet and Wild: Water Play • 19-21 Me and My Bag • 19-21 Twist and Fetch • 19-21 Tag • 19-21 Pouring and Mixing • 19-21 Dough Play • 19-21 Going To The Library • 19-21 Ball Basics • 22-24 Where Am I? • 22-24 It's An Orchestra • 22-24 Paper Art

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *INITIATIVE AND CURIOSITY*

Goal I/T – ATL 7: Child shows interest in and curiosity about objects, materials, or events.

Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	<ul style="list-style-type: none"> • 22-24 Outdoor Art • 25-30 Tell Me What Happened • 25-30 Tool Time • 25-30 Cutting and Pasting • 25-30 Sand and Snow Sculptures • 25-30 I Spy • 31-36 What Happened Today? • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Making Necklaces • 31-36 Which one Is Different • 31-36 Kick Bag • 31-36 Growing A Garden

Head Start Indicators:

By 36 months, child:

- Asks questions about what things are, how they are used, or what is happening.
- Experiments with different ways of using new objects or materials.
- Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>CREATIVITY</i>		
Goal I/T – ATL 8: Child uses creativity to increase understanding and learning.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	<u>GGK Birth-36 Months</u> Getting Acquainted <ul style="list-style-type: none"> Labor, Birthing and Your New Baby Social and Emotional Development Subsections <ul style="list-style-type: none"> 0-3 Understanding and Supporting Social and Emotional Development 4-6 Men and Women Play Differently With Babies Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Cues and Signals: How Your Baby Communicates 0-3 Infants Need Face-to-Face Interaction 7-6 Babies Respond To Their Families Emotions Physical and Brain Development Subsections <ul style="list-style-type: none"> 7-9 Physical and Cognitive Development Go Hand-in-Hand 7-9 Read Now...Read Forever Play and Stimulation Subsections <ul style="list-style-type: none"> 7-9 Culture and Play Play and Learning Activities <ul style="list-style-type: none"> Prenatal Black and White Rattle 0-3 Plates and Patterns 0-3 Traditional Songs 0-3 Action-Reaction Rattles 4-6 First Dance 4-6 Touchy Feely 7-9 Sniff and Smell 7-9 Voice Lessons

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal I/T – ATL 8: Child uses creativity to increase understanding and learning.

Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Activities That Bolster Development <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Teaching Words Through Singing <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Physical and Cognitive Development Go Hand-in-Hand • 7-9 Read Now...Read Forever <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Culture and Play • 7-9 Toys and Games That Support Development • 10-12 Learning Problem Solving Through Play • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Lots of Play, Lots of Learning • 13-15 Playing For learning and Fun • 13-15 Games For Any Play and Time <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Sniff and Smell • 7-9 Voice Lessons • 10-12 Mess It Up • 10-12 Tiny Bubbles • 10-12 In and Out Around The House • 10-12 Scribble Doodles • 10-12 Find The Music • 13-15 Scribble • 16-18 Color Hunt • 16-18 Wet and Wild: Water Play • 16-18 Amazing Animals

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal I/T – ATL 8: Child uses creativity to increase understanding and learning.

Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	GGK Birth-36 Months Social and Emotional Development Subsections <ul style="list-style-type: none"> 19-21 Developing And Identity <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders 19-36 Months Cues and Communication Subsections <ul style="list-style-type: none"> 16-18 Teaching Words Through Singing 19-21 Finger Rhymes Physical and Brain Development Subsections <ul style="list-style-type: none"> 19-21 What Toddlers Are Learning About Problem Solving 25-30 Supporting Physical and Brain Development 25-30 Getting Children Ready To Learn 25-30 Music and Brain Development Play and Stimulation Subsections <ul style="list-style-type: none"> 22-24 Arranging Your Toddler’s Day Play and Stimulation Subsections <ul style="list-style-type: none"> 22-24 Playing For Learning and Fun 25-30 playing For Learning and Fun 31-36 Making Play Safe For Learning and Fun Play and Learning Activities <ul style="list-style-type: none"> 16-18 Color Hunt 16-18 Wet and Wild: Water Play 16-18 Amazing Animals 19-21 Finger Rhymes 19-21 Pouring and Mixing 19-21 Dough Play 22-24 Paper Art 22-24 Color Search 22-24 Outdoor Art 25-30 Tunes For Tots 25-30 Color Me A Story 25-30 Tell Me What Happened 25-30 Cutting and Pasting 25-30 Song and Dance 25-30 Sand and Snow Sculptures 25-30 Make Believe Jobs 31-36 Where, What and Why of Storytelling 31-36 Making Necklaces 31-36 I Am A Superstar

APPROACHES TO LEARNING DOMAIN		
Sub-Domain: <i>CREATIVITY</i>		
Goal I/T – ATL 8: Child uses creativity to increase understanding and learning.		
Age Range	Developmental Progressions	GGK Curriculum Component
Head Start Indicators:		
By 36 months, child: <ul style="list-style-type: none"> • Pays attention to new or unusual things. • Shows willingness to participate in new activities or experiences. • Uses language in creative ways, sometimes making up words or rhymes. 		

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal I/T – ATL 9: Child shows imagination in play and interactions with others.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth – 9 Months	Emerging	<p><u>GGK Birth-36 Months</u></p> <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Physical and Cognitive Development Go Hand-in-Hand • 7-9 Read Now...Read Forever <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Prenatal Black and White Rattle • 0-3 Plates and Patterns • 0-3 Traditional Songs • 0-3 Action-Reaction Rattles • 4-6 First Dance • 4-6 Touchy Feely • 7-9 Sniff and Smell • 7-9 Voice Lessons
8-18 Months	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Activities That Bolster Development <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Teaching Words Through Singing <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Physical and Cognitive Development Go Hand-in-Hand • 7-9 Read Now...Read Forever <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Culture and Play • 7-9 Toys and Games That Support Development • 10-12 Learning Problem Solving Through Play • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Lots of Play, Lots of Learning • 13-15 Playing For learning and Fun • 13-15 Games For Any Play and Time

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal I/T – ATL 9: Child shows imagination in play and interactions with others.

Age Range	Developmental Progressions	GGK Curriculum Component
8-18 Months	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Sniff and Smell • 7-9 Voice Lessons • 10-12 Mess It Up • 10-12 Tiny Bubbles • 10-12 In and Out Around The House • 10-12 Scribble Doodles • 10-12 Find The Music • 13-15 Scribble • 16-18 Color Hunt • 16-18 Wet and Wild: Water Play • 16-18 Amazing Animals
16 – 36 Months	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	GGK Birth-36 Months Social and Emotional Development Subsections <ul style="list-style-type: none"> • 19-21 Developing And Identity • Handout • Character Builders 19-36 Months Cues and Communication Subsections <ul style="list-style-type: none"> • 16-18 Teaching Words Through Singing • 19-21 Finger Rhymes Physical and Brain Development Subsections <ul style="list-style-type: none"> • 19-21 What Toddlers Are Learning About Problem Solving • 25-30 Supporting Physical and Brain Development • 25-30 Getting Children Ready To Learn • 25-30 Music and Brain Development Play and Stimulation Subsections <ul style="list-style-type: none"> • 22-24 Arranging Your Toddler's Day

APPROACHES TO LEARNING DOMAIN

Sub-Domain: *CREATIVITY*

Goal I/T – ATL 9: Child shows imagination in play and interactions with others.

Age Range	Developmental Progressions	GGK Curriculum Component
16 – 36 Months	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	Play and Stimulation Subsections <ul style="list-style-type: none"> • 22-24 Playing For Learning and Fun • 25-30 playing For Learning and Fun • 31-36 Making Play Safe For Learning and Fun Play and Learning Activities <ul style="list-style-type: none"> • 16-18 Color Hunt • 16-18 Wet and Wild: Water Play • 16-18 Amazing Animals • 19-21 Finger Rhymes • 19-21 Pouring and Mixing • 19-21 Dough Play • 22-24 Paper Art • 22-24 Color Search • 22-24 Outdoor Art • 25-30 Tunes For Tots • 25-30 Color Me A Story • 25-30 Tell Me What Happened • 25-30 Cutting and Pasting • 25-30 Song and Dance • 25-30 Sand and Snow Sculptures • 25-30 Make Believe Jobs • 31-36 Where, What and Why of Storytelling • 31-36 Making Necklaces • 31-36 I Am A Superstar

Head Start Indicators:

By 36 months, child:

- Uses pretend and imaginary objects or people in play or interaction with others.
- Uses materials such as paper, paint, crayons, or blocks to make novel things.

Social and Emotional Domain

Prenatal Modules:**Wow! You Are Going To Have A Baby**

Subsections

- Cultivating Attachment While Introducing The Daily Do Concept

Prenatal Attachment: Growing Bonds of Love

Subsections

- What is Attachment
- Signs of Prenatal Attachment
- Building Your Attachment Relationship
 - Handouts
 - Signs of a Growing Attachment
 - Getting in Sync With My Pre-Birth Baby

Prenatal Depression In Mom's and Dad's Is Not Uncommon

Subsections

- Facts About Prenatal Depression and Its Effects
- Contributors Prenatal Depression
 - Handout
 - Circumstances Contributing To Feelings of Anxiety and/or Depression For Moms and Dads To Be...
- Indicators of Depressions In Moms and Dads
 - Handout
 - Signs Of Depression in Moms and Dads
- What Expectant Parents Can Do About Depression

Text Messaging Your Baby

Subsections

- Your First Text Messages To Your Baby
- Messaging Your Baby With Your Emotions

Parenting To Grow A Resilient Child

Subsections

- Resiliency: A "Gift" You Can Give Your Child
 - Handout
 - What Children Need To Grow Up To Be Resilient
- Resiliency Parenting: Spotlight on E-Parenting Daily Do

Driver's Course For Dads

Subsections

- Your Relationship With Your Baby
 - Handouts
 - The Many Benefits of Father Involvement

Power Down Stress...Power Up Happiness

Subsections

- Warning Signs: What Are They?
 - Handout
 - HEAT...Time To Power Down
- Reducing The Heat
 - Handout
 - Powering Down The HEAT
 - Powering Down My HEAT
- Feeling Happier: How Will You Know
 - Handout
 - How Will You Know When You Are Feeling Happy?

Power of Positive Self-Talk

Subsections

- Positive Self –Talk: The Brain Science
- Programming Your Brain With Positive Self-Talk
 - Handout
 - Positive Self-Talk Messages
 - Activity
 - Practicing Positive Self-Talk

Growing Great Families**Protecting Your Children From Toxic Stress**

Subsections

- Types of Stress and Their Effects
- Harmful Stress: Protecting Your Children From It
 - Handout
 - Types of Stress: How Children React
 - What Can You Do To Reduce Your Child’s Exposure to Toxic Stress
 - Demo
 - Bubble Brains With Stress Dots
- The Long Term Effects of Toxic Stress (Adverse Childhood Experiences)
- Parents Benefit Too From Reducing Toxic Stress

Sizing Up Your Strengths...Reducing Stress

Subsections

- Traits and Skills That Inspire Success
 - Activity
 - Personal Bests...Personal Assets
- Using Your Personal Strengths to Reduce Stress
 - Activity
 - The Stress Scale
 - My Stress Manager

Becoming Your Own Personal Coach

Subsections

- Your Personal Bests: The First Steps In Personal Coaching
- The Next Step: Developing Personal Coaching Messages
 - Activity
 - Personal Coaching Messages Worksheet
- How and When To Use My Personal Coaching Messages
- Pairing Self-Talk With Positive Actions

What Happened To My Needs When I Became A Parent

Subsections

- Parents Have Needs Too
 - Handout
 - Balancing Act Questions
- Planning Ahead: Meeting Everyone Needs
 - Handouts
 - Tips For Making Shopping and Eating Out Less Stressful and More Enjoyable
 - Your Needs and Planning ahead To Meet Them

Warning Signs For Stress Overload

Subsections

- Warning Signs What Are They
 - Handout
 - HEAT: The Warning Signs
- Reducing The Heat
 - Handout
 - Dialing Down The HEAT
 - Activity
 - My Stress Manager For Reducing the HEAT

When Depression Is A Concern

Subsection

- Supporting You To Continue Doing Your Best

GGK Birth-36 Months

E-Parenting Daily Do

Character Builders Daily Do

4 Steps To Success Daily Do

Attachment, Bonding and Caring For Your New Baby (Module)

Subsections

- Protecting and Loving Your New Baby
 - Demo
 - The Protective Shield

SOCIAL AND EMOTIONAL DOMAIN

GGK CURRICULUM COMPONENTS

Baby Blues and Postpartum Care

- Postpartum Care For Mom and Dad
- Postpartum Stress, Blues and Depression
 - Handout
 - Facts About Postpartum Blues and Depression
- Edinburgh/Other Postnatal Depression Scale

Social & Emotional Development

Subsections

- 0-3 Connection Between Parent's Stress and Baby's Emotions
- 0-3 Understanding and Supporting Early Social and Emotional Development
 - Handout
 - Character Builders Daily Do 0-8 Months, Learning To Trust
- 0-3 Feelings Infants Experience and How To Respond to Them
 - Handout
 - What Feelings are Young Children (0-6 months) Capable Of?
- 0-3 What About Spoiling Babies
- 4-6 Temperamental Characteristics: Your Baby's Personality
- 4-6 Social and Emotional Development 4-6 Months
 - Activity
 - Ignore Me and I Feel Stressed
- Parental Depression Affect Baby's Development

Cues and Communication

Subsections

- 0-3 Cues and Signals: How Your Baby Communicates
 - Handouts
 - Cues and Signals of Young Infants: 0-8 Months
 - Activity
 - Baby Charades
- 0-3 Infants Need Face-To-Face Interaction

Social and Emotional Milestones

- Social and Emotional Milestones: 4-6 Months
- Social and Emotional Milestones: 7-9 Months
- Social and Emotional Milestones: 10-12 Months
- Social and Emotional Milestones: 13-18 Months
- Social and Emotional Milestones: 19-24 Months
- Social and Emotional Milestones: 25-36 Months

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT– SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	GGK Birth-36 Months Social and Emotional Subsections <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> What Feelings are Young Children (0-6 months) Capable Of? 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Getting in sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby Play and Stimulation Subsections <ul style="list-style-type: none"> 4-6 Play Strengthen Relationships 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Cycling Through Learning and Mastery Parent-Child Play and Learning Activities <ul style="list-style-type: none"> Getting Acquainted Tongue Twister 0-3 Traditional Songs 0-3 Baby Charades 0-3 Getting Rattled 0-3 Peek-A-Boo I Love You 0-3 Fly Away 0-3 Twinkle With A Bounce 4-6 Play Station 4-6 Glove Puppets 4-6 Bark, Bark...Moo, Moo 4-6 Baby Giggles 4-6 The Great Outdoors 7-9 Ditto 7-9 It's A Band 7-9 Read To Me 7-9 Pillows, Paths and Piles 7-9 Voice Lessons

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT– SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 10-12 Social and Emotional Development 10-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Early Indicators of Autism ▪ E-Parenting Daily Do • 13-15 Social and Emotional Development • 13-15 E-Parenting For Toddlers • 13-15 Imitations: It Is Play and Learning <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Babies Respond To Their Family's Emotions <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Cycling Through Learning and Mastery • 13-15 Lots of Play, Lots of Learning • 13-15 Play For Learning and Fun • 13-15 Games For Any Place and Time <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Pillows, Paths and Piles • 7-9 Voice Lessons • 10-12 Traditional Songs For Children • 10-12 In and Out Around The House • 13-15 Reading Faces • 13-15 Copy Cats • 13-15 Pointing and Naming • 13-15 A Book About Me • 13-15 Push and Pull • 16-18 Feeling Photos

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT– SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	<u>GGK Birth-36 Months</u> Social and Emotional Subsections <ul style="list-style-type: none"> • 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ In My Toddler’s Shoes • 16-18 Feeling Understood Results in Cooperation • 16-18 The Role of Dads/Other Males in Growing Compassionate Children <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dads: More Than Coaches and Football • 16-18 Humor Versus Teasing and Tickling • 19-21 Social and Emotional Development • 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Real Fears of Toddlers • 25-30 Social and Emotional Development: 25-30 • Getting In Sync With My Child Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Child • 25-30 Tantrums <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Tantrums: What’s A Parent To Do? • 31-36 Looking For The Good: Building Self-Esteem • 31-36 Part of The Family Play and Stimulation Subsections <ul style="list-style-type: none"> • 19-21 Power of Touch and Affection • 19-21 Playing For Learning and Fun • 25-30 Playing For Learning and Fun • 31-36 Nurturing Touch • 31-36 Making Play Safe For Learning and Fun <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders 19-36 Months: Identity and Independence

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT– SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 16-18 Feeling Photos • 19-21 Finger Rhymes • 19-21 Going To The Library • 22-24 Making Foods Fun • 22-24 It's An Orchestra • 22-24 Simon Says • 25-30 Tell Me What Happened • 31-36 This is My Family • 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> • Shows emotional connection and attachment to familiar adults. • Turns to familiar adults for protection, comfort, and getting needs met. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT – SE 2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> 4-6 Men and Women Play Differently With Babies <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Moms and Dads: How They Play 4-6 Social and Emotional Development 4-6 Months <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family’s Emotions <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Getting in sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 4-6 Play Strengthen Relationships <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> Getting Acquainted Tongue Twister 0-3 Traditional Songs 0-3 Baby Charades 0-3 Getting Rattled 0-3 Peek-A-Boo I Love You 0-3 Fly Away 0-3 Twinkle With A Bounce 4-6 Play Station 4-6 Glove Puppets 4-6 Bark, Bark...Moo, Moo 4-6 Baby Giggles 4-6 The Great Outdoors 7-9 Ditto 7-9 It’s A Band 7-9 Read To Me 7-9 Pillows, Paths and Piles 7-9 Voice Lessons

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT – SE 2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 10-12 Social and Emotional Development 10-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Early Indicators of Autism ▪ E-Parenting Daily Do • 13-15 Social and Emotional Development • 13-15 E-Parenting For Toddlers • 16-18 Humor Versus Teasing and Tickling <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Babies Respond To Their Family's Emotions • 13-15 Learning to Communicate With Words and Gestures <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Pillows, Paths and Piles • 7-9 Voice Lessons • 10-12 Traditional Songs For Children • 10-12 In and Out Around The House • 13-15 Reading Faces • 13-15 Copy Cats • 13-15 Pointing and Naming • 13-15 A Book About Me • 13-15 Push and Pull • 16-18 Feeling Photos

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT – SE 2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Humor Versus Teasing and Tickling • 19-21 Social and Emotional Development • 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Real Fears of Toddlers • 25-30 Social and Emotional Development: 25-30 • Getting In Sync With My Child Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Child • 31-36 Part of The Family <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Toddlers: Speaking Out...What Are They Saying? <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 31-36 Making Play Safe For Learning and Fun <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders 19-36 Months: Identity and Independence <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Feeling Photos • 19-21 Finger Rhymes • 19-21 Going To The Library • 22-24 Making Foods Fun • 22-24 It’s An Orchestra • 22-24 Simon Says • 25-30 Tell Me What Happened • 31-36 This is My Family • 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> • Engages in and may initiate behaviors that build relationships with familiar adults. • Uses familiar adults for reassurance when engaging with new adults. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT – SE 3: Child learns to use adults as a resource to meet needs.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects	GGK Birth-36 Months Social and Emotional Subsections <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> What Feelings are Young Children (0-6 months) Capable Of? 4-6 Men and Women Play Differently With Babies <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Moms and Dads: How They Play 4-6 Social and Emotional Development 4-6 Months 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety 7-9 Driven to Explore <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders Daily Do 9-18 Months: Driven To Explore Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions Play and Stimulation Subsections <ul style="list-style-type: none"> 4-6 Play Strengthen Relationships 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Cycling Through Learning and Mastery Parent-Child Play and Learning Activities <ul style="list-style-type: none"> Getting Acquainted Tongue Twister 0-3 Traditional Songs 0-3 Baby Charades 0-3 Getting Rattled 0-3 Peek-A-Boo I Love You 0-3 Fly Away 0-3 Twinkle With A Bounce 4-6 Play Station 4-6 Glove Puppets 4-6 Bark, Bark...Moo, Moo 4-6 Baby Giggles 4-6 The Great Outdoors 7-9 Ditto 7-9 It's A Band 7-9 Read To Me 7-9 Pillows, Paths and Piles 7-9 Voice Lessons

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT – SE 3: Child learns to use adults as a resource to meet needs.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Looks to or seeks help from a familiar adults, such as taking the adult's hand and leading them to something the child wants or needs.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 7-9 Driven to Explore <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders Daily Do 9-18 Months: Driven To Explore • 10-12 Social and Emotional Development 10-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Early Indicators of Autism ▪ E-Parenting Daily Do • 13-15 Social and Emotional Development • 13-15 E-Parenting For Toddlers • 13-15 Imitations: It Is Play and Learning • 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ In My Toddler's Shoes • 16-18 Feeling Understood Results in Cooperation • 16-18 The Role of Dads/Other Males in Growing Compassionate Children <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dads: More Than Coaches and Football • 16-18 Humor Versus Teasing and Tickling <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Babies Respond To Their Family's Emotions • 13-15 Learning to Communicate With Words and Gestures <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Growing Parents' Play Skills <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Cycling Through Learning and Mastery • 13-15 Lots of Play, Lots of Learning • 13-15 Play For Learning and Fun • 13-15 Games For Any Place and Time • 19-21 Power of Touch and Affection

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT – SE 3: Child learns to use adults as a resource to meet needs.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Looks to or seeks help from a familiar adults, such as taking the adult's hand and leading them to something the child wants or needs.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Pillows, Paths and Piles • 7-9 Voice Lessons • 10-12 Traditional Songs For Children • 10-12 In and Out Around The House • 13-15 Reading Faces • 13-15 Copy Cats • 13-15 Pointing and Naming • 13-15 A Book About Me • 13-15 Push and Pull • 16-18 Feeling Photos
16 to 36 Months	Asks familiar adult for help or assistance when encountering difficult tasks or situations.	GGK Birth-36 Months Social and Emotional Subsections <ul style="list-style-type: none"> • 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> ◦ Activity <ul style="list-style-type: none"> ▪ In My Toddler's Shoes • 16-18 Feeling Understood Results in Cooperation • 16-18 The Role of Dads/Other Males in Growing Compassionate Children <ul style="list-style-type: none"> ◦ Handout <ul style="list-style-type: none"> ▪ Dads: More Than Coaches and Football • 16-18 Humor Versus Teasing and Tickling • 19-21 Social and Emotional Development • 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> ◦ Handout <ul style="list-style-type: none"> ▪ Real Fears of Toddlers • 25-30 Social and Emotional Development: 25-30 • Getting In Sync With My Child Introduction <ul style="list-style-type: none"> ◦ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Child • 25-30 Tantrums <ul style="list-style-type: none"> ◦ Handouts <ul style="list-style-type: none"> ▪ Tantrums: What's A Parent To Do? • 31-36 Looking For The Good: Building Self-Esteem • 31-36 Part of The Family

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Adults		
Goal IT – SE 3: Child learns to use adults as a resource to meet needs.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Asks familiar adult for help or assistance when encountering difficult tasks or situations.	<p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers: Speaking Out...What Are They Saying? <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 19-21 Power of Touch and Affection 19-21 Playing For Learning and Fun 25-30 Playing For Learning and Fun 31-36 Nurturing Touch 31-36 Making Play Safe For Learning and Fun <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> Character Builders 19-36 Months: Identity and Independence <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 Feeling Photos 19-21 Finger Rhymes 19-21 Going To The Library 22-24 Making Foods Fun 22-24 It’s An Orchestra 22-24 Simon Says 25-30 Tell Me What Happened 31-36 This is My Family 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf. Shows preference for familiar adults when in distress. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Other Children		
Goal IT – SE 4: Child shows interest in, interacts with, and develops personal relationships with other children.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	GGK Birth-36 Months Social and Emotional Development Subsections <ul style="list-style-type: none"> 4-6 Social and Emotional Development 4-6 Months 4-6 Men and Women Play Differently With Babies 7-9 Your Social Baby 7-9 Driven To Explore Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 4-6 Mom and Dads: How They Play 7-9 Pedro/Polly Puppet
8 to 18 Months	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	GGK Birth-36 Months Social and Emotional Development Subsections <ul style="list-style-type: none"> 7-9 Your Social Baby 7-9 Driven To Explore 10-12 Social and Emotional Development 10-12 Months 13-15 Social and Emotional Development 16-18 Feeling Understood Results in Cooperation Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions Physical and Brain Development Subsection <ul style="list-style-type: none"> 16-18 Teaching Kindness <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Teaching Toddlers to Understand and Care About The Feelings of Others Play and Stimulation Subsections <ul style="list-style-type: none"> 10-12 Pretend Play Teaches Self-Regulation and Cooperation Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Pedro/Polly Puppet 13-15 Copy Cats 13-15 Hide and Seek 16-18 Taking Care of Dolly 16-18 Dolly and Edmund Have Feelings Too

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Other Children		
Goal IT – SE 4: Child shows interest in, interacts with, and develops personal relationships with other children.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Seeks out other children for social interaction including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 13-15 Social and Emotional Development • 16-18 Feeling Understood Results in Cooperation • 19-21 Learning Respect, Limit Setting and Self-Regulation • 22-24 Learning About Ownership: Yours and Mine <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Learning About Ownership: Yours and Mine • 22-24 Encouraging Toddlers to Share <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Preparing Your Child to Share • 22-24 How Toddlers Play With Others: Parallel Play • 22-24 Me and You: Who Am I? <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 31-36 Following Directions and Taking Turns <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 19-21 Me and My Bag • 19-21 Tag • 22-24 Who Owns This? • 25-30 Tunes For Tots • 25-30 Me Do It! • 31-36 Following By Leading
Head Start Indicators:		
<ul style="list-style-type: none"> • Shows increasing interest in interacting with other children. • Shows preference for particular playmates, such as greeting friends by name. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Other Children		
Goal IT – SE 5: Child imitates and engages in play with other children.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	<u>GGK Birth-36 Months</u> Social and Emotional Development Subsections <ul style="list-style-type: none"> 4-6 Social and Emotional Development 4-6 Months 4-6 Men and Women Play Differently With Babies Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 4-6 Mom and Dads: How They Play 7-9 Pedro/Polly Puppet
8 to 18 Months	Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials	<u>GGK Birth-36 Months</u> Social and Emotional Development Subsections <ul style="list-style-type: none"> 7-9 Your Social Baby 7-9 Driven To Explore 10-12 Social and Emotional Development 10-12 Months 13-15 Social and Emotional Development 16-18 Feeling Understood Results in Cooperation Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Pedro/Polly Puppet 13-15 Copy Cats 13-15 Hide and Seek 16-18 Taking Care of Dolly 16-18 Dolly and Edmund Have Feelings Too
16 to 36 Months	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	<u>GGK Birth-36 Months</u> Social and Emotional Development Subsections <ul style="list-style-type: none"> 31-36 Following Directions and Taking Turns Physical and Brain Development Subsection <ul style="list-style-type: none"> 16-18 Teaching Kindness <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Teaching Toddlers to Understand and Care About The Feelings of Others Play and Stimulation Subsections <ul style="list-style-type: none"> 10-12 Pretend Play Teaches Self-Regulation and Cooperation

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Relationships with Other Children		
Goal IT – SE 5: Child imitates and engages in play with other children.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 19-21 Me and My Bag • 19-21 Tag • 22-24 Who Owns This? • 25-30 Tunes For Tots • 25-30 Me Do It! • 31-36 Following By Leading
Head Start Indicators:		
<ul style="list-style-type: none"> • Uses multiple strategies, such as imitating or responding, in order to enter play with other children. • Engages in extended play with other children with a common focus. • Engages in simple cooperative play with other children. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 6: Child learns to express a range of emotions.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	<p><u>Growing Great Families Modules</u></p> <p>Discipline and Punishment: What is The Difference?</p> <p>Subsections</p> <ul style="list-style-type: none"> • What is Discipline? What is Punishment? • Your Own Experiences With Discipline and Punishment <p>Discipline: Strategies For Growing Self-Regulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • What About "Spoiling" Kids? • Routines and Limit Setting • E-Discipline and Redirection <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Discipline Parenting Tool • Discipline Supports Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Teaching Crawlers and Toddlers Self-Regulation ▪ Tips For Growing Self-Regulation in Preschoolers ○ Activity <ul style="list-style-type: none"> ▪ Practicing E-Discipline, Limit Setting and Redirection <p>Discipline: "Dial It Down Time" and Spanking</p> <p>Subsections</p> <ul style="list-style-type: none"> • More About Discipline and Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 10 Tips for Teaching Self-Regulation (Internal Controls) • Helping Kids Learn Internal Controls With "Dial It Down Time" <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dial it Down Time...Step by Step • Why Spanking Does Not Work <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Hitting, Spanking, Shaking: Why It Won't Get You What You Want <p><u>GGK Birth-36 Months</u></p> <p>Attachment, Bonding and Caring For Your New Family</p> <p>Subsections</p> <ul style="list-style-type: none"> • Protecting and Loving Your New Baby <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Crying and Consoling Your New Baby • 0-3 E-Parenting Daily Do Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do • 4-6 Using Routines To Reduce Stress and Increase Stimulation

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 6: Child learns to express a range of emotions.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	Social and Emotional Development Subsections <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond to Them <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> What Feelings are Young Infants 06 months Capable of? 0-3 What About Spoiling Babies? Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Cues and Signals of Young Infants: 0-8 Months 0-3 Beware Too Much Stimulation Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 0-3 Traditional Songs 4-6 Play Station 4-6 Ignore Me and I Feel Stressed 4-6 Bark, Bark, Moo, Moo 4-6 Baby Giggles 7-9 Sock Baby 7-9 Voice Lessons
8 to 18 Months	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Growing Great Families Modules Discipline and Punishment: What is The Difference? Subsections <ul style="list-style-type: none"> What is Discipline? What is Punishment? Your Own Experiences With Discipline and Punishment Discipline: Strategies For Growing Self-Regulation Subsections <ul style="list-style-type: none"> What About "Spoiling" Kids? Routines and Limit Setting E-Discipline and Redirection <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> E-Discipline Parenting Tool Discipline Supports Self-Regulation <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tips For Teaching Crawlers and Toddlers Self-Regulation Tips For Growing Self-Regulation in Preschoolers Activity <ul style="list-style-type: none"> Practicing E-Discipline, Limit Setting and Redirection

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 6: Child learns to express a range of emotions.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	<p>Discipline: “Dial It Down Time” and Spanking</p> <p>Subsections</p> <ul style="list-style-type: none"> • More About Discipline and Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 10 Tips for Teaching Self-Regulation (Internal Controls) • Helping Kids Learn Internal Controls With “Dial It Down Time” <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dial it Down Time...Step by Step • Why Spanking Does Not Work <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Hitting, Spanking, Shaking: Why It Won't Get You What You Want <p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Sleep Routines Help Babies Sleep <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Discipline Follow-Up • 13-15 E-Parenting For Toddlers • 13-15 E-Parenting and Other Tips For Challenging Behaviors • 16-18 Toddlers and Their Feelings • 16-18 Feeling Understood Results in Cooperation <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Teaching Warning Words <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Warning Words: Setting Limits and Teaching Self-Regulation • 13-15 How and When To Respond To Toddlers' Cues • 13-15 Yelling: Can Toddlers Listen? <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 E-Parenting Builds Essential Brain Connections <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Protective Shield For Toddlers • 10-12 Sleep Routines Wire Brains For Self-Regulation <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Calming Your Toddler After Play

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 6: Child learns to express a range of emotions.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Sock Baby • 7-9 Voice Lessons • 10-12 Simon Says • 13-15 Reading Faces • 13-15 Connecting The Cues • 16-18 Taking Care of Dolly • 16-18 Feeling Photos • 16-18 Dolly and Edmund Have Feelings Too
16 to 36 Months	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	Growing Great Families Modules Discipline and Punishment: What is The Difference? Subsections <ul style="list-style-type: none"> • What is Discipline? What is Punishment? • Your Own Experiences With Discipline and Punishment Discipline: Strategies For Growing Self-Regulation Subsections <ul style="list-style-type: none"> • What About "Spoiling" Kids? • Routines and Limit Setting • E-Discipline and Redirection <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Discipline Parenting Tool • Discipline Supports Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Teaching Crawlers and Toddlers Self-Regulation ▪ Tips For Growing Self-Regulation in Preschoolers ○ Activity <ul style="list-style-type: none"> ▪ Practicing E-Discipline, Limit Setting and Redirection Discipline: "Dial It Down Time" and Spanking Subsections <ul style="list-style-type: none"> • More About Discipline and Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 10 Tips for Teaching Self-Regulation (Internal Controls) • Helping Kids Learn Internal Controls With "Dial It Down Time" <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dial it Down Time...Step by Step • Why Spanking Does Not Work <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Hitting, Spanking, Shaking: Why It Won't Get You What You Want

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 6: Child learns to express a range of emotions.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	GGK Birth-36 Months Basic Care Subsections <ul style="list-style-type: none"> 31-36 Routines, Transitions, and School Readiness Social and Emotional Development Subsections <ul style="list-style-type: none"> 16-18 Toddlers and Their Feelings 16-18 Feeling Understood Results in Cooperation 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Real Fears of Toddlers 19-21 Learning Respect, Limit Setting and Self-Regulation <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Learning Respect: It Begins When They Are Toddlers 25-30 Getting in Sync With My Child Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Child 25-30 Tantrums <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tantrums: What's A Parent To Do? Cues and Communication Subsections <ul style="list-style-type: none"> 19-21 Whining/Screaming, Biting and Hitting <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan 19-21 Finger Rhymes 22-24 Understanding Your Toddlers' Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers Speaking Out...What Are They Saying? 31-36 Following Directions and Taking Turns Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 16-18 Taking Care of Dolly 16-18 Feeling Photos 16-18 Dolly and Edmund Have Feelings Too 19-21 Finger Rhymes 25-30 Follow My Directions: Shape Games 25-30 Running and Stopping 31-36 Tick, Tock, Mr. Clock
Head Start Indicators:		
<ul style="list-style-type: none"> Expresses a variety of emotions through facial expressions, sounds, gestures, or words. Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 7: Child recognizes and interprets emotions of others with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> 0-3 Building Relationships During Basic Care <p>Social and Emotional Subsections</p> <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> What Feelings are Young Children (0-6 months) Capable Of? 4-6 Social and Emotional Development 4-6 Months 4-6 Men and Women Play Differently With Babies 7-9 Your Social Baby <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> 0-3 Getting in sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> 4-6 Play Strengthen Relationships <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> Getting Acquainted Tongue Twister 0-3 Traditional Songs 0-3 Baby Charades 0-3 Getting Rattled 0-3 Peek-A-Boo I Love You 0-3 Fly Away 0-3 Twinkle With A Bounce <p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> 0-3 Building Relationships During Basic Care <p>Social and Emotional Subsections</p> <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> What Feelings are Young Children (0-6 months) Capable Of? 4-6 Social and Emotional Development 4-6 Months 4-6 Men and Women Play Differently With Babies 7-9 Your Social Baby

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 7: Child recognizes and interprets emotions of others with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Getting in sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby Play and Stimulation Subsections <ul style="list-style-type: none"> 4-6 Play Strengthen Relationships Parent-Child Play and Learning Activities <ul style="list-style-type: none"> Getting Acquainted Tongue Twister 0-3 Traditional Songs 0-3 Baby Charades 0-3 Getting Rattled 0-3 Peek-A-Boo I Love You 0-3 Fly Away 0-3 Twinkle With A Bounce
8 to 18 Months	Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	<u>GGK Birth-36 Months</u> Social and Emotional Subsections <ul style="list-style-type: none"> 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety 10-12 Social and Emotional Development 10-12 Months Handout E-Parenting Daily Do 13-15 Social and Emotional Development 13-15 E-Parenting For Toddlers 13-15 Imitations: It Is Play and Learning 16-18 Toddlers and Their Feelings Activity In My Toddler's Shoes Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions 13-15 Learning to Communicate With Words and Gestures Physical and Brain Development Subsection <ul style="list-style-type: none"> 16-18 Teaching Kindness <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Teaching Toddlers to Understand and Care About The Feelings of Others

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 7: Child recognizes and interprets emotions of others with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	Play and Stimulation Subsections <ul style="list-style-type: none"> • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Lots of Play, Lots of Learning • 13-15 Play For Learning and Fun • 13-15 Games For Any Place and Time Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Voice Lessons • 7-9 Pedro/Polly Puppet • 10-12 Traditional Songs For Children • 10-12 In and Out Around The House • 13-15 Reading Faces • 13-15 Copy Cats • 13-15 Pointing and Naming • 13-15 A Book About Me • 13-15 Push and Pull • 16-18 Feeling Photos
16 to 36 Months	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	<u>GGK Birth-36 Months</u> Social and Emotional Subsections <ul style="list-style-type: none"> • 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ In My Toddler's Shoes • 16-18 Feeling Understood Results in Cooperation • 19-21 Social and Emotional Development • 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Real Fears of Toddlers • 19-21 Learning Respect, Limit Setting an Self-Regulation • 22-24 Learning About Ownership: Yours and Mine <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Learning About Ownership: Yours and Mine

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 7: Child recognizes and interprets emotions of others with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	<ul style="list-style-type: none"> 22-24 Encouraging Toddlers to Share <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Preparing Your Child to Share 22-24 How Toddlers Play With Others: Parallel Play 22-24 Me and You: Who Am I? 25-30 Social and Emotional Development: 25-30 25-30 Getting In Sync With My Child Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Child 31-36 Looking For The Good: Building Self-Esteem 31-36 Part of The Family <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers: Speaking Out...What Are They Saying? 31-36 Following Directions and Taking Turns <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 19-21 Power of Touch and Affection 31-36 Nurturing Touch <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 22-24 It’s An Orchestra 22-24 Simon Says 25-30 Tell Me What Happened 31-36 This is My Family 31-36 Following By Doing 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> Recognizes feelings and emotions of others. Responds to feelings and emotions of others with support from familiar adults. Describes feelings of characters in a book with support from an adult. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 8: Child expresses care and concern towards others		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	May cry when another child cries.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 0-3 Building Relationships During Basic Care Social and Emotional Subsections <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> What Feelings are Young Children (0-6 months) Capable Of? 4-6 Social and Emotional Development 4-6 Months 4-6 Men and Women Play Differently With Babies 7-9 Your Social Baby Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Getting in sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby Play and Stimulation Subsections <ul style="list-style-type: none"> 4-6 Play Strengthen Relationships Parent-Child Play and Learning Activities <ul style="list-style-type: none"> Getting Acquainted Tongue Twister 0-3 Traditional Songs 0-3 Baby Charades 0-3 Getting Rattled 0-3 Peek-A-Boo I Love You 0-3 Fly Away 0-3 Twinkle With A Bounce
8 to 18 Months	Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	<u>GGK Birth-36 Months</u> Social and Emotional Subsections <ul style="list-style-type: none"> 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety 10-12 Social and Emotional Development 10-12 Months Handout E-Parenting Daily Do 13-15 Social and Emotional Development 13-15 E-Parenting For Toddlers 13-15 Imitations: It Is Play and Learning 16-18 Toddlers and Their Feelings Activity In My Toddler's Shoes

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 8: Child expresses care and concern towards others		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions 13-15 Learning to Communicate With Words and Gestures Physical and Brain Development Subsection <ul style="list-style-type: none"> 16-18 Teaching Kindness Handout Teaching Toddlers to Understand and Care About The Feelings of Others Play and Stimulation Subsections <ul style="list-style-type: none"> 10-12 Pretend Play Teaches Self-Regulation and Cooperation Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Ditto 7-9 It's A Band 7-9 Read To Me 7-9 Voice Lessons 7-9 Pedro/Polly Puppet 10-12 Traditional Songs For Children 10-12 In and Out Around The House 13-15 Reading Faces 13-15 Copy Cats 13-15 Pointing and Naming 13-15 A Book About Me 13-15 Push and Pull 16-18 Feeling Photos
16 to 36 Months	Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	<u>GGK Birth-36 Months</u> Social and Emotional Subsections <ul style="list-style-type: none"> 16-18 Toddlers and Their Feelings <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> In My Toddler's Shoes 16-18 Feeling Understood Results in Cooperation 19-21 Social and Emotional Development 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Real Fears of Toddlers

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 8: Child expresses care and concern towards others		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	<ul style="list-style-type: none"> 19-21 Learning Respect, Limit Setting and Self-Regulation 22-24 Learning About Ownership: Yours and Mine <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Learning About Ownership: Yours and Mine 22-24 Encouraging Toddlers to Share <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Preparing Your Child to Share 22-24 How Toddlers Play With Others: Parallel Play 22-24 Me and You: Who Am I? 25-30 Social and Emotional Development: 25-30 Getting In Sync With My Child Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Child 31-36 Part of The Family <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 22-24 Understanding Your Toddler's Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers: Speaking Out...What Are They Saying? 31-36 Following Directions and Taking Turns <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 19-21 Power of Touch and Affection 31-36 Nurturing Touch <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 19-21 Going To The Library 22-24 It's An Orchestra 22-24 Simon Says 25-30 Tell Me What Happened 31-36 This is My Family 31-36 Following By Doing 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> Shows care and concern for others, including comforting others in distress. Responds to needs of others and tries to help others with simple tasks. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 9: Child manages emotions with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	<p><u>Growing Great Families Modules</u></p> <p>Discipline and Punishment: What is The Difference?</p> <p>Subsections</p> <ul style="list-style-type: none"> • What is Discipline? What is Punishment? • Your Own Experiences With Discipline and Punishment <p>Discipline: Strategies For Growing Self-Regulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • What About "Spoiling" Kids? • Routines and Limit Setting • E-Discipline and Redirection <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Discipline Parenting Tool • Discipline Supports Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Teaching Crawlers and Toddlers Self-Regulation ▪ Tips For Growing Self-Regulation in Preschoolers ○ Activity <ul style="list-style-type: none"> ▪ Practicing E-Discipline, Limit Setting and Redirection <p>Discipline: "Dial It Down Time" and Spanking</p> <p>Subsections</p> <ul style="list-style-type: none"> • More About Discipline and Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 10 Tips for Teaching Self-Regulation (Internal Controls) • Helping Kids Learn Internal Controls With "Dial It Down Time" <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dial it Down Time...Step by Step • Why Spanking Does Not Work <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Hitting, Spanking, Shaking: Why It Won't Get You What You Want <p><u>GGK Birth-36 Months</u></p> <p>Attachment, Bonding and Caring For Your New Family</p> <p>Subsections</p> <ul style="list-style-type: none"> • Protecting and Loving Your New Baby <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Crying and Consoling Your New Baby • 0-3 E-Parenting Daily Do Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do • 4-6 Using Routines To Reduce Stress and Increase Stimulation • 7-9 Sleep Routines Help Babies Sleep

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 9: Child manages emotions with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	Social and Emotional Development Subsections <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond to Them <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> What Feelings are Young Infants 06 months Capable of? 0-3 What About Spoiling Babies? Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Cues and Signals of Young Infants: 0-8 Months 0-3 Beware Too Much Stimulation Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby Parent-Child Play and Learning Activities
8 to 18 Months	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	Growing Great Families Modules Discipline and Punishment: What is The Difference? Subsections <ul style="list-style-type: none"> What is Discipline? What is Punishment? Your Own Experiences With Discipline and Punishment Discipline: Strategies For Growing Self-Regulation Subsections <ul style="list-style-type: none"> What About "Spoiling" Kids? Routines and Limit Setting E-Discipline and Redirection <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> E-Discipline Parenting Tool Discipline Supports Self-Regulation <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tips For Teaching Crawlers and Toddlers Self-Regulation Tips For Growing Self-Regulation in Preschoolers Activity <ul style="list-style-type: none"> Practicing E-Discipline, Limit Setting and Redirection Discipline: "Dial It Down Time" and Spanking Subsections <ul style="list-style-type: none"> More About Discipline and Self-Regulation <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> 10 Tips for Teaching Self-Regulation (Internal Controls) Helping Kids Learn Internal Controls With "Dial It Down Time" <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Dial it Down Time...Step by Step Why Spanking Does Not Work <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Hitting, Spanking, Shaking: Why It Won't Get You What You Want

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 9: Child manages emotions with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> • 4-6 Using Routines To Reduce Stress and Increase Stimulation • 7-9 Sleep Routines Help Babies Sleep <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> • 10-12 Discipline Follow-Up • 13-15 E-Parenting For Toddlers • 13-15 E-Parenting and Other Tips For Challenging Behaviors • 16-18 Toddlers and Their Feelings • 16-18 Feeling Understood Results in Cooperation <p>Cues and Communication Subsections</p> <ul style="list-style-type: none"> • 10-12 Teaching Warning Words <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Warning Words: Setting Limits and Teaching Self-Regulation • 13-15 How and When To Respond To Toddlers' Cues • 13-15 Yelling: Can Toddlers Listen? <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> • 10-12 E-Parenting Builds Essential Brain Connections <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Protective Shield For Toddlers • 10-12 Sleep Routines Wire Brains For Self-Regulation <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Calming Your Toddler After Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Sock Baby • 7-9 Voice Lessons • 10-12 Simon Says • 13-15 Reading Faces • 13-15 Connecting The Cues • 16-18 Taking Care of Dolly • 16-18 Feeling Photos • 16-18 Dolly and Edmund Have Feelings Too

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 9: Child manages emotions with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	<p><u>Growing Great Families Modules</u></p> <p>Discipline and Punishment: What is The Difference?</p> <p>Subsections</p> <ul style="list-style-type: none"> • What is Discipline? What is Punishment? • Your Own Experiences With Discipline and Punishment <p>Discipline: Strategies For Growing Self-Regulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • What About "Spoiling" Kids? • Routines and Limit Setting • E-Discipline and Redirection <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Discipline Parenting Tool • Discipline Supports Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Teaching Crawlers and Toddlers Self-Regulation ▪ Tips For Growing Self-Regulation in Preschoolers ○ Activity <ul style="list-style-type: none"> ▪ Practicing E-Discipline, Limit Setting and Redirection <p>Discipline: "Dial It Down Time" and Spanking</p> <p>Subsections</p> <ul style="list-style-type: none"> • More About Discipline and Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 10 Tips for Teaching Self-Regulation (Internal Controls) • Helping Kids Learn Internal Controls With "Dial It Down Time" <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Dial it Down Time...Step by Step • Why Spanking Does Not Work <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Hitting, Spanking, Shaking: Why It Won't Get You What You Want <p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 31-36 Routines, Transitions, and School Readiness

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Emotional Functioning		
Goal IT – SE 9: Child manages emotions with the support of familiar adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	Social and Emotional Development Subsections <ul style="list-style-type: none"> 16-18 Toddlers and Their Feelings 16-18 Feeling Understood Results in Cooperation 19-21 Common Fears of Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Real Fears of Toddlers 19-21 Learning Respect, Limit Setting and Self-Regulation <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Learning Respect: It Begins When They Are Toddlers 25-30 Getting in Sync With My Child Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Child 25-30 Tantrums <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tantrums: What's A Parent To Do? Cues and Communication Subsections <ul style="list-style-type: none"> 19-21 Whining/Screaming, Biting and Hitting <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan 19-21 Finger Rhymes 22-24 Understanding Your Toddlers' Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers Speaking Out...What Are They Saying? 31-36 Following Directions and Taking Turns Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 16-18 Taking Care of Dolly 16-18 Feeling Photos 16-18 Dolly and Edmund Have Feelings Too 19-21 Finger Rhymes 25-30 Follow My Directions: Shape Games 25-30 Running and Stopping 31-36 Tick, Tock, Mr. Clock
Head Start Indicators:		
<ul style="list-style-type: none"> Uses different ways to calm or comfort self when upset. Responds positively to emotional support from adults and other children. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 10: Child shows awareness about self and how to connect with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Learns about self by exploring hands, feet, body, and movement.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 E-Parenting Daily Do <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> E-Parenting Daily Do <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Understanding and Supporting Early Social and Emotional Development <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> Character Builders Daily Do, 0-8 Months Security 0-3 Feelings Infants Experience and How to Respond to Them <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> What Feelings are Young Infants 06 months Capable of? 0-3 What About Spoiling Babies? 4-6 Temperamental Characteristics: Your Baby's Personality 7-9 Your Social Baby <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Infants Need Face to Face Interaction <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Culture and Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Traditional Songs 0-3 Getting Rattled 0-3 Peek A Boo I love You 0-3 This Little Piggy 4-6 Kick Boxing 4-6 Baby Giggles 4-6 First Dance 7-9 Body Parts Play by Play 7-9 Human Jungle Gym 7-9 Grip 3

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 10: Child shows awareness about self and how to connect with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby • 10-12 Toddlers and Their Temperaments <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Temperament Traits ▪ Temperament-Smart Worksheet: Response to Your Child’s Challenging Temperamental Behaviors ▪ Temperament-Smart Parenting strategies • 13-15 Social and Emotional Development • 16-18 Feeling Understood Results in Cooperation <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 13-15 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Teaching Toddlers: Growing Self-Confidence and Pride <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Culture and Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Body Parts Play by Play • 7-9 Human Jungle Gym • 7-9 Grip 3 • 10-12 Tiny Bubbles • 10-12 Pointing Fun • 10-12 In The Can • 13-15 Scribble • 13-15 A Book About Me
16 to 36 Months	Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Feeling Understood Results in Cooperation • 19-21 Developing an Identity <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders Daily Do, 19-36 Months Identity/Independence

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 10: Child shows awareness about self and how to connect with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	<ul style="list-style-type: none"> 22-24 Learning About Ownership <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Learning About Ownership: Yours and Mine 22-24 Me and You: Who Am I? 25-30 Creating A Balance: Dependence Versus Independence 31-36 What is Temperament? <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> 9 Traits Contribute to Temperament The Flexible/Easygoing Child The Shy/Cautious Child The Feisty/High Intensity Child 31-36 How Temperament Influences Behavior and Behavior Problems <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Preventing Behavioral Problems: Do's and Don'ts 31-36 Looking For The Good: Building Self-Esteem <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Food For Self-Esteem <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> 22-24 Arranging Your Toddlers Day <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 19-21 Mirror, Mirror, I'm So Tall 19-21 Me and My Bag 19-21 Twist and Fetch 19-21 Pouring and Mixing 22-24 Who Owns This? 22-24 Where Am I? 31-36 This is My Family 31-36 Making it Whole 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> Shows awareness of self, including own body, abilities, thoughts, and feelings. Shows awareness of others as having thoughts and feelings separate from own. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 11: Child understands some characteristics of self and others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Listens and responds by quieting, smiling or cooing when name is said to child or when it is used in conversation with a familiar adult.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 4-6 Men and Women Play Differently With Babies <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Mom and Dads: How They Play <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Cultural Practices and Responding To Infant Cues 0-3 Infants Need Face-To-Face Interaction 7-9 Babies Respond To Their Family's Emotions <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Family Values Influence Early Brain Development <p>Play and Learning Activities</p> <ul style="list-style-type: none"> Prenatal Black and White Rattle Getting Acquainted Tong Twister 0-3 Traditional Songs 0-3 Peek A Boo...I Love You 4-6 Baby Giggles 4-6 First Dance 4-6 Hand It over 4-6 Picture Storybook 7-9 Row, Row, Row, Your Baby 7-9 Ditto 7-9 Pedro/Polly Puppet 7-9 Read To Me 7-9 Voice Lessons
8 to 18 Months	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Separation/Stranger Anxiety 13-15 Imitation: It Is Play and Learning <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family's Emotions 10-12 Teaching Warning Words 16-18 Learning More Words

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 11: Child understands some characteristics of self and others.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	Physical and Brain Development Subsections <ul style="list-style-type: none"> 16-18 Building a Great Brain: Parental Influences Play and Stimulation <ul style="list-style-type: none"> 7-9 Culture and Play 10-12 Going Out With Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Around The Town: Outings Are A Time For Learning 16-18 The Great Outdoors 16-18 Experiencing Concepts and Learning Through Play Play and Learning Activities <ul style="list-style-type: none"> 7-9 Row, Row, Row, Your Baby 7-9 Ditto 7-9 Pedro/Polly Puppet 7-9 Read To Me 7-9 Voice Lessons 10-12 Simon Says 10-12 Traditional Songs For Children 10-12 Find The Music 13-15 Reading Faces 13-15 Copy Cats 13-15 Pointing and Naming 13-15 Pick Up 16-18 Taking Care Of Dolly 16-18 Feeling Photos
16 to 36 Months	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	GGK Birth-36 Months Social and Emotional Development Subsections <ul style="list-style-type: none"> 19-21 Developing An Identity 22-24 How Toddlers Play With Others: Parallel Play 22-24 Me and You: Who Am I? 31-36 Part Of The Family

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 11: Child understands some characteristics of self and others.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	Cues and Communication Subsections <ul style="list-style-type: none"> 16-18 Learning More Words 19-21 Putting Words Together 22-24 An Explosion of Words 31-36 Following Directions and Taking Turns Physical and Brain Development Subsections <ul style="list-style-type: none"> 16-18 Building a Great Brain: Parental Influences Play and Stimulation <ul style="list-style-type: none"> 19-21 Power Of Touch and Affection Play and Learning Activities <ul style="list-style-type: none"> 16-18 Taking Care Of Dolly 16-18 Feeling Photos 19-21 Mirror, Mirror, I’m So Tall 19-21 Me and My Bag 19-21 Going To The Library 22-24 Who Owns This? 22-24 Where Am I? 25-30 Follow My Directions: Shape Game 25-30 Me Do It! 31-36 This Is My Family 31-36 Which One Is Different?
Head Start Indicators:		
<ul style="list-style-type: none"> Recognizes own name. Identifies some physical characteristics of self, such as hair color, age gender, or size. Recognizes some similarities and differences between self and others 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 12: Child shows confidence in own abilities through relationships with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsections</p> <ul style="list-style-type: none"> 0-3 E-Parenting Daily Do <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> E-Parenting Daily Do <p>Social and Emotional Subsections</p> <ul style="list-style-type: none"> 0-3 Understanding and Supporting Early Social and Emotional Development <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> Character Builders Daily Do, 0-8 Months Security 0-3 Feelings Infants Experience and How to Respond to Them <ul style="list-style-type: none"> Handouts <ul style="list-style-type: none"> What Feelings are Young Infants 06 months Capable of? 0-3 What About Spoiling Babies? 4-6 Temperamental Characteristics: Your Baby's Personality 7-9 Your Social Baby <p>Cues and Communication Subsections</p> <ul style="list-style-type: none"> 0-3 Infants Need Face to Face Interaction <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> 7-9 Culture and Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Traditional Songs 0-3 Getting Rattled 0-3 Peek A Boo I love You 0-3 This Little Piggy 4-6 Kick Boxing 4-6 Baby Giggles 4-6 First Dance 7-9 Body Parts Play by Play 7-9 Human Jungle Gym 7-9 Grip 3

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 12: Child shows confidence in own abilities through relationships with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	<p><u>GGK Birth-36 Months</u> Social and Emotional Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby • 10-12 Toddlers and Their Temperaments <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Temperament Traits ▪ Temperament-Smart Worksheet: Response to Your Child's Challenging Temperamental Behaviors ▪ Temperament-Smart Parenting strategies • 13-15 Social and Emotional Development • 16-18 Feeling Understood Results in Cooperation <p>Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> • 13-15 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Teaching Toddlers: Growing Self-Confidence and Pride <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 7-9 Culture and Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Body Parts Play by Play • 7-9 Human Jungle Gym • 7-9 Grip 3 • 10-12 Tiny Bubbles • 10-12 Pointing Fun • 10-12 In The Can • 13-15 Scribble • 13-15 A Book About Me
16 to 36 Months	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	<p><u>GGK Birth-36 Months</u> Social and Emotional Subsections</p> <ul style="list-style-type: none"> • 16-18 Feeling Understood Results in Cooperation • 19-21 Developing an Identity <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders Daily Do, 19-36 Months Identity/Independence • 22-24 Learning About Ownership <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Learning About Ownership: Yours and Mine

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 12: Child shows confidence in own abilities through relationships with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	<ul style="list-style-type: none"> • 22-24 Me and You: Who Am I? • 25-30 Creating A Balance: Dependence Versus Independence • 31-36 What is Temperament? <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 9 Traits Contribute to Temperament ▪ The Flexible/Easygoing Child ▪ The Shy/Cautious Child ▪ The Feisty/High Intensity Child • 31-36 How Temperament Influences Behavior and Behavior Problems <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Preventing Behavioral Problems: Do's and Don'ts • 31-36 Looking For The Good: Building Self-Esteem <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Food For Self-Esteem <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 22-24 Arranging Your Toddlers Day <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 19-21 Mirror, Mirror, I'm So Tall • 19-21 Me and My Bag • 19-21 Twist and Fetch • 19-21 Pouring and Mixing • 22-24 Who Owns This? • 22-24 Where Am I? • 31-36 This is My Family • 31-36 Making it Whole • 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> • Shows confidence in increasing abilities. • Shows others what they can do. 		

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 13: Child develops a sense of belonging through relationships with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 E-Parenting Daily Do Introduction • Handout • E-Parenting Daily Do • 0-3 Building Relationships During Basic Care <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Feelings Infants Experience and How To Respond to Them • Handouts • What Feelings are Young Infants 06 months Capable of? • 4-6 Using Routines To Reduce Stress and Increase Stimulation • 7-9 Sleep Routines Help Babies Sleep • 7-9 E-Parenting and Self-Regulation • 10-12 Activities That Bolster development <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Cues and Signals: How Your Baby Communicates • Handout • Cues and Signals of Young Infants: 0-8 Months • 0-3 Beware Too Much Stimulation <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Baby • 0-3 Infant Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ The Brain What Happens Where ▪ Bigger Brains=Better Functioning Brains • 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> ○ Handout ○ Brain Builders Daily Do

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 13: Child develops a sense of belonging through relationships with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	Play and Learning Activities <ul style="list-style-type: none"> • Getting Acquainted: Tongue Twister • 0-3 Peek-A-Boo...I Love You • 4-6 Glove Puppets • 4-6 Bark, Bark, Moo, Moo • 4-6 Baby Giggles • 7-9 It's A Band • 7-9 Lots of Lids
8 to 18 Months	Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	<u>GGK Birth-36 Months</u> Social and Emotional Development Subsections <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 13-15 Imitation: It Is Play and Learning Physical and Brain Development Subsections <ul style="list-style-type: none"> • 7-9 Read Now...Read Forever Play and Learning Activities <ul style="list-style-type: none"> • 7-9 It's A Band • 7-9 Lots of Lids • 10-12 Through The Tube • 10-12 Find The Music • 13-15 Hide and Seek • 16-18 What's In The Sack
16 to 36 Months	Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	<u>GGK Birth-36 Months</u> Basic Care <ul style="list-style-type: none"> • 31-36 Routines, Transitions and School Readiness Social and Emotional Development Subsections <ul style="list-style-type: none"> • 19-21 Learning Respect, Limit Setting and Self-Regulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Learning Respect: It Begins When They Are Toddlers Physical and Brain Development Subsections <ul style="list-style-type: none"> • 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Expanded Brain Builders for 2 year Olds ○ Activity <ul style="list-style-type: none"> ▪ Future Brains • 31-36 Increasing Attention Span • 31-36 Developing Memory

SOCIAL AND EMOTIONAL DOMAIN		
Sub-Domain: Sense of Identity and Belonging		
Goal IT – SE 13: Child develops a sense of belonging through relationships with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	Play and Stimulation <ul style="list-style-type: none"> • 22-24 Arranging Your Toddler's Day Play and Learning Activities <ul style="list-style-type: none"> • 19-21 Me and My Bag • 19-21 Tunnels and Tubes • 25-30 Make Believe Jobs • 31-36 Making It Whole • 31-36 Out of Sight...Not out of Memory • 31-36 What Happened Today? • 31-36 Hide and Buzz
Head Start Indicators:		
<ul style="list-style-type: none"> • Identifies self as a member of a family. • Points to or names self and other familiar people, such as in photos or pictures. • Talks about family members, familiar people, or friends who may not be present. 		

Language and Communication Domain

LANGUAGE & COMMUNICATION

GGK Curriculum Components

Training:

Tier 1:

- E-Parenting
 - Step 2
 - Put The Baby's/Child's Feelings Into Words
 - Use 2-to-3 word phrases.
 - Repeat them several times
 - Mirror the intensity of your child's feelings
- Play by Play Daily Do Introduction
 - Topics
 - Activity: The Broadcaster Card Shuffle

Tier 2

- E-Parenting Daily Do Practice
- Play by Play Daily Do Practice
- Play by Play Home Visit videos

Growing Great Families Modules

Communicating Effectively...It's More Than Texting/Talking

Subsections

- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication Step-By Step
- Listening The Other Part of Communication
 - Handout
 - Being A good Listener
- Body Language

GGK Birth – 36 Months

Character Builders Daily Do

E-Parenting Daily Do

Play by Play Daily Do

Cues and Communication

Subsections

- 0-3 Cues and Signals: How Your Baby Communicates
 - Handout
 - Cues and Signals of Young Infants: 0-8 Months
- 4-6 Cues and Signals of Young Infants
 - Activity
 - Cueing Jeopardy

LANGUAGE & COMMUNICATION

GGK Curriculum Components

- 4-6 Foundations For Language Learning
- 4-6 Play by Play: Brief Introduction
- 7-9 Language Learning 7-9 Months
- 7-9 Replaying Play-by-Play
- 7-9 Read Now...Read Forever
- 10-12 Communication and Language Development 10-12 Months
- 10-12 Play by Play Practice
- 13-15 Changing Cues
 - Handout
 - Connecting The Cues
- 13-15 Learning to Communicate With Words and Gestures
- 16-18 Learning More Words and Their Meanings
- 16-18 Teaching Words Through Singing
- 16-18 Read To Me
- 19-21 Putting Words Together
- 22-24 Understanding Your Toddler's Cues and Signals
 - Handout
 - Toddler's Speaking Out...What Are They Saying?
- 22-24 An Explosion of Words
- 22-24 Reading: Make Words Live
- 25-30 More Ways To Communicate
- 25-30 Teaching Tots to Talk
- 31-36 Moms and Dads Supporting Language Development
- 31-36 Making The Most of Storytime

Physical and Brain Development

Subsection

- Building Blocks For Reading and Writing
 - Handout
 - The 5 Building Blocks For Reading and Writing

Play and Stimulation

Subsections

13-15 Reading: Making Words Live

Language and Communication Milestones

- 4-6 Language and Communication Milestones 4-6 Months
- 7-9 Language and Communication Milestones 7-9 Months
- 10-12 Language and Communication Milestones 10-12 Months
- 16-18 Language and Communication Milestones 13-18 Months
- 22-24 Language and Communications Milestones 19-24 Months
- 25-30 Language And Communications Milestones 25-36 Months

LANGUAGE & COMMUNICATION		
Sub-Domain: Attending and Understanding		
Goal IT– LC 1: Child attends to, understands, and responds to communication and language from others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults	GGK Birth-36 Months Basic Care Subsection <ul style="list-style-type: none"> 0-3 E-Parenting Daily do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> E-Parenting Daily Do Social and Emotional Development Subsection <ul style="list-style-type: none"> 4-6 Parental Depression Affects Baby's Development 7-9 Your Social Baby Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Cues and Signals of Young Infants <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Cues and Signals of Young Infants 0-3 Cultural Practices and Responding To Infant Cues 0-3 Infants Need Face-To-Face Interaction 4-6 Cues and Signals of Young Infants 4-6 Foundations for Language Learning 4-6 Play by Play A Brief Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Play by Play Daily Do 7-9 Language Learning 7-9 Months 7-9 Babies Respond To Their Family's Emotions Replaying Play By Play <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> The Broadcaster Card Shuffle Physical and Brain Development <ul style="list-style-type: none"> 0-3 Infant Brain Development 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 0-3 Traditional Songs 0-3 Peek-A-Boo...I Love You 0-3 Twinkle With A Bounce 4-6 Bark, Bark...Moo, Moo 4-6 Tell Me All About It 4-6 Routine Talk 4-6 Picture Storybook 7-9 Body Parts Play by Play 7-9 Talking Box Book 7-9 Pedro/Polly Puppet 7-9 Voice Lessons

LANGUAGE & COMMUNICATION		
Sub-Domain: Attending and Understanding		
Goal IT– LC 1: Child attends to, understands, and responds to communication and language from others.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> 7-9 Your Social Baby <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Language Learning 7-9 Months 7-9 Babies Respond To Their Family's Emotions Replaying Play By Play <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> The Broadcaster Card Shuffle 10-12 Communication and Language Development 10-12 Months 10-12 Teaching Warning Words <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Warning Words: Setting Limits and Teaching Self-Regulation 10-12 Practice Play by Play 13-15 How and When To Respond To Toddlers' Cues 13-15 Yelling: Can Toddlers Listen? <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 Body Parts Play by Play 7-9 Talking Box Book 7-9 Pedro/Polly Puppet 7-9 Voice Lessons 10-12 Pointing Fun 10-12 Simon Says 10-12 Traditional Songs for Children 16-18 It's Raining All Over Me 16-18 Body Part Days 16-18 Pulling Colors

LANGUAGE & COMMUNICATION		
Sub-Domain: Attending and Understanding		
Goal IT– LC 1: Child attends to, understands, and responds to communication and language from others.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> 25-30 Getting In Sync With My Child Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting In Sync With My Child <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers Speaking Out...What are They Saying? 25-30 More Ways To Communicate 31-36 Moms and Dads Supporting Language Development 31-36 Following Directions and Taking Turns <p>Physical and Brain Development</p> <ul style="list-style-type: none"> 31-36 Encouraging Receptive and Expressive Language Development <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 It’s Raining All Over Me 16-18 Body Part Days 16-18 Pulling Colors 19-21 Jump, Jump 22-24 Doing It Play by Play 25-30 Follow My Directions Shape Game 25-30 Color Me a Story 25-30 Running and Stopping 31-36 Following By Leading 31-36 What Happened Today?
Head Start Indicators:		
<ul style="list-style-type: none"> Shows understanding of some words and phrases used in conversation, such as by responding to simple questions. Shows comprehension of simple sentences, such as by listening to and following one- or two-step directions. 		

LANGUAGE & COMMUNICATION		
Sub-Domain: Attending and Understanding		
Goal IT– LC 1: Child attends to, understands, and responds to communication and language from others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsection</p> <ul style="list-style-type: none"> • 0-3 E-Parenting Daily do Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do • 0-3 Breastfeeding <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Breastfeeding Information and Tips • 0-3 For Parents Who Are Formula Feeding • 0-3 Sleeping <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Sleep Baby Sleep • 4-6 Using Routines to Reduce Stress and Increase Stimulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Time Management: What's A Parent To Do? <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 4-6 Parental Depression Affects Baby's Development • 4-6 Men and Women Play Differently With Babies • 7-9 Your Social Baby <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Cues and Signals of Young Infants <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Cues and Signals of Young Infants • 0-3 Cultural Practices and Responding To Infant Cues • 0-3 Infants Need Face-To-Face Interaction • 4-6 Cues and Signals of Young Infants • 4-6 Foundations for Language Learning • 4-6 Play by Play A Brief Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Play by Play Daily Do • 7-9 Language Learning 7-9 Months • 7-9 Babies Respond To Their Family's Emotions • Replaying Play By Play <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ The Broadcaster Card Shuffle <p>Physical and Brain Development</p> <ul style="list-style-type: none"> • 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Baby

LANGUAGE & COMMUNICATION		
Sub-Domain: Attending and Understanding		
Goal IT– LC 1: Child attends to, understands, and responds to communication and language from others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • Getting Acquainted Tongue Twister • 0-3 Traditional Songs • 0-3 Peek-A-Boo...I Love You • 0-3 Twinkle With A Bounce • 4-6 Bark, Bark...Moo, Moo • 4-6 Tell Me All About It • 4-6 Routine Talk • 4-6 Picture Storybook • 7-9 Body Parts Play by Play • 7-9 Talking Box Book • 7-9 Pedro/Polly Puppet • 7-9 Voice Lessons
8 to 18 Months	Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects	GGK Birth-36 Months Social and Emotional Development Subsection <ul style="list-style-type: none"> • 7-9 Your Social Baby Cues and Communication Subsections <ul style="list-style-type: none"> • 7-9 Language Learning 7-9 Months • 7-9 Babies Respond To Their Family's Emotions • Replaying Play By Play <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ The Broadcaster Card Shuffle • 10-12 Communication and Language Development 10-12 Months • 10-12 Teaching Warning Words <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Warning Words: Setting Limits and Teaching Self-Regulation • 10-12 Practice Play by Play • 13-15 How and When To Respond To Toddlers' Cues • 13-15 Yelling: Can Toddlers Listen? Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Body Parts Play by Play • 7-9 Talking Box Book • 7-9 Pedro/Polly Puppet • 7-9 Voice Lessons • 10-12 Pointing Fun • 10-12 Simon Says • 10-12 Traditional Songs for Children • 16-18 It's Raining All Over Me • 16-18 Body Part Days • 16-18 Pulling Colors

LANGUAGE & COMMUNICATION		
Sub-Domain: Attending and Understanding		
Goal IT– LC 1: Child attends to, understands, and responds to communication and language from others.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> 25-30 Getting In Sync With My Child Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting In Sync With My Child <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 22-24 Understanding Your Toddler's Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers Speaking Out...What are They Saying? 25-30 More Ways To Communicate 31-36 Moms and Dads Supporting Language Development 31-36 Following Directions and Taking Turns <p>Physical and Brain Development</p> <ul style="list-style-type: none"> 31-36 Encouraging Receptive and Expressive Language Development <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 It's Raining All Over Me 16-18 Body Part Days 16-18 Pulling Colors 19-21 Jump, Jump 22-24 Doing It Play by Play 25-30 Follow My Directions Shape Game 25-30 Color Me a Story 25-30 Running and Stopping 31-36 Following By Leading 31-36 What Happened Today?
Head Start Indicators:		
<ul style="list-style-type: none"> Acts on descriptions provided by others about people, objects, or events. Demonstrates interest and understanding when participating in language activities or games. 		

LANGUAGE & COMMUNICATION		
Sub-Domain: Communicating and Speaking		
Goal IT – LC 3: Child learns to use adults as a resource to meet needs. Child communicates needs and wants non-verbally and by using language.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others	GGK Birth-36 Months Basic Care Subsections <ul style="list-style-type: none"> • 0-3 Crying and Consoling Your New Baby • 0-3 E-Parenting Daily do Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do • 0-3 Breastfeeding <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Breastfeeding Information and Tips • 0-3 For Parents Who Are Formula Feeding • 0-3 Sleeping <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Sleep Baby Sleep • 4-6 Using Routines to Reduce Stress and Increase Stimulation <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Time Management: What's A Parent To Do? • 7-9 Feeding and Nutrition 7-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Healthy Eating For A Lifetime Starts Now Social and Emotional Baby <ul style="list-style-type: none"> • 0-3 Your Social Baby Cues and Communication <ul style="list-style-type: none"> • 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Cues and Signals of Young Infants: 0-8 Months • Activity <ul style="list-style-type: none"> ▪ Baby Charades • 0-3 Infants Need Face To Face Interaction • 4-6 Cues and Signals of Young Infants <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Cueing Jeopardy • 4-6 Foundations of Language learning <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Lip Reading • 4-6 Play by Play Brief Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Play By Play Daily Do • 4-6 Home Time • 7-9 Language Learning 7-9 Months • 7-9 Replaying Play by Play • 7-9 Play by Play Payoffs

LANGUAGE & COMMUNICATION		
Sub-Domain: Communicating and Speaking		
Goal IT – LC 3: Child learns to use adults as a resource to meet needs. Child communicates needs and wants non-verbally and by using language.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others	Physical and Brain Development Subsections <ul style="list-style-type: none"> • 4-6 Making Connections Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 0-3 Traditional Songs • 0-3 Peek A Boo...I Love You • 0-3 Action-Reaction Rattles • 0-3 Baby Raps and Taps • 0-3 This Little Piggy • 0-3 Twinkle With A Bounce • 4-6 Bark, Bark...Moo, Moo • 4-6 Tell Me About It • 4-6 Routine Talk • 4-6 Baby Geometry • 7-9 Free Fall • 7-9 Ditto • 7-9 Talking Box Book • 7-9 Read To Me • 7-9 Voice Lessons
8 to 18 Months	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “More” when eating.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 7-9 Feeding and Nutrition 7-12 Months <ul style="list-style-type: none"> ◦ Handout <ul style="list-style-type: none"> ▪ Healthy Eating For A Lifetime Starts Now • 16-18 Self-Care For Toddlers: Feeding, Cleaning Up, Dressing and Bathing <ul style="list-style-type: none"> ◦ Handout <ul style="list-style-type: none"> ▪ Play by Play Daily Do Cues and Communication Subsections <ul style="list-style-type: none"> • 7-9 Language Learning 7-9 Months • 7-9 Replaying Play by Play • 7-9 Play by Play Payoffs • 10-12 Communication and Language Development 10-12 Months • 10-12 Play by Play Practice • 13-15 Changing Cues <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Connecting The Cues • 13-15 Learning To Communicate With Words and Gestures • 16-18 Learning More Words and Their Meanings • 16-18 Learning Colors • 16-18 Teaching Words Through Singing

LANGUAGE & COMMUNICATION		
Sub-Domain: Communicating and Speaking		
Goal IT – LC 3: Child learns to use adults as a resource to meet needs. Child communicates needs and wants non-verbally and by using language.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “More” when eating.	Play and Stimulation Subsection <ul style="list-style-type: none"> 16-18 Experiencing Concepts and Learning Words Through Play Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Free Fall 7-9 Ditto 7-9 Talking Box Book 7-9 Read To Me 7-9 Voice Lessons 10-12 Mess It Up 10-12 Pointing Fun 10-12 Simon Says 10-12 Traditional Songs For Children 10-12 Abracadabra Scarves 10-12 Hidden Treasures 13-15 Pointing and Naming 16-18 Taking Care Of Dolly 16-18 Dolly and Edmund Have Feelings Too 16-18 Flashlight Vocabulary 16-18 Wet and Wild: Water Play
16 to 36 Months	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 25-30 Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Teaching Toddlers Words, Concepts and Self-Care Skills Social and Emotional Baby Subsections <ul style="list-style-type: none"> 22-24 Encouraging Your Toddlers To Share <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Preparing Your Child To Share

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 3: Child learns to use adults as a resource to meet needs. Child communicates needs and wants non-verbally and by using language.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them	<p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Learning More Words and Their Meanings • 16-18 Learning Colors • 16-18 Teaching Words Through Singing • 19-21 Putting Words Together • 19-21 Whining/Screaming, Biting and Hitting • Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan • 19-21 Finger Rhymes • 22-24 Understanding Your Toddler’s Cues and Signals • Handout • Toddlers Speaking Out...What Are They Saying? • 22-24 An Explosion of Words • 25-30 More Ways TO Communicate • 25-30 Teaching Tots to Talk • Handout • Tips For Teaching Tots to Talk • 31-36 Moms and Dads Supporting Language Development • Activity • Play by Play Broadcaster Cards <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 31-36 Encouraging Receptive and Expressive Language Development <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Taking Care Of Dolly • 16-18 Dolly and Edmund Have Feelings Too • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 3: Child learns to use adults as a resource to meet needs. Child communicates needs and wants non-verbally and by using language.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.” Children who are dual language learners may combine their two languages or switch between them	<ul style="list-style-type: none"> • 19-21 Jump, Jump • 19-21 Ball Basics • 22-24 Doing it Play by play • 22-24 The Word For The Day • 22-24 Shape Sorter • 25-30 Tunes For Tots • 25-30 Follow My Directions Shape Game • 25-30 Color Me A Story • 25-30 Tell Me What Happened • 25-30 Make-Believe Jobs • 31-36 This Is My Family • 31-36 Following By Leading • 31-36 Where, What and Why Storytelling • 31-36 Let’s Go Fishing • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 Count It
Head Start Indicators:		
<ul style="list-style-type: none"> • Uses combinations of words and simple sentences or signs in a variety of situations. • Uses simple sentences, such as 3–4 word sentences, to communicate needs and wants. 		

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 4: Child uses non-verbal communication and language to engage others in interaction.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Crying and Consoling Your New Baby • 0-3 E-Parenting Daily do Introduction <p>Cues and Communication</p> <ul style="list-style-type: none"> • 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Cues and Signals of Young Infants: 0-8 Months ○ Activity <ul style="list-style-type: none"> ▪ Baby Charades • 0-3 Infants Need Face To Face Interaction • 4-6 Cues and Signals of Young Infants <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Cueing Jeopardy • 4-6 Foundations of Language learning <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Lip Reading • 4-6 Play by Play Brief Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Play By Play Daily Do • 4-6 Home Time • 7-9 Language Learning 7-9 Months • 7-9 Replaying Play by Play • 7-9 Play by Play Payoffs <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Traditional Songs • 0-3 Peek A Boo...I Love You • 0-3 Action-Reaction Rattles • 0-3 Baby Raps and Taps • 0-3 This Little Piggy • 0-3 Twinkle With A Bounce • 4-6 Bark, Bark...Moo, Moo • 4-6 Tell Me About It • 4-6 Routine Talk • 4-6 Baby Geometry • 7-9 Free Fall • 7-9 Ditto • 7-9 Talking Box Book • 7-9 Read To Me • 7-9 Voice Lessons

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 4: Child uses non-verbal communication and language to engage others in interaction.

Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Feeding and Nutrition 7-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Healthy Eating For A Lifetime Starts Now • 16-18 Self-Care For Toddlers: Feeding, Cleaning Up, Dressing and Bathing <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Play by Play Daily Do <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 13-15 Social and Emotional Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Social and Emotional Milestones 13-18 Months <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Language Learning 7-9 Months • 7-9 Replaying Play by Play • 7-9 Play by Play Payoffs • 10-12 Communication and Language Development 10-12 Months • 10-12 Play by Play Practice • 10-12 Home Time • 13-15 Changing Cues <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Connecting The Cues • 13-15 Learning To Communicate With Words and Gestures • 16-18 Learning More Words and Their Meanings • 16-18 Learning Colors • 16-18 Teaching Words Through Singing <p>Play and Stimulation</p> <p>Subsection</p> <ul style="list-style-type: none"> • 16-18 Experiencing Concepts and Learning Words Through Play

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 4: Child uses non-verbal communication and language to engage others in interaction.

Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Free Fall • 7-9 Ditto • 7-9 Talking Box Book • 7-9 Read To Me • 7-9 Voice Lessons • 10-12 Mess It Up • 10-12 Pointing Fun • 10-12 Simon Says • 10-12 Traditional Songs For Children • 10-12 Abracadabra Scarves • 10-12 Hidden Treasures • 13-15 Pointing and Naming • 16-18 Taking Care Of Dolly • 16-18 Dolly and Edmund Have Feelings Too • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play
16 to 36 Months	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 25-30 Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Teaching Toddlers Words, Concepts and Self-Care Skills Social and Emotional Baby Subsections <ul style="list-style-type: none"> • 22-24 Encouraging Your Toddlers To Share <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Preparing Your Child To Share Cues and Communication Subsections <ul style="list-style-type: none"> • 16-18 Learning More Words and Their Meanings • 16-18 Learning Colors • 16-18 Teaching Words Through Singing • 19-21 Putting Words Together • 19-21 Whining/Screaming, Biting and Hitting <ul style="list-style-type: none"> ○ Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan • 19-21 Finger Rhymes

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 4: Child uses non-verbal communication and language to engage others in interaction.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	<ul style="list-style-type: none"> 22-24 Understanding Your Toddler's Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers Speaking Out...What Are They Saying? 22-24 An Explosion of Words 25-30 More Ways TO Communicate 25-30 Teaching Tots to Talk <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tips For Teaching Tots to Talk 31-36 Moms and Dads Supporting Language Development <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Play by Play Broadcaster Cards <p>Physical and Brain Development Subsection</p> <ul style="list-style-type: none"> 31-36 Encouraging Receptive and Expressive Language Development <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 Taking Care Of Dolly 16-18 Dolly and Edmund Have Feelings Too 16-18 Flashlight Vocabulary 16-18 Wet and Wild: Water Play 19-21 Jump, Jump 19-21 Ball Basics 22-24 Doing it Play by play 22-24 The Word For The Day 22-24 Shape Sorter 25-30 Tunes For Tots 25-30 Follow My Directions Shape Game 25-30 Color Me A Story 25-30 Tell Me What Happened 25-30 Make-Believe Jobs 31-36 This Is My Family 31-36 Following By Leading 31-36 Where, What and Why Storytelling 31-36 Let's Go Fishing 31-36 Hide and Buzz 31-36 Spot The Color 31-36 Count It
Head Start Indicators:		
<ul style="list-style-type: none"> Initiates and responds in conversations with others. Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information. Engages in simple conversations by expressing own feelings, thoughts, and ideas to others. 		

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 5: Child uses increasingly complex language in conversation with others.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Crying and Consoling Your New Baby <p>Social and Emotional Baby</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Your Social Baby <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Cues and Signals of Young Infants: 0-8 Months Activity <ul style="list-style-type: none"> Baby Charades 0-3 Infants Need Face To Face Interaction 4-6 Cues and Signals of Young Infants <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Cueing Jeopardy 4-6 Foundations of Language learning <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Lip Reading 4-6 Play by Play Brief Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Play By Play Daily Do 7-9 Language Learning 7-9 Months 7-9 Replaying Play by Play 7-9 Play by Play Payoffs <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Traditional Songs 0-3 Peek A Boo...I Love You 0-3 Action-Reaction Rattles 0-3 Baby Raps and Taps 0-3 This Little Piggy 0-3 Twinkle With A Bounce 4-6 Bark, Bark...Moo, Moo 4-6 Tell Me About It 4-6 Routine Talk 7-9 Free Fall 7-9 Ditto 7-9 Talking Box Book 7-9 Read To Me 7-9 Voice Lessons

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 5: Child uses increasingly complex language in conversation with others.

Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	<p><u>GGK Birth-36 Months</u></p> <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Language Learning 7-9 Months 7-9 Replaying Play by Play 7-9 Play by Play Payoffs 10-12 Communication and Language Development 10-12 Months 10-12 Play by Play Practice 13-15 Changing Cues <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Connecting The Cues 13-15 Learning To Communicate With Words and Gestures 16-18 Learning More Words and Their Meanings 16-18 Learning Colors 16-18 Teaching Words Through Singing <p>Play and Stimulation</p> <p>Subsection</p> <ul style="list-style-type: none"> 16-18 Experiencing Concepts and Learning Words Through Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 Free Fall 7-9 Ditto 7-9 Talking Box Book 7-9 Read To Me 7-9 Voice Lessons 10-12 Mess It Up 10-12 Pointing Fun 10-12 Simon Says 10-12 Traditional Songs For Children 10-12 Abracadabra Scarves 10-12 Hidden Treasures 13-15 Pointing and Naming 16-18 Taking Care Of Dolly 16-18 Dolly and Edmund Have Feelings Too 16-18 Flashlight Vocabulary 16-18 Wet and Wild: Water Play

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 5: Child uses increasingly complex language in conversation with others.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	<p>Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses.</p> <p>Sometimes describes experiences that have happened in the past or are about to happen.</p> <p>Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages</p>	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 25-30 Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Teaching Toddlers Words, Concepts and Self-Care Skills <p>Social and Emotional Baby</p> <p>Subsections</p> <ul style="list-style-type: none"> • 22-24 Encouraging Your Toddlers To Share <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Preparing Your Child To Share <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Learning More Words and Their Meanings • 16-18 Learning Colors • 16-18 Teaching Words Through Singing • 19-21 Putting Words Together • 19-21 Whining/Screaming, Biting and Hitting <ul style="list-style-type: none"> ○ Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan • 19-21 Finger Rhymes • 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Toddlers Speaking Out...What Are They Saying? • 22-24 An Explosion of Words • 25-30 More Ways TO Communicate • 25-30 Teaching Tots to Talk <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Teaching Tots to Talk • 31-36 Moms and Dads Supporting Language Development <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Play by Play Broadcaster Cards <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 31-36 Encouraging Receptive and Expressive Language Development <p>Play and Stimulation</p> <p>Subsection</p> <ul style="list-style-type: none"> • 16-18 Experiencing Concepts and Learning Words Through Play

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 5: Child uses increasingly complex language in conversation with others.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	<p>Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses.</p> <p>Sometimes describes experiences that have happened in the past or are about to happen.</p> <p>Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages</p>	<p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Taking Care Of Dolly • 16-18 Dolly and Edmund Have Feelings Too • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play • 19-21 Jump, Jump • 19-21 Ball Basics • 22-24 Doing it Play by play • 22-24 The Word For The Day • 22-24 Shape Sorter • 25-30 Tunes For Tots • 25-30 Follow My Directions Shape Game • 25-30 Color Me A Story • 25-30 Tell Me What Happened • 25-30 Make-Believe Jobs • 31-36 This Is My Family • 31-36 Following By Leading • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 Count It
<p style="text-align: center;">Head Start Indicators:</p> <ul style="list-style-type: none"> • Uses sentences of three or more words in conversation with others. • Asks and answers simple questions in conversations with others. • Refers to past or future events in conversation with others 		

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 6: Child initiates non-verbal communication and language to learn and gain information.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Connections Between Parents’ Stress and Baby’s Emotions 0-3 Feelings Infants Experience and How to Respond To Them <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Cues and Signals of Young Infants: 0-8 Months Activity <ul style="list-style-type: none"> Baby Charades 0-3 Cultural Practices and Responding to Infant Cues 0-3 Infants Need Face to Face Interaction 4-6 Cues and Signals of Young Infants 4-6 Foundations for Language Learning <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Lip Reading 4-6 Play by Play A Brief Introduction 7-9 Babies Respond To Their Family’s Emotions <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Peek-A-Boo...I Love You 4-6 Kick Boxing 7-9 Pedro/Polly Puppet 7-9 Voice lessons
8 to 18 Months	Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> 13-15 E-Parenting For Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> E-Parenting Daily Do Activity <ul style="list-style-type: none"> Reading Faces 16-18 Toddlers and Their Feelings 16-18 Feeling Understood Results in Cooperation

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 6: Child initiates non-verbal communication and language to learn and gain information.

Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Asks simple questions using gestures, such as pointing, signs or words with variations in pitch and intonation.	Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Babies Respond To Their Family’s Emotions 10-12 Communication and Language Development For 10-12 Months 13-15 Learning to Communicate with Words and Gestures Play and Stimulation Subsection <ul style="list-style-type: none"> 10-12 Learning Problem Solving Through Play Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Pedro/Polly Puppet 7-9 Voice lessons 10-12 The Hunt 10-12 Pointing Fun 10-12 Traditional Songs for Children 13-15 Pointing and Naming
16 to 36 Months	Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	GGK Birth-36 Months Social and Emotional Subsections <ul style="list-style-type: none"> 16-18 Toddlers and Their Feelings 16-18 Feeling Understood Results in Cooperation Cues and Communication Subsections <ul style="list-style-type: none"> 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Toddlers Speaking Out...What Are They Saying? Activity <ul style="list-style-type: none"> Doing It Play By Play 25-30 More Ways To Communicate 25-30 Teaching Tots To Talk <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tips For Teaching Tots To Talk 31-36 Moms and Dads Supporting Language Development 31-36 Following Directions and Taking Turns

LANGUAGE & COMMUNICATION

Sub-Domain: Communicating and Speaking

Goal IT – LC 6: Child initiates non-verbal communication and language to learn and gain information.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 19-21 Tag • 25-30 Tell Me What Happened • 31-36 Following By Leading • 31-36 Hide and Buzz
Head Start Indicators:		
<ul style="list-style-type: none"> • Asks questions in a variety of ways. • Repeats or re-phrases questions until a response is received. 		

LANGUAGE & COMMUNICATION

Sub-Domain: Vocabulary

Goal IT – LC 7: Child understands an increasing number of words used in communication with others.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsection</p> <ul style="list-style-type: none"> • 0-3 E-Parenting Daily do Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 4-6 Parental Depression Affects Baby's Development • 7-9 Your Social Baby <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Cues and Signals of Young Infants <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Cues and Signals of Young Infants • 0-3 Cultural Practices and Responding To Infant Cues • 0-3 Infants Need Face-To-Face Interaction • 4-6 Cues and Signals of Young Infants • 4-6 Foundations for Language Learning • 4-6 Play by Play A Brief Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Play by Play Daily Do • 7-9 Language Learning 7-9 Months • 7-9 Babies Respond To Their Family's Emotions • Replaying Play By Play <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ The Broadcaster Card Shuffle <p>Physical and Brain Development</p> <ul style="list-style-type: none"> • 0-3 Infant Brain Development • 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting in Sync With My Baby

LANGUAGE & COMMUNICATION		
Sub-Domain: Vocabulary		
Goal IT – LC 7: Child understands an increasing number of words used in communication with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Looks at familiar people, animals or objects when they are named such as mama, puppy, or ball.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • Getting Acquainted Tongue Twister • Getting Acquainted Sight Seeing • 0-3 Traditional Songs • 0-3 Peek-A-Boo...I Love You • 0-3 Twinkle With A Bounce • 4-6 Bark, Bark...Moo, Moo • 4-6 Tell Me All About It • 4-6 Routine Talk • 4-6 Picture Storybook • 7-9 Body Parts Play by Play • 7-9 Talking Box Book • 7-9 Pedro/Polly Puppet • 7-9 Voice Lessons
8 to 18 Months	Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	GGK Birth-36 Months Basic Care Subsections <ul style="list-style-type: none"> • 13-15 Good Nutrition • 16-18 Dressing and Bathing Social and Emotional Development Subsection <ul style="list-style-type: none"> • 7-9 Your Social Baby Cues and Communication Subsections <ul style="list-style-type: none"> • 7-9 Language Learning 7-9 Months • 7-9 Babies Respond To Their Family's Emotions • Replaying Play By Play <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ The Broadcaster Card Shuffle • 10-12 Communication and Language Development 10-12 Months • 10-12 Teaching Warning Words <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Warning Words: Setting Limits and Teaching Self-Regulation • 10-12 Practice Play by Play • 13-15 Learning To Communicate With Words and Gestures • 13-15 How and When To Respond To Toddlers' Cues • 13-15 Yelling: Can Toddlers Listen? • 16-18 Learning More Words and Their Meaning

LANGUAGE & COMMUNICATION		
Sub-Domain: Vocabulary		
Goal IT – LC 7: Child understands an increasing number of words used in communication with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	Physical and Brain Subsections <ul style="list-style-type: none"> 13-15 Learning By Doing Builds Brains <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Concepts Under Construction Play and Stimulation Subsections <ul style="list-style-type: none"> 13-15 Making Connections 13-15 Reading Makes Words Live 16-18 Experiencing Concepts and Learning Words Through Play Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Body Parts Play by Play 7-9 Talking Box Book 7-9 Pedro/Polly Puppet 7-9 Voice Lessons 10-12 Pointing Fun 10-12 Simon Says 10-12 Traditional Songs for Children 16-18 The Clean Up Song 16-18 It's Raining All Over Me 16-18 Feeling Photos 16-18 Dolly and Edmund Have Feelings Too 16-18 Body Part Days 16-18 Pulling Colors 16-18 Wet & Wild Water Play
16 to 36 Months	Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 25-30 Teaching More Words And Self- Care Skills Social and Emotional Development Subsection <ul style="list-style-type: none"> 22-24 Learning About Ownership: Yours and Mine 25-30 Getting In Sync With My Child Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting In Sync With My Child

LANGUAGE & COMMUNICATION		
Sub-Domain: Vocabulary		
Goal IT – LC 7: Child understands an increasing number of words used in communication with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	<p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Learning More Words and Their Meanings • 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Toddlers Speaking Out...What are They Saying? • 22-24 Reading Making Words Live • 25-30 Teaching Tots To Talk <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Teaching Tots To Talk • 25-30 More Ways To Communicate • 31-36 Moms and Dads Supporting Language Development • 31-36 Following Directions and Taking Turns <p>Physical and Brain Development</p> <ul style="list-style-type: none"> • 19-21 What Toddler’s Are Learning About Problem Solving • 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Expanded Brain Builders • 31-36 Encouraging Receptive and Expressive Language Development <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 It’s Raining All Over Me • 16-18 Body Part Days • 16-18 Pulling Colors • 19-21 Mirror, Mirror, I’m so Tall • 19-21 Jump, Jump • 22-24 Who Owns This? • 22-24 Doing It Play by Play • 22-24 The Word For The Day • 25-30 Follow My Directions Shape Game • 25-30 Color Me a Story • 25-30 Running and Stopping • 25-30 Song and Dance • 31-36 Following By Leading • 31-36 Count It • 31-36 What Happened Today?
Head Start Indicators:		
<ul style="list-style-type: none"> • Shows understanding of the meaning of common words used in daily activities. • Attends to new words used in conversation with others. • Understands most positional words, such as on, under, up, or down. 		

LANGUAGE & COMMUNICATION		
Sub-Domain: Vocabulary		
Goal IT – LC 8: Child uses an increasing number of words in communication and conversation with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	May use signs or verbalizations for familiar people or objects.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsection</p> <ul style="list-style-type: none"> 0-3 E-Parenting Daily do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> E-Parenting Daily Do <p>Social and Emotional Development Subsection</p> <ul style="list-style-type: none"> 4-6 Parental Depression Affects Baby's Development 7-9 Your Social Baby <p>Cues and Communication Subsections</p> <ul style="list-style-type: none"> 0-3 Cues and Signals of Young Infants <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Cues and Signals of Young Infants 0-3 Cultural Practices and Responding To Infant Cues 0-3 Infants Need Face-To-Face Interaction 4-6 Cues and Signals of Young Infants 4-6 Foundations for Language Learning 4-6 Play by Play A Brief Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Play by Play Daily Do 7-9 Language Learning 7-9 Months 7-9 Babies Respond To Their Family's Emotions Replaying Play By Play <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> The Broadcaster Card Shuffle <p>Physical and Brain Development</p> <ul style="list-style-type: none"> 0-3 Infant Brain Development 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting in Sync With My Baby <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> Getting Acquainted Tongue Twister Getting Acquainted Sight Seeing 0-3 Traditional Songs 0-3 Peek-A-Boo...I Love You 0-3 Twinkle With A Bounce 4-6 Bark, Bark...Moo, Moo 4-6 Tell Me All About It 4-6 Routine Talk 4-6 Picture Storybook 7-9 Body Parts Play by Play 7-9 Talking Box Book 7-9 Pedro/Polly Puppet 7-9 Voice Lessons

LANGUAGE & COMMUNICATION		
Sub-Domain: Vocabulary		
Goal IT – LC 8: Child uses an increasing number of words in communication and conversation with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 13-15 Good Nutrition 16-18 Dressing and Bathing Social and Emotional Development Subsection <ul style="list-style-type: none"> 7-9 Your Social Baby Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Language Learning 7-9 Months 7-9 Babies Respond To Their Family’s Emotions Replaying Play By Play <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> The Broadcaster Card Shuffle 10-12 Communication and Language Development 10-12 Months 10-12 Teaching Warning Words <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Warning Words: Setting Limits and Teaching Self-Regulation 10-12 Practice Play by Play 13-15 Learning To Communicate With Words and Gestures 13-15 How and When To Respond To Toddlers’ Cues 13-15 Yelling: Can Toddlers Listen? 16-18 Learning More Words and Their Meaning Physical and Brain Subsections <ul style="list-style-type: none"> 10-12 Brains Grow Gray Matter With Two Languages <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Benefits Of A Bilingual Child 13-15 Supporting Physical and Brain Development <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Early Brain Development: Windows of Opportunity 13-15 Learning By Doing Builds Brains <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Concepts Under Construction

LANGUAGE & COMMUNICATION		
Sub-Domain: Vocabulary		
Goal IT – LC 8: Child uses an increasing number of words in communication and conversation with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink.	Play and Stimulation Subsections <ul style="list-style-type: none"> • 13-15 Making Connections • 13-15 Reading Makes Words Live • 16-18 Experiencing Concepts and Learning Words Through Play Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Body Parts Play by Play • 7-9 Talking Box Book • 7-9 Pedro/Polly Puppet • 7-9 Voice Lessons • 10-12 Pointing Fun • 10-12 Simon Says • 10-12 Traditional Songs for Children • 16-18 The Clean Up Song • 16-18 It’s Raining All Over Me • 16-18 Feeling Photos • 16-18 Dolly and Edmund Have Feelings Too • 16-18 Body Part Days • 16-18 Pulling Colors • 16-18 Wet & Wild Water Play
16 to 36 Months	Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 25-30 Teaching More Words And Self- Care Skills Social and Emotional Development Subsection <ul style="list-style-type: none"> • 22-24 Learning About Ownership: Yours and Mine • 25-30 Getting In Sync With My Child Introduction • Handout • Getting In Sync With My Child Cues and Communication Subsections <ul style="list-style-type: none"> • 16-18 Learning More Words and Their Meanings • 22-24 Understanding Your Toddler’s Cues and Signals • Handout • Toddlers Speaking Out...What are They Saying? • 22-24 Reading Making Words Live

LANGUAGE & COMMUNICATION		
Sub-Domain: Vocabulary		
Goal IT – LC 8: Child uses an increasing number of words in communication and conversation with others.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.	<ul style="list-style-type: none"> 25-30 Second Language and School Success <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Two Languages Are Better Than One 25-30 Teaching Tots To Talk <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tips For Teaching Tots To Talk 25-30 More Ways To Communicate 31-36 Moms and Dads Supporting Language Development 31-36 Following Directions and Taking Turns <p>Physical and Brain Development</p> <ul style="list-style-type: none"> 19-21 What Toddler’s Are Learning About Problem Solving 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Expanded Brain Builders 31-36 Encouraging Receptive and Expressive Language Development <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 It’s Raining All Over Me 16-18 Body Part Days 16-18 Pulling Colors 19-21 Mirror, Mirror, I’m so Tall 19-21 Jump, Jump 22-24 Who Owns This? 22-24 Doing It Play by Play 22-24 The Word For The Day 25-30 Follow My Directions Shape Game 25-30 The Bilingual Spider 25-30 Color Me a Story 25-30 Running and Stopping 25-30 Song and Dance 31-36 Following By Leading 31-36 Count It 31-36 What Happened Today?
Head Start Indicators:		
<ul style="list-style-type: none"> Shows rapid growth in number of words or signs used in conversation with others. Demonstrates a vocabulary of at least 300 words in home language. Asks questions about the meaning of new words. 		

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> • 0-3 Infants Need Face To Face Interaction • 7-9 Language Learning 7-9 Months Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 0-3 Traditional Songs • 0-3 Baby Raps and Taps • 0-3 Action-Reaction Rattles • 0-3 This Little Piggy • 0-3 Twinkle With a Bounce • 4-6 Bark, Bark...Moo, Moo • 4-6 First Dance • 7-9 It's A Band • 7-9 Talking Box Book • 7-9 Voice Lessons
8 to 18 Months	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> • 7-9 Language Learning 7-9 Months • 16-18 Learning More Words and Their Meanings • 16-18 Teaching Words Through Singing Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 It's A Band • 7-9 Talking Box Book • 7-9 Voice Lessons • 10-12 Traditional Songs For Children • 10-12 Find The Music • 13-15 Copy Cats • 16-18 A Star Is Born

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> • 16-18 Learning More Words and Their Meanings • 16-18 Teaching Words Through Singing • 19-21 Finger Rhymes • 22-24 An Explosion of Words • Handout • Language/Communication Milestones: 19-24 Months • 25-30 Teaching Tots to Talk • 31-36 Making The Most of Storytime Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 16-18 A Star Is Born • 19-21 Finger Rhymes • 22-24 The Word For The Day • 22-24 It's An Orchestra • 25-30 Tunes For Tots • 25-30 The Bilingual Spider • 25-30 Song and Dance
Head Start Indicators:		
<ul style="list-style-type: none"> • Repeats simple familiar rhymes or sings favorite songs. • Retells familiar stories using props 		

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 10: Child handles books and relates them to their stories or information.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Explores a book by touching it, patting it, or putting it in mouth.	<p><u>GGK Birth-36 Months</u></p> <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 4-6 Foundations For Language learning <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Lip Reading <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Read Now... Read Forever 7-9 Home Time <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Plates and Patterns 4-6 Picture Storybook 4-6 Touchy Feely 7-9 Talking Box Book 7-9 Read To Me
8 to 18 Months	Holds books, turns pages, looks at the pictures and uses sounds, signs, or words to identify actions or objects in a book.	<p><u>GGK Birth-36 Months</u></p> <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 10-12 Communication and Language Development For 10-12 Months 16-18 Read To Me <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Read Now... Read Forever 7-9 Home Time <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 Talking Box Book 7-9 Read To Me 10-12 Scribble Doodles 10-12 Bedtime Stories 13-15 A Book About Me 13-15 Feeling Photos

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 10: Child handles books and relates them to their stories or information.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	<p><u>GGK Birth-36 Months</u></p> <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Read To Me • 31-36 Making The Most of Storytime <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 31-36 Building Blocks for Reading and Writing • Handout • The 5 Building Blocks For Reading and Writing <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 19-21 Going To The Library • 22-24 The Word For The Day • 25-30 Color Me A Story • 31-36 This Is My Family
Head Start Indicators:		
<ul style="list-style-type: none"> • Asks to have several favorite books read over and over. • Holds book, turns pages, and pretends to read. 		

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 11: Child recognizes pictures and some symbols, signs, or words.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.	GGK Birth-36 Months Cues and Communication Subsections <ul style="list-style-type: none"> 4-6 Foundations For Language learning <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Lip Reading 7-9 Play by Play <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Broadcaster Care Shuffle Physical and Brain Development Subsections <ul style="list-style-type: none"> 7-9 Read Now... Read Forever Parent-Child Play and Learning Activities <ul style="list-style-type: none"> Getting Acquainted Tongue Twister Getting Acquainted Sight Seeing 0-3 Plates and Patterns 4-6 Picture Storybook 4-6 Touchy Feely 7-9 Talking Box Book 7-9 Read To Me
8 to 18 Months	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	GGK Birth-36 Months Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Play by Play <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Broadcaster Care Shuffle 10-12 Communication and Language Development For 10-12 Months 16-18 Read To Me 16-18 Home Time Physical and Brain Development Subsections <ul style="list-style-type: none"> 7-9 Read Now... Read Forever Play and Stimulation Subsections <ul style="list-style-type: none"> 13-15 Reading: Making Words Live Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Talking Box Book 7-9 Read To Me 10-12 Scribble Doodles 10-12 Bedtime Stories 13-15 A Book About Me 13-15 Feeling Photos

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 11: Child recognizes pictures and some symbols, signs, or words.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 16-18 Read To Me 22-24 Reading: Making Words Live 25-30 Second Language and School Success <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Two Languages Are Better Than One 31-36 Making The Most of Storytime Physical and Brain Development Subsection <ul style="list-style-type: none"> 16-18 Learning Concepts: Sorting, Matching , And Sizing 31-36 Building Blocks for Reading and Writing <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> The 5 Building Blocks For Reading and Writing Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 19-21 Going To The Library 22-24 The Word For The Day 25-30 Color Me A Story 31-36 This Is My Family
Head Start Indicators:		
<ul style="list-style-type: none"> Points to and names some letters or characters in their names. Recognizes familiar signs on a building or street. Attributes meaning to some symbols, such as a familiar logo or design. 		

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 12: Child comprehends meaning from pictures and stories.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Looks at picture books and listens to an adult talk about pictures in a book.	GGK Birth-36 Months Cues and Communication Subsections <ul style="list-style-type: none"> 4-6 Foundations For Language learning <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Lip Reading 7-9 Play by Play <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Broadcaster Care Shuffle Physical and Brain Development Subsections <ul style="list-style-type: none"> 7-9 Read Now... Read Forever Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 0-3 Plates and Patterns 4-6 Picture Storybook 4-6 Touchy Feely 7-9 Talking Box Book 7-9 Read To Me
8 to 18 Months	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	GGK Birth-36 Months Cues and Communication Subsections <ul style="list-style-type: none"> 7-9 Play by Play <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Broadcaster Care Shuffle 10-12 Communication and Language Development For 10-12 Months 16-18 Read To Me 16-18 Home Time Physical and Brain Development Subsections <ul style="list-style-type: none"> 7-9 Read Now... Read Forever Play and Stimulation Subsections <ul style="list-style-type: none"> 13-15 Reading: Making Words Live Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Talking Box Book 7-9 Read To Me 10-12 The Hunt 10-12 Pointing Fun 10-12 Scribble Doodles 10-12 Bedtime Stories 13-15 A Book About Me 13-15 Feeling Photos

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 12: Child comprehends meaning from pictures and stories.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	<p><u>GGK Birth-36 Months</u></p> <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Read To Me • 22-24 Reading: Making Words Live • 25-30 Teaching Tots to Talk • 25-30 Second Language and School Success <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Two Languages Are Better Than One • 31-36 Making The Most of Story time <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 16-18 Learning Concepts: Sorting, Matching , And Sizing • 31-36 Building Blocks for Reading and Writing <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ The 5 Building Blocks For Reading and Writing • 31-36 Encouraging Receptive and Expressive Language Development <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 19-21 Going To The Library • 22-24 The Word For The Day • 25-30 Color Me A Story • 31-36 Where, What and Why of Story telling • 31-36 Out of Sight, Not Out Of Memory • 31-36 This Is My Family
Head Start Indicators:		
<ul style="list-style-type: none"> • Uses pictures as a guide to talk about a story that has been read. • Asks or answers questions about what is happening in a book or story. • Identifies the feelings of characters in a book or story. 		

LANGUAGE & COMMUNICATION		
Sub-Domain: Emergent Literacy		
Goal IT – LC 13: Child makes marks and uses them to represent objects or actions.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Emerging	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 4-6 Foundations For Language learning <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Lip Reading Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 0-3 Plates and Patterns 4-6 Picture Storybook 7-9 Talking Box Book 7-9 Read To Me
16 to 36 Months	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 16-18 Read To Me Physical and Brain Development Subsection <ul style="list-style-type: none"> 31-36 Teaching Fine Motor Skills and Eye-Hand Coordination 31-36 Building Blocks for Reading and Writing <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> The 5 Building Blocks For Reading and Writing Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 19-21 Going To The Library 22-24 The Word For The Day 25-30 Color Me A Story 31-36 This Is My Family
Head Start Indicators:		
<ul style="list-style-type: none"> Draws pictures using scribbles and talks with others about what they have made. Draws straight lines or curved lines. Makes letter-like marks or scribbles on paper. 		

Cognition Domain

COGNITION

GGK Curriculum Components

Growing Great Families Modules

Protecting Your Children From Toxic Stress

Subsections

- Types of Stress and Their Effects
- Harmful Stress: Protecting Your Children From It
- Handout
- Types of Stress: How Children React
- What Can You Do To Reduce Your Child's Exposure to Toxic Stress
- Demo
- Bubble Brains With Stress Dots
- The Long Term Effects of Toxic Stress (Adverse Childhood Experiences)
- Parents Benefit Too From Reducing Toxic Stress

Prenatal Modules

Your Baby's Developing Brain

Subsections

- Connection Between Mom's Prenatal Health and Baby's Brain Development
- Handout
- Brain Development: The First Six Years
- Making Sense Of Your Baby's Developing Senses
- Handout
- Sensory Development

GGK Birth-36 Months

Physical and Brain Development

Subsections

- 0-3 Family Values Influence Early Brain Development
- 0-3 Infant Brain Development
- Demo
- Bubble Brains
- Handout
- The Brain What Happens Where
- Bigger Brains=Better Functioning Brains
- 0-3 Physical and Brain Development 0-3 and Tummy Time
- 0-3 Brain Daily Do Introduction
- Handout
- Brain Builder Daily Do
- 4-6 Physical and Cognitive Development Go Hand in Hand
- 7-9 Brain Cells: Use Them or Lose Them
 - Handout
 - "Use it or Lose It" Brain Facts

COGNITION

GGK Curriculum Components

- 10-12 Brains Grow With Physical Movement
- 10-12 E-Parenting Builds Essential Brain Connections
- 13-15 Learning By Doing Builds Brains
 - Handout
 - Brain Builders Daily Do
 - Concepts Under Construction
- 13-15 Supporting Physical and Brain Development
 - Handout
 - Early Brain Development: Windows of Opportunity
 - The 4 Steps to Success Daily Do
 - Steps For Making Learning Fun
- 16-18 Building A Great Brain: Parental Influences
 - Handout
 - The Brain What Happens Where
 - Bubble Brains
- 16-18 TV and Early Brain Development
- 19-21 The Body Brain Connection
- 22-24 Supporting Physical and Brain Development
 - Handout
 - Expanded Brain Builders For 2 Year Olds
 - Activity
 - Future Brains
- 22-24 Supporting Physical and Brain Development
- 22-24 Math and Problem Solving: Window Of Opportunity
- 25-30 Supporting Physical and Brain Development

Physical and Brain Development Milestone Charts

- Cognitive and Physical Milestones: 0-3 months
- Cognitive and Physical Milestones: 4-6 months
- Cognitive and Physical Milestones: 7-9 months
- Cognitive and Physical Milestones: 13-18 months
- Cognitive and Physical Milestones: 19-24 months
- Cognitive and Physical Milestones: 25-36 months

COGNITION		
Sub-Domain: EXPLORATION AND DISCOVERY		
Goal IT– C 1: Child actively explores people and objects to understand self, others, and objects.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	<p><u>Prenatal Modules</u></p> <p>Your Baby's Developing Brain</p> <p>Subsection</p> <ul style="list-style-type: none"> • Making Sense Of Your Baby's Developing Senses <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Sensory Development <p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 7-9 Driven To Explore <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Character Builders, Discovery 9-18 months <p>Cues and Communication</p> <p>Subsection</p> <ul style="list-style-type: none"> • 0-3 Infants Need Face-to Face Interaction <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 0-3 Introduction To Brain Builders <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Brain Builders Daily Do • 4-6 Brain Builders: Two More Areas of Learning <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Getting Acquainted: Tongue Twister • Getting Acquainted: Sight Seeing • 0-3 Plates and Patterns • 0-3 Action-Reaction Rattles • 0-3 Twinkle With A Bounce • 4-6 Kick Boxing • 4-6 First Dance • 4-6 Rock and Roll • 4-6 Hand It Over • 4-6 Pull, Pull, Pull • 4-6 Touchy Feely • 4-6 Picture Storybook • 7-9 It's A Band • 7-9 Pillows, Paths and Piles • 7-9 Sniff and Smell • 7-9 Lots of Lids • 7-9 Grip 3 • 7-9 Human Jungle Gym

COGNITION		
Sub-Domain: EXPLORATION AND DISCOVERY		
Goal IT– C 1: Child actively explores people and objects to understand self, others, and objects.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsection</p> <ul style="list-style-type: none"> 7-9 Driven To Explore <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders, Discovery 9-18 months 10-12 Activities To Bolster Development <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> 13-15 Learning By Doing Builds Better Brains <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 It's A Band 7-9 Pillows, Paths and Piles 7-9 Sniff and Smell 7-9 Lots of Lids 7-9 Grip 3 7-9 Human Jungle Gym 10-12 Shake It Up Bottle 10-12 Mess It Up 10-12 Tiny Bubbles 10-12 Through The Tube 10-12 The Hunt 10-12 Scribble Doodles 10-12 In and Out Around The House 10-12 In The Can 10-12 Sticky Squares 13-15 Copy Cats 13-15 Pointing and Naming 13-15 Toss 13-15 Push and Pull 13-15 Stack and Whack 16-18 Color Hunt 16-18 What's In the Sack 16-18 Wet and Wild: Water Play

COGNITION		
Sub-Domain: EXPLORATION AND DISCOVERY		
Goal IT– C 1: Child actively explores people and objects to understand self, others, and objects.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	<p><u>GGK Birth-36 Months</u></p> <p>Body Builders Subsections</p> <ul style="list-style-type: none"> 16-18 Self-Care Skills For Toddlers: Feeding, Cleaning Up, Dressing and Bathing <p>Social and Emotional Development Subsections</p> <ul style="list-style-type: none"> 25-30 Tantrums <p>Physical and Brain Development Subsection</p> <ul style="list-style-type: none"> 19-21 The Body-Brain Connection 19-21 What Toddlers Are Learning About Problem Solving 25-30 Teaching Concepts and Problem Solving <p>Play and Stimulation Subsection</p> <ul style="list-style-type: none"> 16-18 The Great Outdoors 19-21 Power of Touch and Affection 31-36 Nurturing Touch <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 Obstacle Course 16-18 Amazing Animals 19-21 Twist and Fetch 19-21 Pouring and Mixing 19-21 Dough Play 19-21 Going To The Library 19-21 Ball Basics 22-24 Where Am I? 22-24 Outdoor Art 25-30 Tell Me What Happened 25-30 Sand and Snow Sculptures 25-30 I Spy 31-36 What Happened Today? 31-36 Which One Is Different? 31-36 Growing a Garden
Head Start Indicators:		
<ul style="list-style-type: none"> Learns about characteristics of people and properties and uses of objects through the senses and active exploration. Experiments with everyday objects or materials to answer “What?”, “Why?” or “How?” questions. 		

COGNITION		
Sub-Domain: EXPLORATION AND DISCOVERY		
Goal IT– C 2: Child uses understanding of causal relationships to act on social and physical environments.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 0-3 E-Parenting Daily Do Introduction Social and Emotional Development Subsections <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond To Them Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Cues and Signals: How Your Baby Communicates 0-3 Infants Need Face-To-Face Interaction 4-6 Cues and Signals of Young Infants Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Getting in Sync With My Baby Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting In Sync Play and Learning Activities <ul style="list-style-type: none"> Getting Acquainted Tongue Twister 0-3 Action-Reaction Rattles 0-3 Peek-a-Boo I Love You 0-3 Fly Away 4-6 Pull, Pull, Pull 4-6 Hand It Over 4-6 The Great Outdoors 4-6 Touchy Feely 4-6 Free Fall 7-9 Talking Box Book 7-9 Sniff and Smell 7-9 It's A Band
8 to 18 Months	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 10-12 Teaching Warning Words Handout Warning Words: Setting Limits and Teaching Self-Regulation

COGNITION		
Sub-Domain: EXPLORATION AND DISCOVERY		
Goal IT– C 2: Child uses understanding of causal relationships to act on social and physical environments.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	Physical and Brain Development Subsections <ul style="list-style-type: none"> 10-12 Brains Grow With Physical Movement 16-18 Building A Great Brain: Parental Influences Play and Stimulation Subsection <ul style="list-style-type: none"> 10-12 Going Out With Toddlers Handout Outing Supply Checklist 10-12 Learning Problem Solving Through Play 16-18 The Great Outdoors Play and Learning Activities <ul style="list-style-type: none"> 10-12 Shake It Up Bottle 10-12 Mess It Up 10-12 Tiny Bubbles 10-12 In and Out and Around The House 10-12 Abracadabra Scarves 10-12 Hidden Treasures 10-12 Around The Town: Outings Are A Time For Learning 10-12 Sticky Squares 13-15 Stack and Whack 13-15 Taking Care of Dolly 16-18 Obstacle Course 16-18 Amazing Animals
16 to 36 Months	Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 25-30 Routines, Transitions, And School Readiness Cues and Communication Subsections <ul style="list-style-type: none"> 19-21 Finger Rhymes Physical and Brain Development Subsections <ul style="list-style-type: none"> 16-18 Building A Great Brain: Parental Influences 19-21 The Body-Brain Connection 19-21 What Toddlers Are Learning About Problem Solving 25-30 Getting Children Ready To Learn <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Getting Ready For Play and Learning

COGNITION		
Sub-Domain: EXPLORATION AND DISCOVERY		
Goal IT– C 2: Child uses understanding of causal relationships to act on social and physical environments.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	Play and Stimulation Subsections <ul style="list-style-type: none"> 16-18 Teaching Problem Solving Through Play Play and Learning Activities <ul style="list-style-type: none"> 16-18 Obstacle Course 16-18 Amazing Animals 19-21 Twist and Fetch 19-21 Pouring and Mixing 19-21 Dough Play 19-21 Going To The Library 19-21 Ball Basics 22-24 Where Am I? 22-24 Outdoor Art 25-30 Tell Me What Happened 25-30 Cutting and Pasting 25-30 Sand and Snow Sculptures 25-30 I Spy 31-36 What Happened Today? 31-36 Which One Is Different? 31-36 Growing a Garden
Head Start Indicators:		
<ul style="list-style-type: none"> Makes simple predictions about what will happen next, such as in a story or in everyday routines. Anticipates some cause and effects of own actions, such as what happens while running with a cup of water. 		

COGNITION

Sub-Domain: MEMORY

Goal IT– C 3: Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 4-6 Using Routines To Reduce Stress and Increase Stimulation 7-9 Sleep Routines Help Babies Sleep Social and Emotional Development Subsections <ul style="list-style-type: none"> 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Infant Brain Development <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> The Brain What Happens Where Bigger Brains=Better Functioning Brains 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Builders Daily Do 7-9 Read Now...Read Forever Play and Learning Activities <ul style="list-style-type: none"> Getting Acquainted: Tongue Twister 0-3 Peek-A-Boo...I Love You 4-6 Glove Puppets 4-6 Bark, Bark, Moo, Moo 4-6 Baby Giggles 7-9 It's A Band 7-9 Lots of Lids
8 to 18 Months	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 7-9 Sleep Routines Help Babies Sleep Social and Emotional Development Subsections <ul style="list-style-type: none"> 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety 13-15 Imitation: It Is Play and Learning Physical and Brain Development Subsections <ul style="list-style-type: none"> 10-12 Sleep Routines Wire Brains For Self-Regulation Play and Learning Activities <ul style="list-style-type: none"> 7-9 It's A Band 7-9 Lots of Lids 10-12 Through The Tube 10-12 Find The Music 13-15 Hide and Seek 16-18 What's In The Sack

COGNITION

Sub-Domain: EXPLORATION AND DISCOVERY

Goal IT– C 2: Child uses understanding of causal relationships to act on social and physical environments.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 31-36 Routines, Transitions and School Readiness <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Expanded Brain Builders for 2 year Olds Activity <ul style="list-style-type: none"> Future Brains 31-36 Increasing Attention Span 31-36 Developing Memory <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 What's In The Sack 19-21 Me and My Bag 19-21 Tunnels and Tubes 25-30 Make Believe Jobs 31-36 Making It Whole 31-36 Out of Sight...Not out of Memory 31-36 What Happened Today? 31-36 Hide and Buzz
Head Start Indicators:		
<ul style="list-style-type: none"> Comments about similarities or differences between new people, objects, or events, and ones that are more familiar. Tells others about what will happen next or about changes in usual routines or schedules. 		

COGNITION

Sub-Domain: MEMORY

Goal IT– C 4: Child recognizes the stability of people and objects in the environment.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 E-Parenting Daily Do Introduction • Handout • E-Parenting Daily Do <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Feelings Infants Experience and How To Respond To Them • Handout • What Feelings are Young Children (0-6 months) Capable Of? • 4-6 Men and Women Play Differently With Babies • Activity • Moms and Dads: How They Play • 4-6 Social and Emotional Development 4-6 Months • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 7-9 Driven to Explore • Handout • Character Builders Daily Do 9-18 Months: Driven To Explore <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Babies Respond To Their Family's Emotions <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Getting in sync With My Baby Introduction • Handout • Getting in Sync With My Baby <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Getting in sync With My Baby Introduction • Handout • Getting in Sync With My Baby

COGNITION

Sub-Domain: MEMORY

Goal IT– C 4: Child recognizes the stability of people and objects in the environment.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • Getting Acquainted Tongue Twister • 0-3 Traditional Songs • 0-3 Baby Charades • 0-3 Getting Rattled • 0-3 Peek-A-Boo I Love You • 0-3 Fly Away • 0-3 Twinkle With A Bounce • 4-6 Play Station • 4-6 Glove Puppets • 4-6 Hand it Over • 4-6 Touchy Feely • 4-6 Bark, Bark...Moo, Moo • 4-6 Baby Giggles • 4-6 The Great Outdoors • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Pillows, Paths and Piles • 7-9 Voice Lessons
8 to 18 Months	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	GGK Birth-36 Months Social and Emotional Subsections <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 7-9 Driven to Explore • Handout • Character Builders Daily Do 9-18 Months: Driven To Explore • 10-12 Social and Emotional Development 10-12 Months • Handout • Early Indicators of Autism • E-Parenting Daily Do • 13-15 Social and Emotional Development • 13-15 E-Parenting For Toddlers • 13-15 Imitations: It Is Play and Learning

COGNITION

Sub-Domain: MEMORY

Goal IT– C 4: Child recognizes the stability of people and objects in the environment.

Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Ditto • 7-9 It's A Band • 7-9 Read To Me • 7-9 Pillows, Paths and Piles • 7-9 Voice Lessons • 10-12 Traditional Songs For Children • 10-12 In and Out Around The House • 13-15 Reading Faces • 13-15 Copy Cats • 13-15 Pointing and Naming • 13-15 A Book About Me • 13-15 Push and Pull • 13-15 Pick Up
16 to 36 Months	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	GGK B-36 Months Cues and Communication Subsections <ul style="list-style-type: none"> • 31-36 Following Directions and Taking Turns Physical and Brain Development Subsection <ul style="list-style-type: none"> • 31-36 Increasing Attention Span Play and Stimulation <ul style="list-style-type: none"> • 22-24 Arranging Your Toddler's Day Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 19-21 Finger Rhymes • 19-21 Going To The Library • 22-24 Making Foods Fun • 22-24 It's An Orchestra • 22-24 Simon Says • 25-30 Tell Me What Happened • 25-30 Running and Stopping • 31-36 This is My Family • 31-36 I Am A Superstar • 31-36 Tick, Tock, Mr. Clock • 31-36 Following By Leading • 31-36 Making It Whole

Head Start Indicators:

- Notices who is missing from a familiar group, such as family at dinner or children in a playgroup.
- Looks in several different places for a toy that was played with a few days before.

COGNITION

Sub-Domain: MEMORY

Goal IT– C 5: Child uses memories as a foundation for more complex actions and thoughts.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	<p><u>G GK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> What Feelings are Young Children (0-6 months) Capable Of? 4-6 Men and Women Play Differently With Babies <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Moms and Dads: How They Play 4-6 Social and Emotional Development 4-6 Months 7-9 Your Social Baby <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Infant Brain Development <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> The Brain What Happens Where Bigger Brains=Better Functioning Brains 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Builders Daily Do 7-9 Read Now...Read Forever <p>Play and Learning Activities</p> <ul style="list-style-type: none"> Getting Acquainted: Tongue Twister 0-3 Peek-A-Boo...I Love You 4-6 Glove Puppets 4-6 Bark, Bark, Moo, Moo 4-6 Baby Giggles 7-9 It's A Band 7-9 Lots of Lids
8 to 18 Months	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Your Social Baby 7-9 Separation/Stranger Anxiety 7-9 Driven To Explore <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders Daily do

COGNITION

Sub-Domain: MEMORY

Goal IT– C 5: Child uses memories as a foundation for more complex actions and thoughts.

Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	<ul style="list-style-type: none"> 7-9 E-Parenting and Self-Regulation 10-12 Activities That Bolster development 13-15 Imitation: It Is Play and Learning Play and Learning Activities <ul style="list-style-type: none"> 7-9 It's A Band 7-9 Lots of Lids 10-12 Through The Tube 10-12 Find The Music 13-15 Hide and Seek 16-18 What's In The Sack
16 to 36 Months	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	GGK Birth-36 Months Social and Emotional Development Subsections <ul style="list-style-type: none"> 22-24 Reading: Making Words Live 31-36 Following Directions and Taking Turns Physical and Brain Development Subsections <ul style="list-style-type: none"> 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Expanded Brain Builders for 2 year Olds Activity <ul style="list-style-type: none"> Future Brains 31-36 Increasing Attention Span 31-36 Developing Memory Play and Learning Activities <ul style="list-style-type: none"> 16-18 What's In The Sack 19-21 Me and My Bag 19-21 Tunnels and Tubes 25-30 Make Believe Jobs 31-36 Where, What, and Why Storytelling 31-36 Making It Whole 31-36 Out of Sight...Not out of Memory 31-36 What Happened Today? 31-36 Hide and Buzz
Head Start Indicators:		
<ul style="list-style-type: none"> Recalls a similar family event when hearing a story read. Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside. Repeats simple rules about expected behavior, such as "We wash our hands before we eat." 		

COGNITION

Sub-Domain: REASONING AND PROBLEM-SOLVING

Goal IT– C 6: Child learns to use a variety of strategies in solving problems.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	<p><u>GGK Birth-36 Months</u> Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> • 0-3 Family Values Influence Early Brain Development • 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Brain Builder Daily Do <p>Play and Stimulation</p> <ul style="list-style-type: none"> • 0-3 Patterns, Opposites and The Order of Things • 4-6 Brain Builders: Two More Areas of Learning <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Getting Acquainted: Tongue Twister • Getting Acquainted: Sight Seeing • 0-3 Plates and Patterns • 0-3 Traditional Songs • 0-3 Action-Reaction Rattle • 0-3 This Little Piggy • 0-3 Twinkle With A Bounce • 4-6 Kick Boxing • 4-6 Rock and Roll • 4-6 Pull, Pull, Pull • 4-6 Baby Geometry • 4-6 The Great Outdoors • 4-6 Touchy Feely • 4-6 Picture Storybook • 7-9 It's A Band • 7-9 Pedro/Polly Puppet • 7-9 Pillow, Paths, and Piles • 7-9 Sniff and Smell • 7-9 Lots of Lids • 7-9 Human Jungle Gym
8 to 18 Months	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	<p><u>GGK Birth-36 Months</u> Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> • 13-15 Learning By Doing <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Concepts Under Construction • 16-18 Learning Concepts: Sorting, Matching and Sizing

COGNITION

Sub-Domain: REASONING AND PROBLEM-SOLVING

Goal IT– C 6: Child learns to use a variety of strategies in solving problems.

Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	<p>Play and Stimulation</p> <ul style="list-style-type: none"> • 10-12 Learning Problem Solving Through Play • 10-12 Pretend Play Teaches Self=Regulation and Cooperation • 16-18 Teaching Problem Solving Through Play • 16-18 Experiencing Concepts and Learning Words Through Play <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 It's A Band • 7-9 Pedro/Polly Puppet • 7-9 Pillow, Paths, and Piles • 7-9 Sniff and Smell • 7-9 Lots of Lids • 7-9 Human Jungle Gym • 10-12 Shake It Up Bottle • 10-12 Baby Table Skills • 10-12 Tiny Bubbles • 10-12 Through The Tube • 10-12 Post Pounder • 10-12 Traditional Songs for Children • 10-12 In and Out Around The House • 10-12 In The Can • 10-12 Abracadabra Scarves • 10-12 Hidden Treasures • 10-12 Cardboard Tunnels • 10-12 Sticky Squares • 13-15 Talking Teeth • 13-15 Pointing and Naming • 13-15 Pick Up • 13-15 Toss • 13-15 Scribble • 13-15 Push and Pull • 13-15 Hide and Seek • 13-15 Run the Bases • 13-15 Stack and Whack • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play

COGNITION

Sub-Domain: REASONING AND PROBLEM-SOLVING

Goal IT– C 6: Child learns to use a variety of strategies in solving problems.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsection</p> <ul style="list-style-type: none"> • 25-30 Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Teaching Toddlers Words, Concepts and Self-Care Skills <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Learning Concepts: Sorting, Matching and Sizing • 19-21 What Toddlers are Learning About Problem Solving • 25-30 Teaching Concepts and Problem Solving • 25-30 Music and Brain Development <p>Play and Stimulation</p> <ul style="list-style-type: none"> • 16-18 Teaching Problem Solving Through Play • 16-18 Experiencing Concepts and Learning Words Through Play • 22-24 Math and Problem Solving <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play • 19-21 Me and My Bag • 19-21 Finger Rhymes • 19-21 Twist and Fetch • 19-21 Tunnels and Tubes • 19-21 Jump, Jump • 19-21 Tag • 19-21 Pouring and Mixing

COGNITION

Sub-Domain: REASONING AND PROBLEM-SOLVING

Goal IT– C 6: Child learns to use a variety of strategies in solving problems.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	<ul style="list-style-type: none"> • 19-21 Dough Play • 19-21 Going To The Library • 19-21 Ball Basics • 22-24 The Word For The Day • 22-24 Shape Sorter • 22-24 Hatch-A-Match • 22-24 It's An Orchestra • 22-24 Simon Says • 22-24 Paper Art • 22-24 Color Search • 22-24 Outdoor Art • 25-30 Tool Time • 25-30 Running and Stopping • 25-30 Cutting and Pasting • 25-30 Song and Dance • 25-30 Sand and Snow Sculptures • 25-30 I Spy • 31-36 Tick, Tock, Mr. Clock • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Making it Whole • 31-36 Making Necklaces • 31-36 Which One Is Different? • 31-36 Growing a Garden • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 I Am A Superstar • 31-36 Count It • 31-36 Kick Bag
Head Start Indicators:		
<ul style="list-style-type: none"> • Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help. • Tries to solve the same problem in several different ways at different times. 		

COGNITION

Sub-Domain: REASONING AND PROBLEM-SOLVING

Goal IT– C 7: Child uses reasoning and planning ahead to solve problems.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	<p><u>GGK Birth-36 Months</u></p> <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Family Values Influence Early Brain Development 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Builder Daily Do <p>Play and Stimulation</p> <ul style="list-style-type: none"> 0-3 Patterns, Opposites and The Order of Things 4-6 Brain Builders: Two More Areas of Learning <p>Play and Learning Activities</p> <ul style="list-style-type: none"> Getting Acquainted: Tongue Twister Getting Acquainted: Sight Seeing 0-3 Plates and Patterns 0-3 Traditional Songs 0-3 Action-Reaction Rattle 0-3 This Little Piggy 0-3 Twinkle With A Bounce 4-6 Kick Boxing 4-6 Rock and Roll 4-6 Pull, Pull, Pull 4-6 Baby Geometry 4-6 The Great Outdoors 4-6 Touchy Feely 4-6 Picture Storybook 7-9 It's A Band 7-9 Pedro/Polly Puppet 7-9 Pillow, Paths, and Piles 7-9 Sniff and Smell 7-9 Lots of Lids 7-9 Human Jungle Gym
8 to 18 Months	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	<p><u>GGK B-36 Months</u></p> <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 13-15 Learning By Doing <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Concepts Under Construction 16-18 Learning Concepts: Sorting, Matching and Sizing

COGNITION

Sub-Domain: REASONING AND PROBLEM-SOLVING

Goal IT– C 7: Child uses reasoning and planning ahead to solve problems.

Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Play and Stimulation <ul style="list-style-type: none"> • 10-12 Learning Problem Solving Through Play • 10-12 Pretend Play Teaches Self=Regulation and Cooperation • 16-18 Teaching Problem Solving Through Play • 16-18 Experiencing Concepts and Learning Words Through Play Play and Learning Activities <ul style="list-style-type: none"> • 7-9 It's A Band • 7-9 Pedro/Polly Puppet • 7-9 Pillow, Paths, and Piles • 7-9 Sniff and Smell • 7-9 Lots of Lids • 7-9 Human Jungle Gym • 10-12 Shake It Up Bottle • 10-12 Baby Table Skills • 10-12 Tiny Bubbles • 10-12 Through The Tube • 10-12 Post Pounder • 10-12 Traditional Songs for Children • 10-12 In and Out Around The House • 10-12 In The Can • 10-12 Abracadabra Scarves • 10-12 Hidden Treasures • 10-12 Cardboard Tunnels • 10-12 Sticky Squares • 13-15 Talking Teeth • 13-15 Pointing and Naming • 13-15 Pick Up • 13-15 Toss • 13-15 Scribble • 13-15 Push and Pull • 13-15 Hide and Seek • 13-15 Run the Bases • 13-15 Stack and Whack • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play

COGNITION

Sub-Domain: REASONING AND PROBLEM-SOLVING

Goal IT– C 7: Child uses reasoning and planning ahead to solve problems.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsection</p> <ul style="list-style-type: none"> • 25-30 Teaching More Words and Self-Care Skills • Handout • Teaching Toddlers Words, Concepts and Self-Care Skills <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Learning Concepts: Sorting, Matching and Sizing • 19-21 What Toddlers are Learning About Problem Solving • 25-30 Teaching Concepts and Problem Solving • 25-30 Music and Brain Development <p>Play and Stimulation</p> <ul style="list-style-type: none"> • 16-18 Teaching Problem Solving Through Play • 16-18 Experiencing Concepts and Learning Words Through Play • 22-24 Math and Problem Solving <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play • 19-21 Me and My Bag • 19-21 Finger Rhymes • 19-21 Twist and Fetch • 19-21 Tunnels and Tubes • 19-21 Jump, Jump • 19-21 Tag

COGNITION

Sub-Domain: REASONING AND PROBLEM-SOLVING

Goal IT– C 7: Child uses reasoning and planning ahead to solve problems.

Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	<ul style="list-style-type: none"> • 19-21 Pouring and Mixing • 19-21 Dough Play • 19-21 Going To The Library • 19-21 Ball Basics • 22-24 The Word For The Day • 22-24 Shape Sorter • 22-24 Hatch-A-Match • 22-24 It's An Orchestra • 22-24 Simon Says • 22-24 Paper Art • 22-24 Color Search • 22-24 Outdoor Art • 25-30 Tool Time • 25-30 Running and Stopping • 25-30 Cutting and Pasting • 25-30 Song and Dance • 25-30 Sand and Snow Sculptures • 25-30 I Spy • 31-36 Tick, Tock, Mr. Clock • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Making it Whole • 31-36 Making Necklaces • 31-36 Which One Is Different? • 31-36 Growing a Garden • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 I Am A Superstar • 31-36 Count It • 31-36 Kick Bag
Head Start Indicators:		
<ul style="list-style-type: none"> • Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper. • Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes. 		

COGNITION

Sub-Domain: EMERGENT MATHEMATICAL THINKING

Goal IT– C 8: Child develops sense of number and quantity.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Attends to quantity in play with objects, such as reaching or looking for more than one object.	<u>GGK Birth-36 Months</u> Play and Learning Activities <ul style="list-style-type: none"> 7-9 Lots of lids
8 to 18 Months	Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone” when a plate is empty.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 16-18 Learning More Words and Their Meaning <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Language/Communication Milestones: 13-18 Play and Learning Activities <ul style="list-style-type: none"> 10-12 In The Can 16-18 Larger? Smaller?
16 to 36 Months	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 16-18 Learning More Words and Their Meaning <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Language/Communication Milestones: 13-18 19-21 Putting Words Together 22-24 An Explosion of Words <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Language/Communication Milestones 19-24 Activity <ul style="list-style-type: none"> Doing It Play-by-Play 25-30 Teaching Tots To Talk <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tips For Teaching Tots to Talk Physical and Brain Development Subsections <ul style="list-style-type: none"> Teaching Concepts and Problem Solving Play and Learning Activities <ul style="list-style-type: none"> 16-18 Larger? Smaller? 22-24 Hatch A Match 25-30 Tell Me What Happened Which One Is Different?

Head Start Indicators:

- Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order.
- Identifies “more” or “less” with a small number of items without needing to count them.
- Uses fingers to show how old they are.

COGNITION

Sub-Domain: EMERGENT MATHEMATICAL THINKING

Goal IT– C 9: Child uses spatial awareness to understand objects and their movement in space.

Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Explores or examines objects and watches objects when they move.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Using Routines To Reduce Stress and increase Stimulation • 7-9 Sleep Routines Help Babies Sleep <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Patterns, Opposites and The Order Of Things • 10-12 Sleep Routines Wire Brains For Self-Regulation <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Getting Acquainted Sight Seeing • 0-3 tongue Twister • 0-3 Fly Away • 0-3 Plates and Patterns • 4-6 Kick Boxing • 4-6 Pull, Pull, Pull • 7-9 Free Fall • 7-9 Lots of Lids
8 to 18 Months	Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Sleep Routines Help Babies Sleep <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Sleep Routines Wire Brains For Self-Regulation • 13-15 Learning Concepts: Sorting, Matching and Sizing <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Lots of Lids • 7-9 Creeping Crawlers • 7-9 Row, row, Row Your Baby • 7-9 Free Fall • 10-12 Abracadabra Scarves • 10-12 Cardboard Squares • 10-12 Sticky Squares • 13-15 Scribble • 13-15 Stack and Whack • 7-9 It's A Band • 13-15 Toss • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller?

COGNITION		
Sub-Domain: EMERGENT MATHEMATICAL THINKING		
Goal IT– C 9: Child uses spatial awareness to understand objects and their movement in space.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	<u>GGK Birth-36 Months</u> Physical and Brain Development Subsections <ul style="list-style-type: none"> • 25-30 Teaching Concepts and Problem Solving Play and Learning Activities <ul style="list-style-type: none"> • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 22-24 Shape Sorter • 31-36 Which One Is Different? • 31-36 Let's Go Fishing • 31-36 Count It
Head Start Indicators:		
<ul style="list-style-type: none"> • Does puzzles with interlocking pieces, different colors and shapes. • Understands some effects of size or weight when picking up or moving objects. 		

COGNITION		
Sub-Domain: EMERGENT MATHEMATICAL THINKING		
Goal IT– C 10: Child uses matching and sorting of objects or people to understand similar and different characteristics.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	<u>GGK Birth-36 Months</u> Physical and Brain Development Subsections <ul style="list-style-type: none"> • 4-6 Patterns, Opposites and The Order Of Things Play and Learning Activities <ul style="list-style-type: none"> • Getting Acquainted Sight Seeing • 0-3 Fly Away • 4-6 Kick Boxing • 7-9 Creeping Crawlers • 7-9 Row, row, Row Your Baby • 7-9 It's A Band
8 to 18 Months	Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> • 16-18 Learning Colors Physical and Brain Development Subsections <ul style="list-style-type: none"> • 13-15 Learning Concepts: Sorting, Matching and Sizing Play and Learning Activities <ul style="list-style-type: none"> • 7-9 Creeping Crawlers • 7-9 Row, row, Row Your Baby • 7-9 It's A Band • 7-9 Lots Of Lids • 7-9 Free Fall • 10-12 In The Can • 10-12 Abracadabra Scarves • 10-12 Cardboard Squares • 10-12 Sticky Squares • 13-15 Scribble • 13-15 Stack and Whack • 13-15 Toss • 16-18 Pulling Colors • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller?

COGNITION		
Sub-Domain: EMERGENT MATHEMATICAL THINKING		
Goal IT– C 10: Child uses matching and sorting of objects or people to understand similar and different characteristics.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	<u>GGK Birth-36 Months</u> Physical and Brain Development Subsections <ul style="list-style-type: none"> • 25-30 Teaching Concepts and Problem Solving Play and Learning Activities <ul style="list-style-type: none"> • 22-24 Shape Sorter • 22-24 Hatch-a-Match • 25-30 Color Me A Story • 31-36 Let’s Go Fishing
Head Start Indicators:		
<ul style="list-style-type: none"> • Sorts toys or other objects by color, shape or size. • Orders some objects by size. • Identifies characteristics of people, such as “Mom has black hair like me.” 		

COGNITION		
Sub-Domain: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY		
Goal IT– C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Infants Need Face-to-Face Interaction Physical and Brain Development Subsections <ul style="list-style-type: none"> 0-3 Physical and Brain Development 0-3 and Tummy Time 0-3 Brain Daily Do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Builder Daily Do 4-6 Physical and Cognitive Development Go Hand in Hand 7-9 Brain Cells: Use Them or Lose Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> “Use it or Lose It” Brain Facts Play and Stimulation Subsections <ul style="list-style-type: none"> 0-3 Best Toys For Supporting Learning 4-6 The 4 Steps To Success Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> The 4 Steps To Success Daily Do Play and Learning Activities <ul style="list-style-type: none"> Getting Acquainted: Tongue Twister Getting Acquainted: Sight Seeing 0-3 Plates and Patterns 0-3 Traditional Songs 0-3 Action-Reaction Rattle 0-3 This Little Piggy 0-3 Twinkle With A Bounce 4-6 Kick Boxing 4-6 Rock and Roll 4-6 Pull, Pull, Pull 4-6 Baby Geometry 4-6 The Great Outdoors 4-6 Touchy Feely 4-6 Picture Storybook 7-9 It’s A Band 7-9 Pedro/Polly Puppet 7-9 Pillow, Paths, and Piles 7-9 Sniff and Smell 7-9 Lots of Lids 7-9 Human Jungle Gym

COGNITION		
Sub-Domain: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY		
Goal IT– C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Imitates what other people did earlier, such as wiping up a spill or closing a door.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 13-15 Learning By Doing <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Concepts Under Construction 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builder Daily Do 9-18 Months Discovery 16-18 Self-Care Skills For toddlers, feeding, Cleaning Up, Dressing and Bathing Social and Emotional Subsections <ul style="list-style-type: none"> Imitation: It Is Play and Learning Cues and Communication Subsections <ul style="list-style-type: none"> 16-18 Teaching Words Through Singing Physical and Brain Development Subsections <ul style="list-style-type: none"> 13-15 Supporting Physical and Brain Development Handout The 4 Steps to Success Daily Do Steps For Making Learning Fun 16-18 Building A Great Brain: Parental Influences Handout The Brain What Happens Where Bubble Brains Play and Stimulation Subsections <ul style="list-style-type: none"> 10-12 Pretend Play Teaches Self-Regulation and Cooperation 16-18 Teaching Problem Solving Through Play 16-18 Experiencing Concepts and Learning Words Through Play Play and Learning Activities <ul style="list-style-type: none"> 7-9 Ditto 7-9 It's A Band 7-9 Pedro/Polly Puppet 7-9 Pillow, Paths, and Piles 7-9 Sniff and Smell 7-9 Lots of Lids 7-9 Human Jungle Gym

COGNITION		
Sub-Domain: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY		
Goal IT– C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Imitates what other people did earlier, such as wiping up a spill or closing a door.	<ul style="list-style-type: none"> • 10-12 Shake It Up Bottle • 10-12 Baby Table Skills • 10-12 Tiny Bubbles • 10-12 Through The Tube • 10-12 Post Pounder • 10-12 Traditional Songs for Children • 10-12 In and Out Around The House • 10-12 In The Can • 10-12 Abracadabra Scarves • 10-12 Hidden Treasures • 10-12 Cardboard Tunnels • 10-12 Sticky Squares • 13-15 Talking Teeth • 13-15 Pointing and Naming • 13-15 Pick Up • 13-15 Toss • 13-15 Scribble • 13-15 Push and Pull • 13-15 Hide and Seek • 13-15 Run the Bases • 13-15 Stack and Whack • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play
16 to 36 Months	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 22-24 Eating With a Fork

COGNITION		
Sub-Domain: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY		
Goal IT– C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 22-24 Eating With a Fork <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Teaching Words Through Singing • 19-21 Finger Rhymes <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Building A Great Brain: Parental Influences <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ The Brain What Happens Where ▪ Bubble Brains • 16-18 TV and Early Brain Development • 19-21 The Body Brain Connection • 19-21 What Toddlers are Learning About Problem Solving • 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> • Expanded Brain Builders For 2 Year Olds ○ Activity <ul style="list-style-type: none"> • Future Brains • 25-30 Supporting Physical and Brain Development <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play • 19-21 Me and My Bag • 19-21 Finger Rhymes

COGNITION		
Sub-Domain: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY		
Goal IT– C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	<ul style="list-style-type: none"> • 19-21 Twist and Fetch • 19-21 Tunnels and Tubes • 19-21 Jump, Jump • 19-21 Tag • 19-21 Pouring and Mixing • 19-21 Dough Play • 19-21 Going To The Library • 19-21 Ball Basics • 22-24 The Word For The Day • 22-24 Shape Sorter • 22-24 Hatch-A-Match • 22-24 It's An Orchestra • 22-24 Simon Says • 22-24 Paper Art • 22-24 Color Search • 22-24 Outdoor Art • 25-30 Tool Time • 25-30 Running and Stopping • 25-30 Cutting and Pasting • 25-30 Song and Dance • 25-30 Sand and Snow Sculptures • 25-30 I Spy • 31-36 Tick, Tock, Mr. Clock • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Making it Whole • 31-36 Making Necklaces • 31-36 Which One Is Different? • 31-36 Growing a Garden • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 I Am A Superstar • 31-36 Count It • 31-36 Kick Bag
Head Start Indicators:		
<ul style="list-style-type: none"> • Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table. • Imitates someone else's conversation, such as in pretend play or on a toy phone. 		

COGNITION		
Sub-Domain: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY		
Goal IT– C 12: Child uses objects or symbols to represent something else.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	<i>Emerging</i>	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Infants Need Face-to-Face Interaction Play and Learning Activities <ul style="list-style-type: none"> 0-3 Plates and Patterns
8 to 18 Months	Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	<u>GGK Birth-36 Months</u> Play and Stimulation Subsections <ul style="list-style-type: none"> 10-12 Pretend Play Teaches Self-Regulation and Cooperation Play and Learning Activities <ul style="list-style-type: none"> 7-9 It's A Band 7-9 Pedro/Polly Puppet 7-9 Lots of Lids 7-9 Human Jungle Gym 10-12 Shake It Up Bottle 13-15 Push and Pull 16-18 Amazing Animals 16-18 It's Raining All Over Me 16-18 Taking Care of Dolly 19-21 Tunnels ad Tubes
16 to 36 Months	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	<u>GGK Birth-36 Months</u> Play and Learning Activities <ul style="list-style-type: none"> 25-30 Color Me A Story 25-30 Make-Believe Jobs 25-30 Sand and Snow Sculptures 31-36 Where, What and Why Storytelling 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> Uses familiar objects to represent something else. Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough. Understands that some symbols have meaning, such as a sign or a drawing. 		

COGNITION		
Sub-Domain: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY		
Goal IT– C 13: Child uses pretend play to increase understanding of culture, environment, and experiences.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	<i>Emerging</i>	<u>GGK Birth-36 Months</u> Cues and Communication Subsections <ul style="list-style-type: none"> 0-3 Infants Need Face-to-Face Interaction Play and Stimulation Subsections 7-9 Culture and Play Play and Learning Activities <ul style="list-style-type: none"> 7-9 Sock Buddy/Baby 7-9 Pedro/Polly Puppet
8 to 18 Months	Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	<u>GGK Birth-36 Months</u> Physical and Brain Subsections <ul style="list-style-type: none"> Teaching Kindness Handout Teaching Toddlers to Understand And Care About the Feelings of Other Play and Stimulation Subsections <ul style="list-style-type: none"> 7-9 Culture and Play 10-12 Pretend Play Teaches Self-Regulation and Cooperation Play and Learning Activities <ul style="list-style-type: none"> 13-15 Scribble 16-18 Dolly and Edmund Have Feelings Too 16-18 Amazing Animals
16 to 36 Months	Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	<u>GGK Birth-36 Months</u> Play and Learning Activities <ul style="list-style-type: none"> 16-18 Dolly and Edmund Have Feelings Too 16-18 Amazing Animals 22-24 Paper Art 22-24 Outdoor Art 25-30 Color Me A Story 25-30 Make Believe Jobs 25-30 Sand and Snow Sculptures 25-30 Where, What, And Why Story telling 31-36 Let's Go Fishing 31-36 I Am A Superstar
Head Start Indicators:		
<ul style="list-style-type: none"> Seeks to involve others in pretend or make-believe play. Looks for props to use when telling or making up a story. Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations. 		

Perceptual, Motor, and Physical Development Domain

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

GGK Curriculum Components

Prenatal Modules

Your Baby's Developing Brain

Subsections

- The Connection Between Mom's Prenatal Health and Baby's Brain Development
 - Handout
 - Brain Development: The First 6 Years
- Making Sense of Your Baby's Developing Senses
 - Handout
 - Sensory Development

GGK Birth-36 Months:

Brain Builders Daily Do

Body Builders Daily Do

Basic Care

Subsections

- 0-3 Breastfeeding
- 0-3 For Parents Who Are Formula Feeding
- 0-3 Bathing
- 0-3 Sleeping
- 0-3 When Baby Is Sick or Needs Health Care
- 0-3 Infant Safety/Preventing Shaken Baby Syndrome
- 4-6 Feeding Your Growing Baby
 - Handout
 - Feeding and Nutrition: Facts and Fiction
- 4-6 Using Routines to Reduce Stress and Increase Stimulation
 - Handout
 - Time Managements: What's A Parent To Do?
- 7-9 Feeding and Nutrition 7-12 Months
 - Handout
 - Healthy Eating For A Lifetime Starts Now
- 7-9 Reducing the Mess and Stress of Mealtime
- 7-9 Sleep Routines Help Baby Sleep
 - Handout
 - Helping Babies Sleep
- 7-9 Changing Needs for Home Safety
 - Handout
 - Home Safety Checklist For Families with Babies 6 months and Older
- 10-12 Keeping Your Baby Healthy
 - Activity
 - Body Builder Box

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

GGK Curriculum Components

- 10-12 Smoking Revisited
 - Handout
 - Is Your Baby A Second or Third Hand Smoker?
- 10-12 Animals/Pets: Preventing Childhood illnesses and Injuries
 - Handout
 - Preventing Animal Related Illnesses
 - Dog Bites: The Why's and Prevention
- 10-12 Preventing Toddler Injuries
 - Handout
 - Accidents Waiting To Happen
- 10-12 Feeding and Nutrition 7-12 months
- 10-12 Weaning and Self-Feeding Skills
 - Handout
 - Tips For Weaning Bottles or Sippy Cups
- 13-15 Toddler Self-Help: Building Blocks For Self-Confidence and Self-Worth
- 13-15 Body Builders Daily Do
 - Handout
 - Body Builders Daily Do
- 13-15 Routine and Responsive Health Care
- 13-15 Good Nutrition For Toddlers
 - Handout
 - What Toddlers Need To Eat To Grow Healthy Brains and Bodies
 - Forbidden Foods and Favorite Finger Foods For Toddlers
- 13-15 Tooth Care
- 13-15 Safe and Healthy Environments For Toddlers
 - Handout
 - Keeping Your Little Explorer Safe
- 13-15 Exercise: Toddlers on the Move
- 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent
 - Handout
 - Character Builders 9-18 Months Daily Do
- 16-18 Self-Care Skills For Toddlers
- 16-18 Feeding
- 16-18 Cleaning Up
- 16-18 Dressing and Bathing
- 19-21 Checking in on Body Builders
- 19-21 Reducing Exposure to Chemicals

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

GGK Curriculum Components

- 22-24 Feeding Toddlers: Changing Needs and Expectations
 - Handout
 - Eating Habits of Toddlers: What To Expect
 - Tips For Two's: Encouraging Healthy Eating
 - Healthy Foods For Toddlers
 - Cleaning Fruits and Vegetables
 - Activity
 - Learning to Read Food Labels
- 22-24 Eating With A Fork
- 25-30 Growing Healthy Kids
- 25-30 Teaching More Words and Self-Care Skills
 - Handout
 - Teaching Toddlers Words, Concepts and Self-Care Skills
 - Monthly Spotlight Worksheet: Our Daily Routines
- 31-36 Making Healthier Food Choices When Eating Out
 - Handout
 - Eating Out....Making Better Choices
- 31-36 Bon Appetite
- 31-36 Preventing Food Poisoning At Home
 - Handout
 - Food Poisoning Prevention

Physical & Brain Development

Subsections

- 4-6 Head-To-Toe: Physical Development
 - Handout
 - 4-6 Handout Head-To-Toe: The Course of Development
- 4-6 Physical and Cognitive Development Go Hand in Hand
- 7-9 Brain Cells: Use Them or Lose Them
- 7-9 Making The Milestones Happen
 - Handout
 - My Child's Development Plan: 7-9 months
- 13-15 Learning By Doing Builds Brains
 - Handouts:
 - Daily Do...Brain Builders
- 13-15 Supporting Physical and Brain Development
 - Handouts:
 - Early Brain Development: Windows of Opportunity
 - Daily Do...The Steps To Success
 - Steps For Making Learning Fun

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

GGK Curriculum Components

- 22-24 Supporting Physical and Brain Development
 - Handout
 - Expanded Brain Builders for 2 Year Olds

Play & Stimulation

Subsections

- 0-3 Best Toys For Supporting Development
 - Handout
 - Toys for Supporting Development: 0-6 months
 - 7-9 Toys and Games That Support Development

Physical & Brain Development Milestone Charts

- Cognitive and Physical Milestones: 0-3 months
- Cognitive and Physical Milestones: 4-6 months
- Cognitive and Physical Milestones: 7-9 months
- Cognitive and Physical Milestones: 13-18 months
- Cognitive and Physical Milestones: 19-24 months

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: PERCEPTION		
Goal IT– PMP 1: Child uses perceptual information to understand objects, experiences, and interactions.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	<p><u>GGK Birth-36 Months</u></p> <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Builder Daily Do 4-6 Physical and Cognitive Development Go Hand-in-Hand 7-9 Brain Cells: Use Them or Lose <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> “Use it or Lose It” Brain Facts <p>Play and Stimulation</p> <ul style="list-style-type: none"> 0-3 Patterns, Opposites and The Order of Things 4-6 Brain Builders: Two More Areas of Learning <p>Play and Learning Activities</p> <ul style="list-style-type: none"> Getting Acquainted: Tongue Twister Getting Acquainted: Sight Seeing 0-3 Plates and Patterns 0-3 Traditional Songs 0-3 Action-Reaction Rattle 0-3 This Little Piggy 0-3 Twinkle With A Bounce 4-6 Kick Boxing 4-6 Rock and Roll 4-6 Pull, Pull, Pull 4-6 Baby Geometry 4-6 The Great Outdoors 4-6 Touchy Feely 4-6 Picture Storybook 7-9 It’s A Band 7-9 Pedro/Polly Puppet 7-9 Pillow, Paths, and Piles 7-9 Sniff and Smell 7-9 Lots of Lids

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: PERCEPTION		
Goal IT– PMP 1: Child uses perceptual information to understand objects, experiences, and interactions.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Brain Cells: Use Them or Lose <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> “Use it or Lose It” Brain Facts 7-9 Separation/Stranger Anxiety 13-15 Social and Emotional Development <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Social and Emotional Milestones 13-18 Months <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 13-15 Learning By Doing <ul style="list-style-type: none"> Activity <ul style="list-style-type: none"> Concepts Under Construction 16-18 Learning Concepts: Sorting, Matching and Sizing <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 10-12 Learning Problem Solving Through Play 10-12 Pretend Play Teaches Self=Regulation and Cooperation 16-18 Teaching Problem Solving Through Play 16-18 Experiencing Concepts and Learning Words Through Play <p>Play and Learning Activities</p> <ul style="list-style-type: none"> 7-9 It’s A Band 7-9 Pedro/Polly Puppet 7-9 Pillow, Paths, and Piles 7-9 Sniff and Smell 7-9 Lots of Lids 7-9 Human Jungle Gym 10-12 Shake It Up Bottle 10-12 Baby Table Skills 10-12 Tiny Bubbles 10-12 Through The Tube 10-12 Post Pounder 10-12 Traditional Songs for Children 10-12 In and Out Around The House 10-12 In The Can

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: PERCEPTION		
Goal IT– PMP 1: Child uses perceptual information to understand objects, experiences, and interactions.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	<ul style="list-style-type: none"> • 10-12 Abracadabra Scarves • 10-12 Hidden Treasures • 10-12 Cardboard Tunnels • 10-12 Sticky Squares • 13-15 Talking Teeth • 13-15 Pointing and Naming • 13-15 Pick Up • 13-15 Toss • 13-15 Scribble • 13-15 Push and Pull • 13-15 Hide and Seek • 13-15 Run the Bases • 13-15 Stack and Whack • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play
16 to 36 Months	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	<p><u>GGK Birth-36 Months</u></p> <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Learning Concepts: Sorting, Matching and Sizing • 19-21 What Toddlers are Learning About Problem Solving • 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Expanded Brain Builders • 22-24 Math and Problem Solving: Window of Opportunity • 22-24 Home Time • 25-30 Teaching Concepts and Problem Solving • 25-30 Music and Brain Development

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: PERCEPTION		
Goal IT– PMP 1: Child uses perceptual information to understand objects, experiences, and interactions.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	Play and Stimulation Subsections <ul style="list-style-type: none"> • 16-18 Teaching Problem Solving Through Play • 16-18 Experiencing Concepts and Learning Words Through Play • 22-24 Making Connections • 25-30 Brain Builders Play and Learning Activities <ul style="list-style-type: none"> • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 Color Hunt • 16-18 A Star is Born • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 16-18 Obstacle Course • 16-18 Amazing Animals • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play • 19-21 Me and My Bag • 19-21 Finger Rhymes • 19-21 Twist and Fetch • 19-21 Tunnels and Tubes • 19-21 Jump, Jump • 19-21 Tag • 19-21 Pouring and Mixing • 19-21 Dough Play • 19-21 Going To The Library • 19-21 Ball Basics • 22-24 The Word For The Day • 22-24 Shape Sorter • 22-24 Hatch-A-Match • 22-24 It's An Orchestra • 22-24 Simon Says • 22-24 Paper Art • 22-24 Color Search • 22-24 Outdoor Art

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: PERCEPTION		
Goal IT– PMP 1: Child uses perceptual information to understand objects, experiences, and interactions.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	<ul style="list-style-type: none"> • 25-30 Tool Time • 25-30 Following By Leading • 25-30 Running and Stopping • 25-30 Cutting and Pasting • 25-30 Song and Dance • 25-30 Sand and Snow Sculptures • 25-30 I Spy • 31-36 Tick, Tock, Mr. Clock • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Making it Whole • 31-36 Making Necklaces • 31-36 Which One Is Different? • 31-36 Growing a Garden • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 I Am A Superstar • 31-36 Count It • 31-36 Kick Bag
Head Start Indicators:		
<ul style="list-style-type: none"> • Combines information gained through the senses to understand objects, experiences, and interactions. • Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something. • Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: PERCEPTION		
Goal IT– PMP 2: Child uses perceptual information in directing own actions, experiences, and interactions.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Activities For Strengthening Your Baby’s Large Muscles <p>Cues & Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Infants Need Face To Face Interaction <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Physical and Brain Development 0-3 Infant Brain Development <ul style="list-style-type: none"> Demo <ul style="list-style-type: none"> Bubble Brains Handout <ul style="list-style-type: none"> The Brain What Happens Where 4-6 Physical and Cognitive Development Go Hand in Hand 7-9 Brain Cells: Use Them or Lose Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> “Use It or Lose It” Brain Facts <p>Play & Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Infant Massage <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Tummy Time 0-3 This Little Piggy 0-3 Baby Raps and Taps 4-6 Kick Boxing 4-6 First Dance 4-6 Rock and Roll 4-6 Crawl, Baby Crawl 7-9 Creeping Crawlers 7-9 Row, Row, Row, Your Baby 7-9 Free Fall 7-9 Human Jungle Gym 7-9 Pillows, Paths and Piles

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: PERCEPTION		
Goal IT– PMP 2: Child uses perceptual information in directing own actions, experiences, and interactions.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Activities For Strengthening Your Baby’s Large Muscles • 7-9 Brain Cells: Use Them or Lose Them <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ “Use It or Lose It” Brain Facts • 10-12 In The Shoe Department • 13-15 Exercise: Toddlers on The Move • 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders 9-18 Months <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Brains Grow With Physical Movement <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Brain Pathway Builders • 10-12 Walking, Walkers and Physical and Cognitive Milestones <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 The Great Outdoors <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Creeping Crawlers • 7-9 Row, Row, Row, Your Baby • 7-9 Free Fall • 7-9 Human Jungle Gym • 7-9 Pillows, Paths and Piles • 10-12 Shake It Up Bottle • 10-12 Tiny Bubbles • 10-12 Find The Music • 10-12 Cardboard Tunnels • 10-12 Around The Town • 13-15 Toss • 13-15 Push and Pull • 13-15 Run The Bases • 16-18 Obstacle Course • 16-18 Amazing Animals

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: PERCEPTION		
Goal IT– PMP 2: Child uses perceptual information in directing own actions, experiences, and interactions.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders 9-18 Months 19-21 Checking in On Body Builders 25-30 Growing Healthy Kids <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 19-21 Boning Up With Exercise 19-21 The Body-Brain Connection 25-30 Supporting Physical and Brain Development <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 31-36 Making Play Safe For Learning and Fun <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 Obstacle Course 16-18 Amazing Animals 19-21 Jump, Jump 19-21 Tag 19-21 Ball Basics 22-24 Simon Says 22-24 Outdoor Art 25-30 Color Me A Story 25-30 Cutting and Pasting 25-30 Song and Dance 25-30 Sand and Snow Sculptures 31-36 I Am A Super Star 31-36 Kick Bag 31-36 Spot The Color
Head Start Indicators:		
<ul style="list-style-type: none"> Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface. Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Activities For Strengthening Your Baby’s Large Muscles <p>Cues & Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Infants Need Face To Face Interaction <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Physical and Brain Development 0-3 Infant Brain Development <ul style="list-style-type: none"> Demo <ul style="list-style-type: none"> Bubble Brains Handout <ul style="list-style-type: none"> The Brain What Happens Where 4-6 Physical and Cognitive Development Go Hand in Hand 7-9 Brain Cells: Use Them or Lose Them <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> “Use It or Lose It” Brain Facts <p>Play & Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Infant Massage <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Tummy Time 0-3 This Little Piggy 0-3 Baby Raps and Taps 4-6 Kick Boxing 4-6 First Dance 4-6 Rock and Roll 4-6 Crawl, Baby Crawl 7-9 Creeping Crawlers 7-9 Row, Row, Row, Your Baby 7-9 Free Fall 7-9 Human Jungle Gym 7-9 Pillows, Paths and Piles

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Activities For Strengthening Your Baby’s Large Muscles • 7-9 Brain Cells: Use Them or Lose Them <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ “Use It or Lose It” Brain Facts • 10-12 In The Shoe Department • 13-15 Exercise: Toddlers on The Move • 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders 9-18 Months <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Brains Grow With Physical Movement <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Brain Pathway Builders • 10-12 Walking, Walkers and Physical and Cognitive Milestones <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 The Great Outdoors <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Creeping Crawlers • 7-9 Row, Row, Row, Your Baby • 7-9 Free Fall • 7-9 Human Jungle Gym • 7-9 Pillows, Paths and Piles • 10-12 Shake It Up Bottle • 10-12 Tiny Bubbles • 10-12 Find The Music • 10-12 Cardboard Tunnels • 10-12 Around The Town • 13-15 Toss • 13-15 Push and Pull • 13-15 Run The Bases • 16-18 Obstacle Course • 16-18 Amazing Animals

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders 9-18 Months 19-21 Checking in On Body Builders 25-30 Growing Healthy Kids <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 19-21 Boning Up With Exercise 19-21 The Body-Brain Connection 25-30 Supporting Physical and Brain Development <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 31-36 Making Play Safe For Learning and Fun <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 Obstacle Course 16-18 Amazing Animals 19-21 Jump, Jump 19-21 Tag 19-21 Ball Basics 22-24 Simon Says 22-24 Outdoor Art 25-30 Song and Dance 31-36 I Am A Super Star 31-36 Kick Bag
Head Start Indicators:		
<ul style="list-style-type: none"> Coordinates movements and actions for a purpose. Walks and runs, adjusting speed or direction depending on the situation. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 4: Child demonstrates effective and efficient use of large muscles to explore the environment.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Activities For Strengthening Your Baby’s Large Muscles <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Physical and Brain Development 0-3 Infant Brain Development <ul style="list-style-type: none"> Demo <ul style="list-style-type: none"> Bubble Brains Handout <ul style="list-style-type: none"> The Brain What Happens Where <p>Play & Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> 0-3 Infant Massage <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 0-3 Tummy Time 0-3 This Little Piggy 4-6 Kick Boxing 4-6 First Dance 4-6 Rock and Roll 4-6 Crawl, Baby Crawl 7-9 Creeping Crawlers 7-9 Row, Row, Row, Your Baby 7-9 Free Fall 7-9 Human Jungle Gym 7-9 Pillows, Paths and Piles
8 to 18 Months	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 7-9 Activities For Strengthening Your Baby’s Large Muscles 10-12 In The Shoe Department 13-15 Exercise: Toddlers on The Move 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders 9-18 Months

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 4: Child demonstrates effective and efficient use of large muscles to explore the environment.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	Physical & Brain Development Subsections <ul style="list-style-type: none"> 10-12 Brains Grow With Physical Movement <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Pathway Builders 10-12 Walking, Walkers and Physical and Cognitive Milestones Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Creeping Crawlers 7-9 Row, Row, Row, Your Baby 7-9 Free Fall 7-9 Human Jungle Gym 7-9 Pillows, Paths and Piles 10-12 Shake It Up Bottle 10-12 Tiny Bubbles 10-12 Find The Music 10-12 Cardboard Tunnels 13-15 Toss 13-15 Push and Pull 13-15 Run The Bases 16-18 Obstacle Course 16-18 Amazing Animals
16 to 36 Months	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders 9-18 Months 19-21 Checking in On Body Builders 25-30 Growing Healthy Kids

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 4: Child demonstrates effective and efficient use of large muscles to explore the environment.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	Physical & Brain Development Subsections <ul style="list-style-type: none"> 19-21 Boning Up With Exercise 19-21 The Body-Brain Connection 25-30 Supporting Physical and Brain Development Play and Stimulation Subsections <ul style="list-style-type: none"> 31-36 Making Play Safe For Learning and Fun Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 16-18 Obstacle Course 16-18 Amazing Animals 19-21 Jump, Jump 19-21 Tag 19-21 Ball Basics 22-24 Simon Says 25-30 Song and Dance 31-36 I Am A Super Star 31-36 Kick Bag
Head Start Indicators:		
<ul style="list-style-type: none"> Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running. Experiments with different ways of moving the body, such as dancing around the room. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 5: Child uses sensory information and body awareness to understand how their body relates to the environment.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Bathing • 7-9 Activities For Strengthening Your Baby’s Large Muscles <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Baby Charades <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Physical and Brain Development • 0-3 Infant Brain Development <ul style="list-style-type: none"> ○ Demo <ul style="list-style-type: none"> ▪ Bubble Brains ○ Handout <ul style="list-style-type: none"> ▪ The Brain What Happens Where <p>Play & Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Infant Massage • 4-6 Brain Builders: Two More Areas of Learning <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Tummy Time • 0-3 This Little Piggy • 4-6 Kick Boxing • 4-6 Bark, Bark, Moo, Moo • 4-6 First Dance • 4-6 Rock and Roll • 4-6 Crawl, Baby Crawl • 7-9 Creeping Crawlers • 7-9 Row, Row, Row, Your Baby • 7-9 Free Fall • 7-9 Human Jungle Gym • 7-9 Pillows, Paths and Piles

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 5: Child uses sensory information and body awareness to understand how their body relates to the environment.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Activities For Strengthening Your Baby’s Large Muscles • 10-12 In The Shoe Department • 13-15 Exercise: Toddlers on The Move • 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders 9-18 Months <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Brains Grow With Physical Movement <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Brain Pathway Builders • 10-12 Walking, Walkers and Physical and Cognitive Milestones <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Creeping Crawlers • 7-9 Row, Row, Row, Your Baby • 7-9 Free Fall • 7-9 Human Jungle Gym • 7-9 Pillows, Paths and Piles • 10-12 Shake It Up Bottle • 10-12 Tiny Bubbles • 10-12 Find The Music • 10-12 Cardboard Tunnels • 13-15 Toss • 13-15 Push and Pull • 13-15 Run The Bases • 16-18 Obstacle Course • 16-18 Amazing Animals
16 to 36 Months	Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won’t fit on a child’s body or a child’s body won’t fit on dollhouse furniture.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders 9-18 Months • 19-21 Checking in On Body Builders • 25-30 Growing Healthy Kids

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: GROSS MOTOR		
Goal IT– PMP 5: Child uses sensory information and body awareness to understand how their body relates to the environment.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	Physical & Brain Development Subsections <ul style="list-style-type: none"> 19-21 Boning Up With Exercise 19-21 The Body-Brain Connection 25-30 Supporting Physical and Brain Development Play and Stimulation Subsections <ul style="list-style-type: none"> 31-36 Making Play Safe For Learning and Fun Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 16-18 Obstacle Course 16-18 Amazing Animals 19-21 Jump, Jump 19-21 Tag 19-21 Ball Basics 22-24 Simon Says 25-30 Song and Dance 31-36 I Am A Super Star 31-36 Kick Bag
Head Start Indicators:		
<ul style="list-style-type: none"> Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book. Adjusts position of body to fit through or into small spaces. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 6: Child coordinates hand and eye movements to perform actions.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Coordinates hands and eyes when reaching for and holding stable or moving objects.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Reducing The Stress of Mealtime <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Head to Toe Physical Development • 4-6 Physical and Brain Development go Hand-in Hand • 7-9 Making Milestones Happen <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Best Toys For Supporting Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Toys To Support Development: 0-6 • 4-6 Brain Builders: Two More Areas of Learning <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Baby Raps and Taps • 0-3 Fly Away • 4-6 Kick Boxing • 4-6 Hand It Over • 4-6 Pull, Pull, Pull • 4-6 Picture Storybook • 4-6 Touchy Feely • 7-9 Free Fall • 7-9 Ditto • 7-9 Lots of Lids • 7-9 Grip 3
8 to 18 Months	Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Reducing The Stress of Mealtime <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 7-9 Social and Emotional Milestones

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 6: Child coordinates hand and eye movements to perform actions.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks, or picking up pieces of food one by one.	Cues and Communication' Subsections <ul style="list-style-type: none"> 10-12 Communication and Language Development for 10-12 Months Physical and Brain Development Subsections <ul style="list-style-type: none"> 7-9 Making Milestones Happen 10-12 Brains Grow With Physical Movement <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Pathway Builders 10-12 Walking, Walkers and Physical and Cognitive Milestones Play and Stimulation Subsections <ul style="list-style-type: none"> 10-12 Going Out With Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Around The Town: Outings Are A Time For Learning 13-15 Reading: Makes Words Live Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Free Fall 7-9 Ditto 7-9 Lots of Lids 7-9 Grip 3 10-12 Baby Table Skills 10-12 Through The Tube 10-12 Pointing Fun 10-12 The Hunt 10-12 Post Pounder 10-12 Scribble Doodles 10-12 Traditional Songs for Children 10-12 In The Can 10-12 Hidden Treasures 10-12 Sticky Squares 13-15 Pointing and Naming 13-15 Toss 13-15 Scribble 13-15 Stack and Whack 16-18 Spooning Around 16-18 Pulling Colors 16-18 What's In The Sack 16-18 Flashlight Vocabulary 16-18 It's Raining All Over Me

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 6: Child coordinates hand and eye movements to perform actions.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> 25-30 Teaching More Words and Self Care Skills <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Teaching Toddlers Words, Concepts, and Self Care Skills <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> 19-21 Finger Rhymes <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> 19-21 Physical and Brain Development 19-21 Boning Up With Physical Exercise 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Expanded Brain Builders 25-30 Supporting Physical and Brain Development 31-36 Building Blocks For Reading and Writing 31-36 Teaching Fine Motor Skills and Eye-Hand Coordination <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 16-18 Spooning Around 16-18 Pulling Colors 16-18 What's In The Sack 16-18 Flashlight Vocabulary 19-21 Finger Rhymes 19-21 Twist and Fetch 19-21 Pouring and Mixing 19-21 Dough Play 22-24 Shape Sorter 22-24 Paper Art 22-24 Outdoor Art 25-30 Color Me A Story 25-30 Cutting And Pasting 25-30 Sand and Snow Sculptures 25-30 The Bilingual Spider 31-36 Let's Go Fishing 31-36 Making It Whole 31-36 Making Necklaces

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 6: Child coordinates hand and eye movements to perform actions.		
Age Range	Developmental Progressions	GGK Curriculum Component
Head Start Indicators:		
<ul style="list-style-type: none"> • Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes. • Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 7: Child uses hands for exploration, play, and daily routines.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	<p><u>GGK Birth-36 Months</u></p> <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Head to Toe Physical Development • 4-6 Physical and Brain Development go Hand-in Hand • 7-9 Making Milestones Happen <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Brain Builders: Two More Areas of Learning <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Baby Raps and Taps • 4-6 Kick Boxing • 4-6 Hand It Over • 4-6 Pull, Pull, Pull • 4-6 Picture Storybook • 4-6 Touchy Feely • 7-9 Free Fall • 7-9 Ditto • 7-9 Lots of Lids • 7-9 Grip 3
8 to 18 Months	Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 7-9 Social and Emotional Milestones <p>Cues and Communication'</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Communication and Language Development for 10-12 Months <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Making Milestones Happen • 10-12 Brains Grow With Physical Movement <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Brain Pathway Builders • 10-12 Walking, Walkers and Physical and Cognitive Milestones

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 7: Child uses hands for exploration, play, and daily routines.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	Play and Stimulation Subsections <ul style="list-style-type: none"> 10-12 Going Out With Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Around The Town: Outings Are A Time For Learning 13-15 Reading: Makes Words Live Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Free Fall 7-9 Ditto 7-9 Lots of Lids 7-9 Grip 3 10-12 Baby Table Skills 10-12 Through The Tube 10-12 Pointing Fun 10-12 The Hunt 10-12 Post Pounder 10-12 Traditional Songs for Children 10-12 In The Can 10-12 Hidden Treasures 10-12 Sticky Squares 13-15 Pointing and Naming 13-15 Toss 13-15 Scribble 13-15 Stack and Whack 16-18 Spooning Around 16-18 Pulling Colors 16-18 What's In The Sack 16-18 Flashlight Vocabulary 16-18 It's Raining All Over Me
16 to 36 Months	Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 25-30 Teaching More Words and Self Care Skills <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Teaching Toddlers Words, Concepts, and Self Care Skills

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 7: Child uses hands for exploration, play, and daily routines.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	Cues and Communication Subsections <ul style="list-style-type: none"> • 19-21 Finger Rhymes Physical and Brain Development Subsections <ul style="list-style-type: none"> • 19-21 Physical and Brain Development • 19-21 Boning Up With Physical Exercise • 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Expanded Brain Builders • 25-30 Supporting Physical and Brain Development • 31-36 Building Blocks For Reading and Writing • 31-36 Teaching Fine Motor Skills and Eye-Hand Coordination Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 What’s In The Sack • 16-18 Flashlight Vocabulary • 19-21 Finger Rhymes • 19-21 Twist and Fetch • 19-21 Pouring and Mixing • 19-21 Dough Play • 22-24 Shape Sorter • 22-24 Paper Art • 22-24 Outdoor Art • 25-30 Color Me A Story • 25-30 Cutting And Pasting • 25-30 Sand and Snow Sculptures • 25-30 The Bilingual Spider • 31-36 Let’s Go Fishing • 31-36 Making It Whole • 31-36 Making Necklaces
Head Start Indicators:		
<ul style="list-style-type: none"> • Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self. • Coordinates use of both hands to put things together, such as connecting blocks or linking toys. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 8: Child adjusts reach and grasp to use tools.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	<u>GGK Birth-36 Months</u> Physical and Brain Development Subsections <ul style="list-style-type: none"> 4-6 Head to Toe Physical Development 4-6 Physical and Brain Development go Hand-in Hand 7-9 Making Milestones Happen Play and Stimulation Subsections <ul style="list-style-type: none"> 4-6 Brain Builders: Two More Areas of Learning Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 0-3 Baby Raps and Taps 4-6 Kick Boxing 4-6 Hand It Over 4-6 Pull, Pull, Pull 4-6 Picture Storybook 7-9 Free Fall 7-9 Ditto 7-9 Lots of Lids 7-9 Grip 3
8 to 18 Months	Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	<u>GGK Birth-36 Months</u> Physical and Brain Development Subsections <ul style="list-style-type: none"> 7-9 Making Milestones Happen 10-12 Brains Grow With Physical Movement <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Brain Pathway Builders 10-12 Walking, Walkers and Physical and Cognitive Milestones Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 7-9 Free Fall 7-9 Ditto 7-9 Lots of Lids 7-9 Grip 3 10-12 Baby Table Skills 10-12 Through The Tube 10-12 Pointing Fun 10-12 Post Pounder 10-12 Traditional Songs for Children

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 8: Child adjusts reach and grasp to use tools.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	<ul style="list-style-type: none"> • 10-12 In The Can • 10-12 Hidden Treasures • 10-12 Sticky Squares • 13-15 Pointing and Naming • 13-15 Toss • 13-15 Scribble • 13-15 Stack and Whack • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 16-18 It's Raining All Over Me
16 to 36 Months	Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	GGK Birth-36 Months Cues and Communication Subsections <ul style="list-style-type: none"> • 19-21 Finger Rhymes Physical and Brain Development Subsections <ul style="list-style-type: none"> • 19-21 Physical and Brain Development • 31-36 Building Blocks For Reading and Writing • 31-36 Teaching Fine Motor Skills and Eye-Hand Coordination Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 19-21 Finger Rhymes • 19-21 Twist and Fetch • 19-21 Pouring and Mixing • 19-21 Dough Play • 22-24 Shape Sorter • 22-24 Paper Art • 22-24 Outdoor Art • 25-30 Color Me A Story • 25-30 Cutting And Pasting • 25-30 Sand and Snow Sculptures • 25-30 The Bilingual Spider • 31-36 Let's Go Fishing • 31-36 Making It Whole • 31-36 Making Necklaces

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: FINE MOTOR		
Goal IT– PMP 8: Child adjusts reach and grasp to use tools.		
Age Range	Developmental Progressions	GGK Curriculum Component
Head Start Indicators:		
<ul style="list-style-type: none"> Adjusts grasp with ease to new tools and materials. Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads. Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: HEALTH, SAFETY, AND NUTRITION		
Goal IT– PMP 9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	<i>Emerging</i>	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 0-3 Bathing • 0-3 Sleeping • 0-3 When Baby Is Sick or Needs Health Care • 4-6 Teething and Tooth Decay • 4-6 Using Routines To Reduce Stress and Increase Stimulation • 7-9 Sleep Routines Help Baby Sleep <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Helping Babies Sleep • 7-9 Changing Needs for Home Safety <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Home Safety Checklist For Families with Babies 6 months and Older
8 to 18 Months	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 7-9 Reducing the Mess and Stress of Mealtime • 7-9 Sleep Routines Help Baby Sleep <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Helping Babies Sleep • 7-9 Changing Needs for Home Safety <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Home Safety Checklist For Families with Babies 6 months and Older • 10-12 Keeping Your Baby Healthy <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Body Builder Box • 10-12 Smoking Revisited <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Is Your Baby A Second or Third Hand Smoker? • 10-12 Animals/Pets: Preventing Childhood illnesses and Injuries <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Preventing Animal Related Illnesses ▪ Dog Bites: The Why's and Prevention

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: HEALTH, SAFETY, AND NUTRITION		
Goal IT– PMP 9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.		
Age Range	Developmental Progressions	GGK Curriculum Component
8 to 18 Months	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	<ul style="list-style-type: none"> 10-12 Preventing Toddler Injuries <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Accidents Waiting To Happen 10-12 Feeding and Nutrition 7-12 months 10-12 Weaning and Self-Feeding Skills <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Tips For Weaning Bottles or Sippy Cups 13-15 Toddler Self-Help: Building Blocks For Self-Confidence and Self-Worth 13-15 Body Builders Daily Do <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Body Builders Daily Do 13-15 Routine and Responsive Health Care 13-15 Good Nutrition For Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> What Toddlers Need To Eat To Grow Healthy Brains and Bodies Forbidden Foods and Favorite Finger Foods For Toddlers 13-15 Tooth Care 13-15 Safe and Healthy Environments For Toddlers <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Keeping Your Little Explorer Safe 13-15 Exercise: Toddlers on the Move 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders 9-18 Months Daily Do 16-18 Self-Care Skills For Toddlers 16-18 Feeding 16-18 Cleaning Up 16-18 Dressing and Bathing <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> 10-12 Baby Table Skills 13-15 Talking Teeth 13-15 Copy Cats 16-18 Taking Care Of Dolly 16-18 It's Raining All Over Me 16-18 Body Parts Day 16-18 Spooning Around

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: HEALTH, SAFETY, AND NUTRITION		
Goal IT– PMP 9: Child demonstrates healthy behaviors with increasing independence as part of everyday routines.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders 9-18 Months Daily Do 16-18 Self-Care Skills For Toddlers 16-18 Feeding 16-18 Cleaning Up 16-18 Dressing and Bathing 19-21 Checking in on Body Builders 19-21 Reducing Exposure to Chemicals 19-21 Toilet Teaching <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Facts About Toilet Teaching Toilet Teaching: What You Can Do To Prepare Your Child 22-24 Eating With A Fork 25-30 Growing Healthy Kids 25-30 Dental Care For Young Children 25-30 Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Teaching Toddlers Words, Concepts and Self-Care Skills Monthly Spotlight Worksheet: Our Daily Routines 25-30 Preparing For Toilet Teaching <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Is It Time For Toilet Teaching? Monthly Spotlight Worksheets: Our Daily Routines 31-36 Bedtime and Sleeping <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> I Want To Sleep 31-36 Routines, Transitions, And School Readiness Social and Emotional Development Subsections <ul style="list-style-type: none"> 25-30 Creating A Balance: Dependence Vs. Independence Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 16-18 Taking Care Of Dolly 25-30 Me Do It! 31-36 Tick Tock Mr. Clock
Head Start Indicators:		
<ul style="list-style-type: none"> Shows increasing independence in self-care routines with guidance from adults. Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: HEALTH, SAFETY, AND NUTRITION		
Goal IT– PMP 10: Child uses safe behaviors with support from adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	<i>Emerging</i>	<u>GGK Birth-36 Months</u> Social & Emotional Subsections <ul style="list-style-type: none"> 7-9 Driven To Explore <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders Daily Do 9-18 months, Discovery Parent-Child Play and Learning Activities 4-6 The Great Outdoors
8 to 18 Months	<i>Emerging</i>	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> 10-12 Preventing Toddler Injuries 13-15 Safe and Healthy Environments For Toddlers Social & Emotional Subsections <ul style="list-style-type: none"> 7-9 Driven To Explore <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Character Builders Daily Do 9-18 months, Discovery Cues & Communication Subsections <ul style="list-style-type: none"> 10-12 Teaching Warning Words <ul style="list-style-type: none"> Handout: <ul style="list-style-type: none"> Warning Words: Setting Limits and Teaching Self-Regulation Play & Stimulation Subsections <ul style="list-style-type: none"> 10-12 Going Out With Toddlers 16-18 Teaching Problem Solving Through Play Parent-Child Play and Learning Activities 10-12 Simon Says
16 to 36 Months	Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	<u>GGK Birth-36 Months</u> Social and Emotional Development Subsections <ul style="list-style-type: none"> Learning Respect, Limit Setting and Self-Regulation <ul style="list-style-type: none"> Handout <ul style="list-style-type: none"> Learning Respect: It Begins When They Are Toddlers 25-30 Creating A Balance: Dependence vs. Independence

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: HEALTH, SAFETY, AND NUTRITION		
Goal IT– PMP 10: Child uses safe behaviors with support from adults.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	Cues & Communication Subsections <ul style="list-style-type: none"> 31-36 Following Directions Play & Stimulation Subsections <ul style="list-style-type: none"> 16-18 Teaching Problem Solving Through Play 19-21 Power of Touch and Affection Parent-Child Play and Learning Activities <ul style="list-style-type: none"> 19-21 Going To The Library 22-24 Simon Says 25-30 Me Do It! 25-30 Running and Stopping 31-36 Following by Leading
Head Start Indicators:		
<ul style="list-style-type: none"> Cooperates with adults when in unsafe situations, such as taking an adult’s hand to cross a street or being cautious around an unfamiliar dog. Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove. 		

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: HEALTH, SAFETY, AND NUTRITION		
Goal IT– PMP 11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.		
Age Range	Developmental Progressions	GGK Curriculum Component
Birth to 9 Months	<i>Emerging</i>	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 0-3 Breastfeeding • 0-3 For Parents Who Are Formula Feeding • 4-6 Feeding Your Growing Baby <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Feeding and Nutrition: Facts and Fiction • 7-9 Feeding and Nutrition 7-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Healthy Eating For A Lifetime Starts Now ▪ 7-9 Reducing the Mess and Stress of Mealtime
8 to 18 Months	Shows interest in new foods that are offered.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 7-9 Feeding and Nutrition 7-12 Months <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Healthy Eating For A Lifetime Starts Now • 7-9 Reducing the Mess and Stress of Mealtime • 10-12 Keeping Your Baby Healthy <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Body Builder Box • 10-12 Feeding and Nutrition 7-12 months • 10-12 Weaning and Self-Feeding Skills <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Weaning Bottles or Sippy Cups • 13-15 Body Builders Daily Do <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Body Builders Daily Do • 13-15 Good Nutrition For Toddlers <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ What Toddlers Need To Eat To Grow Healthy Brains and Bodies ▪ Forbidden Foods and Favorite Finger Foods For Toddlers • 16-18 Feeding Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 10-12 Baby Table Skills • 16-18 Spooning Around

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT		
Sub-Domain: HEALTH, SAFETY, AND NUTRITION		
Goal IT– PMP 11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.		
Age Range	Developmental Progressions	GGK Curriculum Component
16 to 36 Months	Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none"> • 16-18 Feeding • 19-21 Checking in on Body Builders • 22-24 Feeding Toddlers: Changing Needs and Expectations <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Eating Habits of Toddlers: What To Expect ▪ Tips For Two's: Encouraging Healthy Eating ▪ Healthy Foods For Toddlers ▪ Cleaning Fruits and Vegetables ○ Activity <ul style="list-style-type: none"> ▪ Learning to Read Food Labels • 22-24 Eating With A Fork • 25-30 Growing Healthy Kids • 31-36 Making Healthier Food Choices When Eating Out <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Eating Out....Making Better Choices • 31-36 Bon Appetite • 31-36 Preventing Food Poisoning At Home <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Food Poisoning Prevention Parent-Child Play and Learning Activities <ul style="list-style-type: none"> • 16-18 Spooning Around • 22-24 Making Foods Fun
Head Start Indicators:		
<ul style="list-style-type: none"> • Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious. • Sometimes makes nutritious choices with support from an adult. • Communicates to adults when hungry, thirsty, or has had enough to eat. 		

