

# Alabama Standards for Early Learning and Development Correlation to Frog Street Infant



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Activity Card Domain Abbreviations – **P:** Physical; **SE:** Social Emotional; **C:** Cognitive; **L:** Language

Family and Community Engagement	
<p><b>Frog Street Infant</b> provides families with tools to encourage a strong partnership between parents/families and the caregivers/teachers. The program provides communication tools to effectively communicate with an <b>Infant Daily Report</b> and <b>Parent Letters</b> which offer tips and strategies as well as practical activities to enhance a child's development. Topics include: <b>Giving Your Baby a Smart Start</b> which focuses on Dr. Becky Bailey's <b>Conscious Discipline Brain Smart Start®</b> strategies as well as addressing all of the domains in the <i>Alabama Early Learning Standards</i>. Support is provided in the <b>Welcome to Frog Street Infant Building Strong Foundations</b> book.</p>	
Developmental Domains (by 9-12 months)	Frog Street Infant Activity Cards
Social Emotional Development	
1: Myself	
<p><b>SED1a: Self-Awareness:</b> Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.</p>	
1a1-1 Explore movement of hands, feet, body, and objects	<p><b>SE:</b> 22, 27, 31 <b>C:</b> 36 <b>L:</b> 23, 31</p>
1a1-2 Show joy or smile and coo at own image in the mirror	<p><b>P:</b> 21, 24, 32, 35, 41, 43, 44 <b>SE:</b> 22, 34, 35, 36, 37, 38, 54, 65 <b>L:</b> 22, 31, 32, 34, 41, 46, 48, 53</p>
1a1-3 Respond to name	<p><b>SE:</b> 27, 31 <b>C:</b> 37 <b>L:</b> 23, 31</p>
1a1-4 Express likes and dislikes (preferences) through vocalizations or gestures	<p><b>P:</b> 24, 32, 35, 36, 39 <b>SE:</b> 22, 23, 25, 27, 31, 32, 34, 35, 36, 37, 38, 39, 40, 64, 66 <b>C:</b> 23, 25, 26, 32, 33, 34, 35, 36, 37, 39, 43, 50, 58, 62 <b>L:</b> 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 39, 40, 42, 45, 47, 48, 53, 55, 61</p>
1a1-5 Recognize how actions affect others	<p><b>P:</b> 30, 45, 51, 59 <b>SE:</b> 21, 59 <b>C:</b> 22, 25, 27, 29, 53, 55, 56, 57, 58, 62, 64 <b>L:</b> 21, 26, 37, 65, 66</p>

<b>SED1b: Self-Esteem:</b> Children will demonstrate emerging confidence in their own abilities.	
1bl-1 Indicate needs and wants; participate as adult attends to needs	<b>P:</b> 22, 27, 35, 37, 39, 43,54, 58, 60, 61, 62, 64, 65, 66 <b>SE:</b> 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 42, 44, 47, 54, 56, 58, 62, 63, 64, 65 <b>C:</b> 21, 24, 29, 34, 35, 36, 37, 41, 43, 48, 50, 60, 62, 63 <b>L:</b> 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 42, 45, 46, 47, 48, 51, 52,53, 55, 57, 59, 60, 61, 62, 64
1bl-2 Show beginning awareness of own skills and expectation of results from an action	<b>P:</b> 33, 35, 41, 64 <b>SE:</b> 22, 30, 31, 35, 39, 44, 49, 56 <b>C:</b> 36, 46, 48, 63, 66 <b>L:</b> 22, 33, 34, 35, 38, 40, 41, 42, 45, 47, 48, 52, 53, 55, 58, 61, 66
1bl-3 Explore the environment when adult is nearby	<b>P:</b> 22, 27, 35, 37, 43 <b>SE:</b> 22, 23, 24, 29, 63 <b>C:</b> 24 <b>L:</b> 39
1bl-4 Show pleasure at accomplishments	<b>P:</b> 33, 35, 41, 64 <b>SE:</b> 22, 30, 31, 35, 39, 44, 49, 56 <b>C:</b> 36, 46, 48, 63, 66 <b>L:</b> 22, 33, 34, 35, 38, 40, 41, 42, 45, 47, 48, 52, 53, 55, 58, 61, 66
<b>2: My Feelings</b>	
<b>SED2a: Manage Feelings:</b> Children will identify, manage, and express their feelings.	
2al-1 Respond to adult's expression of feelings	<b>SE:</b> 57, 61, 63
2al-2 Express a range of emotions through body movements, crying or laughing	<b>P:</b> 22, 27, 37, 39, 43, 47, 58, 62 <b>SE:</b> 22, 24, 25, 28, 30, 31, 32, 35, 36, 39, 41, 43, 44, 45, 46, 47, 49, 51, 53, 54, 56, 57, 58, 60, 63, 64 <b>C:</b> 24, 36, 51, 52, 53, 54, 59, 65, 66 <b>L:</b> 28, 31, 32, 33, 37, 47, 50, 56, 59
2al-3 Rely on familiar adults for comfort	<b>P:</b> 24, 32, 35, 36 <b>SE:</b> 21, 22, 23, 25, 26, 30, 33, 37 <b>C:</b> 13, 15, 24, 36 <b>L:</b> 18, 27, 28, 32, 33, 37, 40
2al-4 Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions	<b>SE:</b> 22, 57, 61, 63 <b>C:</b> 36 <b>L:</b> 22, 32

	<b>Welcome to Frog Street Infant: 46</b>
<b>SED2b: Self-Regulation:</b> Children will begin to self-regulate.	
2bl-1 Self soothe to calm	<b>P:</b> 24, 32, 35, 36 <b>SE:</b> 21, 22, 23, 25, 26, 30, 33, 37 <b>C:</b> 24, 36 <b>L:</b> 27, 28, 32, 33, 37, 40
2bl-2 Regulate reaction to stressors by looking away or seeking adult attention	<b>SE:</b> 23, 25, 46
2bl-3 Exhibit behaviors to obtain adult help to solve a problem	<b>SE:</b> 37, 44 <b>C:</b> 21, 22, 24, 29, 42, 49, 51, 52, 55 <b>L:</b> 25, 42, 47 <b>Welcome to Frog Street Infant: 44, 45, 46</b>
<b>3: My Relationships</b>	
<b>SED3a: Relationships with Adults:</b> Children will form relationships and interact positively with adults who consistently respond to their needs.	
3al-1 Show secure attachment or seek to be near familiar adult	<b>P:</b> 24, 43, 65 <b>SE:</b> 22, 30, 31, 39, 44, 47, 56, 59, 63 <b>C:</b> 46, 61, 62, 63 <b>Welcome to Frog Street Infant: 44, 45, 46</b>
3al-2 Communicate needs to familiar adults through vocalizations and gestures	<b>P:</b> 24, 31, 35, 37, 39 <b>SE:</b> 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40 <b>C:</b> 21, 24, 29, 35, 36, 37, 43 <b>L:</b> 22, 23, 24, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 45, 47, 51, 59, 60
3al-3 Initiate simple back and forth play with adult	<b>P:</b> 22, 24, 27, 35, 37, 39 <b>SE:</b> 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 36, 38, 39, 40, 64, 66 <b>C:</b> 24, 34, 36, 43, 50, 58, 62 <b>L:</b> 22, 23, 28, 32, 33, 37, 40, 42, 45, 47, 48, 53, 55, 61
<b>SED3b: Relationships with Peers:</b> Children will develop ways to interact and build relationships with peers.	
3bl-1 Show interest in other children, and notice their actions or faces	<b>P:</b> 28, 33, 36, 39, 40, 47, 58, 62 <b>SE:</b> 22, 23, 27, 28, 29, 30, 33, 36, 41, 42, 43, 45, 48, 50, 52, 53, 54, 57, 60, 61, 62 <b>C:</b> 23, 24, 26, 29, 32 <b>L:</b> 24, 26, 31

3bl-2 Imitate the sounds and actions of others	<b>P:</b> 27, 29, 35, 39, 48, 50, 60, 64 <b>SE:</b> 42, 44, 54, 56 <b>C:</b> 34, 35, 40, 61 <b>L:</b> 22, 27, 31, 34, 35, 42, 51, 53, 61
<b>Social Studies</b>	
<b>1: Social Systems</b>	
<b>SST1a: Family Structure:</b> Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.	
1al-1 Respond to immediate family/adults	<b>P:</b> 62 <b>SE:</b> 31, 56 <b>C:</b> 26, 36 <b>L:</b> 22, 31, 44, 51, 57, 59, 66
1al-2 Show affection for familiar adults and children	<b>P:</b> 39 <b>SE:</b> 22, 26, 30, 31, 44 <b>C:</b> 24, 36 <b>L:</b> 28, 31, 32, 33, 37, 47, 48, 62
<b>SST1b: Community Belonging:</b> Children will build a sense of belonging to a group and follow its rules.	
1bl-1 Seek comfort from familiar adult	<b>P:</b> 24, 43, 65 <b>SE:</b> 22, 23, 25, 26, 29, 30, 31, 37, 39, 44, 47, 56, 59, 63 <b>C:</b> 46, 61, 62, 63
1bl-2 Show anticipation of daily events	<b>P:</b> 24, 45, 52 <b>SE:</b> 22, 25, 43, 47, 49, 55, 58, 66 <b>C:</b> 61 <b>L:</b> 51, 54, 59
<b>SST1c: Diversity and Culture:</b> Children will show understanding of how people and customs are alike and different.	
1cl-1 Show enjoyment when adult names or plays games like "peekaboo" or "This Little Piggy"	<b>P:</b> 41, 43, 46, 47, 53, 60, 61, 62, 65, 66 <b>SE:</b> 22, 24, 33, 41, 42, 43, 44, 45, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60 <b>C:</b> 21, 25, 26, 27, 28, 29, 30, 32, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 52, 54, 62, 63, 64 <b>L:</b> 24, 25, 26, 28, 29, 31, 37, 38, 39, 40, 41, 43, 52, 61, 64, 66
1cl-2 Show interest in other's differences in appearance	<b>Welcome to Frog Street Infant: 39</b>
1cl-3 Explore culturally diverse music and books with adult support	<b>P:</b> 35, 36 <b>SE:</b> 33, 40, 62, 64, 66 <b>C:</b> 34, 35, 37, 50, 58, 62

	L: 27, 34, 35, 42, 45, 47, 51, 57
<b>2: Social Studies Concepts</b>	
<b>SST2a: Economics:</b> Children will understand about supply and demand, why people work, money, and community helpers.	
2a1-1 Depend on others to meet needs	<i>In Frog Street Infant, familiar people who perform key jobs in the community are identified by the teacher/caregiver through daily routines and teachable moments.</i>
2a1-2 Explore costumes and props that represent community helpers	
<b>SST2b: Geography:</b> Children will identify basic concepts of location and features in the community.	
2b1-1 Explore surroundings and materials in the environment	<b>P:</b> 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 63, 64, 65, 66 <b>SE:</b> 24, 28, 30, 31, 33, 37 <b>C:</b> 21, 23, 25, 27, 29, 30, 32, 39, 41, 45, 48, 54, 56 <b>L:</b> 35, 37, 53, 55, 56
<b>SST2c: History:</b> Children will demonstrate an understanding of events and people from the past and present.	
2c1-1 Show anticipation for routine activities	<b>P:</b> 24, 45, 52 <b>SE:</b> 22, 25, 43, 47, 49, 55, 58, 66 <b>C:</b> 61 <b>L:</b> 51, 54, 59
2c1-2 Demonstrate beginning understanding of object permanence	<b>P:</b> 24, 35, 36, 38, 39, 41, 45, 48, 52, 54, 62, 65, 66 <b>SE:</b> 22, 23, 24, 25, 26, 28, 31, 35, 42, 48, 49, 51, 55, 56, 58, 60, 62, 63, 66 <b>C:</b> 22, 26, 36, 48, 63 <b>L:</b> 21, 22, 27, 29, 33, 34, 35, 38, 42, 45, 47, 48, 50, 52, 53, 55, 58, 59, 61, 64, 66
<b>Approaches to Play and Learning</b>	
<b>1: Play</b>	
<b>APL1a: Imaginative Play:</b> Children will use their imaginations to learn about the world around them.	
1a1-1 Use a familiar object for a different purpose or in a different way	<b>P:</b> 39, 41, 42, 45, 51, 60, 66 <b>SE:</b> 61 <b>C:</b> 34, 47, 48, 53, 57, 61, 62 <b>L:</b> 47, 48, 53, 57, 61, 62
1a1-2 Imitate observed actions	<b>P:</b> 42, 43, 47, 49, 50, 53, 56, 58, 62, 63, 65 <b>SE:</b> 41, 42, 45, 46, 48, 49, 52, 53, 54, 60, 61, 62 <b>C:</b> 44, 65 <b>L:</b> 44, 50

<b>APL1b: Collaborative Play:</b> Children will learn to work and play together to achieve a common goal.	
1bl-1 Observe and seek to be near another baby or child	<b>SE:</b> 34, 41, 42, 43, 45, 48, 50, 52, 53, 54, 57, 60, 61, 62
1bl-2 Engage in simple turn-taking	<b>L:</b> 22, 31, 32, 44 <b>P:</b> 21, 47, 58, 62 <b>C:</b> 26, 36, 37, 46, 65, 66 <b>SE:</b> 22, 31, 35, 42, 44, 48, 49, 50
1bl-3 Engage in imitative play actions with adults	<b>P:</b> 25, 29, 30, 34, 39, 41, 42, 45, 51, 60, 66 <b>SE:</b> 61 <b>C:</b> 21, 29, 34, 47, 48, 53, 57, 61, 62 <b>L:</b> 21, 24, 47, 48, 53, 57, 61, 62
<b>2: Constructing, Organizing, and Applying Knowledge</b>	
<b>APL2a: Persistence, Engagement, and Attention:</b> Children will develop the ability to focus their attention and concentrate to complete tasks.	
2al-1 Focus attention on people or objects nearby	<b>P:</b> 36, 38 <b>SE:</b> 32, 33, 39 <b>C:</b> 33 <b>L:</b> 25, 26, 29, 30, 36, 38, 40
2al-2 Deliberately try to make things happen	<b>C:</b> 21, 22, 25, 27, 42, 49, 50, 51, 52, 55, 64  <b>Welcome to Frog Street Infant: 15</b>
2al-3 Attend to different sights, sounds or people in the environment	<b>P:</b> 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 40, 42, 43, 44, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 63, 64, 65, 66 <b>SE:</b> 21, 22, 23, 25, 26, 29, 30, 31, 33, 37 <b>C:</b> 23, 25, 29, 30, 32, 39, 41, 45, 48, 54, 56 <b>L:</b> 35, 37, 53, 55, 56
2al-4 Repeat action multiple times for enjoyment	<b>P:</b> 21, 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 42, 43, 44, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 63, 64, 65, 66 <b>SE:</b> 21, 22, 23, 25, 26, 29, 30, 31, 33, 34, 37 <b>C:</b> 21, 23, 24, 25, 26, 27, 29, 30, 32, 33, 36, 39, 40, 41, 45, 48, 54, 56 <b>L:</b> 21, 28, 32, 33, 34, 35, 37, 53, 55, 56
<b>APL2b: Task Analysis:</b> Children will identify the steps needed to achieve a goal.	
2bal-1 Demonstrate familiarity with routines, objects, and materials	<b>P:</b> 45, 52 <b>SE:</b> 22, 30, 31, 39, 44, 49, 55, 56, 58, 66 <b>L:</b> 51

<b>APL2c: Reasoning and Problem Solving:</b> Children will identify and develop strategies for solving simple problems.	
2cl-1 Notice effect of own actions when interacting with a variety of objects and people	<b>P:</b> 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 40, 42, 43, 44, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 63, 64, 65, 66 <b>SE:</b> 21, 22, 23, 25, 26, 29, 30, 31, 33, 37 <b>C:</b> 23, 25, 29, 30, 32, 39, 41, 45, 48, 54, 56 <b>L:</b> 35, 37, 53, 55, 56
2cl-2 Use an object in more than one way	<b>P:</b> 50, 51 <b>SE:</b> 61, 63, 64, 65 <b>C:</b> 29, 49, 56, 61, 66 <b>L:</b> 57
2cl-3 Purposely complete actions to make something happen	<b>P:</b> 36, 38 <b>SE:</b> 32, 33, 39 <b>C:</b> 33 <b>L:</b> 25, 26, 29, 31, 37, 38, 40
2cl-4 Use an object, action, or adult to accomplish tasks, such as pulling blanket to reach a toy or pushing a button to hear a sound.	<b>P:</b> 21, 22, 23, 25, 30, 34, 40, 42 <b>SE:</b> 36 <b>C:</b> 27, 29, 31, 61, 64
<b>3: Wonderment and Investigation</b>	
<b>APL3a: Curiosity, Invention, and Initiative:</b> Children will show eagerness, imagination, and creativity as they try new tasks.	
3al-1 Show interest and excitement while exploring new experiences in familiar settings	<b>P:</b> 21, 27, 31, 33, 34, 45, 49, 51, 59 <b>SE:</b> 59 <b>C:</b> 21, 23, 25, 26, 27, 29, 30, 32, 33, 39, 40, 41, 44, 46, 48, 53, 55, 56, 57, 58, 62, 64 <b>L:</b> 21, 33, 65, 66
3al-1 Explore materials by using their senses	<b>P:</b> 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 63, 64, 65, 66 <b>SE:</b> 24, 28, 30, 31, 33, 37 <b>C:</b> 21, 23, 25, 27, 29, 30, 32, 39, 41, 45, 48, 54, 56 <b>L:</b> 35, 37, 53, 55, 56
3al-1 Reach for the same objects or toys repeatedly	<i>As part of children's natural response to their environment, objects and toys are used repeatedly throughout the <b>Frog Street Infant</b> curriculum. This familiarity leads them to explore new ways to use items in their own environment.</i>
3al-1 Try a new action with a familiar object	<b>P:</b> 45, 49, 51, 59



	<p><b>C:</b> 53, 55-58, 62, 64  <b>SE:</b> 59  <b>L:</b> 65, 66</p>
<p><b>APL3b: Risk-Taking and Flexibility:</b> Children will demonstrate a willingness to take risks and try new things.</p>	
3bl-1 Look to adults for reassurance when trying new things	<p><b>P:</b> 41, 42, 45, 59, 51, 53, 59  <b>SE:</b> 56, 58, 61  <b>C:</b> 41, 42, 43, 44, 45, 46, 48, 53, 55, 56, 57, 62, 63, 64  <b>L:</b> 41, 45, 46, 58, 66</p> <p><b>Welcome to Frog Street Infant:</b> 43, 46</p>
3bl-2 Notice changes in the environment	<p><b>P:</b> 42, 43, 44, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 63, 64, 65, 66  <b>C:</b> 41, 45, 48, 54, 56  <b>L:</b> 53, 55, 56</p>
3bl-3 Try to do things that are hard (such as crawl or walk) looking to adults for reassurance	<p><b>P:</b> 60  <b>SE:</b> 22, 33  <b>C:</b> 21, 22, 27, 28  <b>L:</b> 39, 47</p>
3bl-4 Seek to discover where something was and where it might be (object permanence)	<p><b>P:</b> 24, 35, 36, 38, 39, 41 45, 48, 52, 54, 62, 65, 66  <b>SE:</b> 22, 23, 24, 25, 26, 28, 31, 35, 42, 48, 49, 51, 55, 56, 58, 60, 62, 63, 66  <b>C:</b> 22, 26, 36, 48, 63  <b>L:</b> 21, 22, 27, 29, 33, 34, 35, 38, 42, 45, 47, 48, 50, 52, 53, 55, 58, 59, 61, 64, 66</p>

<b>Science Exploration and Knowledge</b>	
<b>1: Science Concepts</b>	
<b>SEK1a: Scientific Inquiry:</b> Children will gain knowledge through exploration and discovery.	
1a1-1 Uses senses to explore objects	<b>P:</b> 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 63, 64, 65, 66 <b>SE:</b> 24, 28, 30, 31, 33, 37 <b>C:</b> 21, 23, 25, 27, 29, 30, 32, 39, 41, 45, 48, 54, 56 <b>L:</b> 35, 37, 53, 55, 56
1a1-2 Show interest in a variety of objects, materials and activities	<b>P:</b> 47, 58, 62 <b>SE:</b> 34, 36, 41, 42, 43, 45, 46, 48, 49, 50, 53, 54, 57, 60, 61, 62, 63, 64 <b>C:</b> 61 <b>L:</b> 62, 64
1a1-3 Handle and manipulate objects to learn about them	<b>P:</b> 21, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 37, 39 <b>SE:</b> 22, 23, 28, 31, 32, 34, 35, 36, 39 <b>C:</b> 23, 24, 27, 28, 30, 32, 36, 37, 39 <b>L:</b> 22, 24, 28, 31, 32, 33, 39
1a1-4 Repeat action to learn about its impact	<b>P:</b> 31, 55 <b>C:</b> 21, 22, 25, 27, 28, 29, 36, 42, 47, 49, 50, 51, 52, 55, 59, 64 <b>L:</b> 42, 47, 58  <b>Welcome to Frog Street Infant: 15</b>
<b>SEK1b: Biological Science:</b> Children will differentiate between living and non-living things and their characteristics.	
1b1-1 Show interest and curiosity in the world	<b>P:</b> 36, 46, 56 <b>SE:</b> 38 <b>C:</b> 29, 30, 32, 37, 41, 44, 52, 57, 60 <b>L:</b> 26
1b1-2 Indicate basic needs through crying	<b>SE:</b> 31, 32, 33, 34, 35, 36, 37, 38, 40 <b>C:</b> 21, 24, 35, 36, 37 <b>L:</b> 22, 23, 24, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39
1b1-3 Explore and discover different body parts	<b>P:</b> 21, 24, 31 <b>SE:</b> 22, 24, 30, 34, 35, 36 <b>C:</b> 24, 27, 28, 29, 36, 40 <b>L:</b> 22, 29, 31

1bl-4 Respond to characteristics of living things	<b>C:</b> 40 <b>L:</b> 29, 30, 36, 38, 41, 43, 46
<b>SEK1c: Physical Science:</b> Children will demonstrate emerging understanding of matter and energy.	
1cl-1 Explore and discover the motion of objects	<b>P:</b> 32 <b>C:</b> 22, 28, 34, 42, 55
1cl-2 Handle objects to learn about their characteristics or properties	<b>P:</b> 21, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 37, 39 <b>SE:</b> 22, 23, 28, 31, 32, 34, 35, 36, 39 <b>C:</b> 23, 24, 27, 28, 30, 32, 36, 37, 39 <b>L:</b> 22, 24, 28, 31, 32, 33, 39
<b>SEK1d: Earth and Space Science:</b> Children will demonstrate emerging understanding of the earth and atmosphere.	
1dl-1 Explore textures and sounds found in nature	<b>C:</b> 21, 23, 25, 27, 29, 30, 32, 33, 37, 39, 40, 41, 42, 44, 46, 51, 52, 53, 55, 59, 60, 64 <b>L:</b> 31
1dl-2 Enjoy water play	<i>Children have opportunities to explore solids and liquids, including water in Frog Street Infant.</i>  <b>P:</b> 22, 44, 45, 60 <b>SE:</b> 55 <b>C:</b> 21, 22, 25, 27, 42, 49, 50, 51, 52, 55, 64  <b>Welcome to Frog Street Infant: 15</b>
1dl-3 Show interest in the earth and sky	<b>L:</b> 43, 53  <b>Welcome to Frog Street Infant: 49</b>
1dl-4 Respond to changes in the temperature (weather)	<b>P:</b> 56 <b>C:</b> 44, 52, 57 <b>L:</b> 42, 44, 53
<b>SEK1e: Environment and Ecology:</b> Children will demonstrate emerging understanding of their impact on taking care of the world.	
1el-1 Demonstrate joy in being outside	<b>P:</b> 36, 46, 56 <b>SE:</b> 38 <b>C:</b> 29, 30, 32, 37, 41, 44, 52, 57, 60 <b>L:</b> 26
<b>2: Technology</b>	
<b>SEK2a: Use of Tools:</b> Children will use simple and more complex tools to accomplish a task.	
2al-1 Manipulate toys, often with a purpose	<b>P:</b> 47, 48, 63, 65 <b>SE:</b> 52, 66

	<p><b>C:</b> 42  <b>L:</b> 42, 47, 48, 53, 55, 57, 60, 61, 62, 64</p> <p><b>Welcome to Frog Street Infant:</b> 43, 46</p>
<p><b>SEK2b: Media Literacy:</b> Children will demonstrate an understanding of the types of information they are receiving through media.</p>	
<p><i>Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged.</i></p>	
<p><b>SEK2c: Digital Citizenship:</b> Children will demonstrate safe use of technology.</p>	
<p><i>Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged.</i></p>	
<p><b>SEK2d: Computational Thinking:</b> The child will use emerging technological skills, concepts, and behaviors to solve problems or complete projects.</p>	
<p><i>Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged.</i></p>	
<p><b>3: Engineering Processes</b></p>	
<p><b>SEK3: Engineering Processes:</b> Children will use emerging understanding of design processes for problem solving.</p>	
<p>3I-1 Explore toys that move</p>	<p><b>P:</b> 21, 24, 26, 28, 32, 34, 35, 37, 38, 39, 40  <b>SE:</b> 23, 24, 29, 35, 36, 40  <b>C:</b> 26, 38, 39  <b>L:</b> 22, 31, 32, 34, 35</p>
<p>3I-1 Stack objects</p>	<p><b>C:</b> 19, 23</p>
<p><b>Mathematical Thinking</b></p>	
<p><b>1: Numbers and Quantity</b></p>	
<p><b>MAT1a: Number Relationships:</b> Children will understand the concept of numbers, and the relationships between numbers and quantities.</p>	
<p>1aI-1 Ask for “more” through gestures or respond to adults’ questions about wanting more</p>	<p><b>P:</b> 35, 36, 38, 39, 41, 48, 53, 54, 64  <b>SE:</b> 23, 27, 32, 33, 34, 35, 36, 39, 40, 41, 48, 54, 64, 65, 66  <b>C:</b> 35, 41, 50, 58, 62, 63  <b>L:</b> 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 41, 42, 43, 45, 46, 47, 48, 49, 51, 52, 57, 58, 59, 61, 62, 65, 66</p>

1a1-2 Give an adult two or more objects when asked for them by name	<b>C:</b> 34, 35, 37, 42, 47, 50, 58, 62 <b>L:</b> 21
1a1-3 Line up objects in one hand with another object in another hand	
<b>MAT1b: Counting and Number Sense:</b> Children will connect number names to quantities.	
1b1-1 Show interest in adult's counting movements and songs	<b>C:</b> 34, 35
<b>2: Algebraic Thinking</b>	
<b>MAT2a: Operations:</b> Children will develop an understanding of putting together, adding to, taking apart, and taking from.	
2a1-1 Hold one object and reach for another at the same time	<i>Children are encouraged to use hands to manipulate objects such as reaching for another object while holding another.</i>  <b>P:</b> 1, 8, 13, 14, 15, 17, 19, 22, 23, 29, 30, 31, 33, 34, 36, 39, 42, 43, 44, 45, 47, 48, 49, 51, 52, 53, 56, 60, 61, 66 <b>SE:</b> 2, 5, 8, 17, 34, 35, 36, 39, 47, 50, 54, 55, 61, 64, 65 <b>C:</b> 1, 4, 7, 9, 14, 19, 21, 23, 25, 27, 34, 39, 40, 44, 47, 49, 53, 56, 57, 60, 62 <b>L:</b> 13, 22, 25, 29, 30, 31, 35, 36, 38, 40, 41, 42, 48, 54, 55, 56, 57, 58, 59, 60
<b>MAT2b: Sets:</b> Children will classify and organize objects according to properties and attributes.	
2b1-1 Explore the characteristics of objects	<b>P:</b> 22, 23, 27, 29, 30, 31, 33, 34, 35, 36, 39 <b>C:</b> 27, 33, 35, 37, 38, 40, 58, 62 <b>L:</b> 37
2b1-2 Identify likes and dislikes in foods, sounds, and toys	<b>P:</b> 24, 31, 37, 39 <b>SE:</b> 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40 <b>C:</b> 21, 24, 35, 36, 37 <b>L:</b> 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
2b1-3 Touch and explore objects of different sizes and textures	<b>P:</b> 31, 36 <b>C:</b> 24, 27, 28, 29, 36, 40, 42, 47, 50, 64 <b>L:</b> 29, 30, 31, 36, 38, 41, 42, 43, 46, 50, 64
<b>MAT2c: Patterns:</b> Children will recognize simple patterns in daily life and play experiences.	
2b1-1 Respond with regularity to a daily routine	<b>P:</b> 21, 23, 24, 27, 30, 31, 33, 34, 35, 36, 37, 39, 40, 42, 44, 45, 52, 53 <b>SE:</b> 22, 24, 25, 26, 27, 28, 29, 30, 31, 39, 44, 55, 56, 58, 61, 63, 66

	<b>C:</b> 21, 22, 23, 24, 25, 26, 27, 30, 33, 36, 30, 40, 46, 63 <b>L:</b> 21, 22, 25, 27, 28, 29, 31, 32, 33, 34, 35, 37, 38, 40, 51
2bl-2 Explore objects with different characteristics	<b>P:</b> 31, 36 <b>C:</b> 24, 27, 28, 29, 36, 40, 42, 47, 50, 64 <b>L:</b> 29, 30, 31, 36, 38, 41, 42, 43, 46, 50, 64
<b>3: Spatial Reasoning and Geometry</b>	
<b>MAT3a: Spatial Reasoning:</b> Children will explore and describe the spatial relationships between objects, their environment, and themselves.	
3al-1 Watch how objects move	<b>P:</b> 26, 33, 38, 39, 40, 46, 56, 59, 62 <b>C:</b> 38, 55
3al-2 Explore how to make objects move or fit together	<b>P:</b> 21, 24, 26, 28, 29, 30, 32, 34, 35, 37, 38, 39, 40, 42, 43, 44, 46, 47, 48, 50, 52, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65 <b>SE:</b> 23, 24, 29, 35, 36, 40, 42, 46, 53, 64, 66 <b>C:</b> 23, 24, 26, 27, 31, 37, 38, 39, 47, 51, 55, 60, 62, 66 <b>L:</b> 22, 31, 32, 34, 35, 53, 55
3al-3 Explore space with body by rolling, crawling or climbing	<b>P:</b> 22, 23, 24, 27, 32, 35, 36, 37, 38, 42, 49, 50, 52, 54, 55, 56, 57, 58, 59, 60, 63, 66 <b>SE:</b> 24, 28, 30, 31, 53 <b>C:</b> 21, 23, 27, 29, 30, 32 <b>L:</b> 53, 56
<b>MAT3b: Shapes:</b> Children will explore, visualize, and analyze shapes and shape attributes.	
3bl-1 Explore objects of different 2-dimensional (2D) and 3-dimensional (3D) shapes	<b>C:</b> 27, 33, 38, 43, 45, 48, 54, 56, 59 <b>L:</b> 37
<b>4: Measurement and Data Analysis</b>	
<b>MAT4a: Measurement and Time:</b> Children will explore and communicate about distance, weight, length, height, and time.	
4al-1 Engage with adult in measurement games	<b>C:</b> 33, 35, 37, 40, 58, 62
4al-2 Play with toys of various shapes and sizes	<b>C:</b> 21, 23, 27, 29, 30, 33, 34, 35, 37, 39, 40, 43, 45, 46, 54, 58, 62 <b>L:</b> 26
<b>MAT4b: Logical Thinking, Reasoning, and Data Analysis:</b> Child uses logical thinking and reasoning to solve meaningful problems and inform decisions.	
4bl-1 Explore objects in the natural world to observe reaction	<b>P:</b> 24, 32, 35, 37 <b>SE:</b> 23, 25, 26, 27, 28 <b>C:</b> 24, 26, 36 <b>L:</b> 22, 32

4bl-2 Seek objects that have disappeared or are out of reach	<b>C:</b> 34, 35, 37, 42, 47, 58, 62 <b>L:</b> 21
<b>Language and Literacy</b>	
<b>1: Oral Language</b>	
<b>SST2c: History:</b> Children will demonstrate an understanding of events and people from the past and present.	
1al-1 Respond to facial expressions and tones of voice	<b>P:</b> 24, 32, 35, 37 <b>SE:</b> 23, 25, 26, 27, 28 <b>C:</b> 24, 26, 36 <b>L:</b> 22, 32
1al-2 Recognize the spoken name of familiar objects	<b>P:</b> 24, 35, 53 <b>SE:</b> 27, 33, 39, 42, 44, 48, 51, 63 <b>C:</b> 23, 34, 35, 37, 63 <b>L:</b> 22, 23, 27, 28, 31, 38, 40, 41, 52, 58
1al-3 Turn head in response to hearing name called	<b>SE:</b> 27, 31 <b>C:</b> 37 <b>L:</b> 23, 31
<b>LLT1b: Expressive Language:</b> Children will use words and gestures to express their thoughts, feelings and needs to others.	
1bl-1 Coo/gurgle/babble/use jargon in vocal play	<b>SE:</b> 31, 32, 33, 34, 35, 36, 37, 38, 40 <b>C:</b> 21, 24, 35, 36, 37 <b>L:</b> 22, 23, 24, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39
1bl-2 Communicate needs and feelings through non-verbal actions or basic sign language	<b>P:</b> 35, 36 <b>L:</b> 22, 27
1bl-3 Use sounds to indicate needs or wants	<b>P:</b> 22, 27, 35, 37, 39, 43,54, 58, 60, 61, 62, 64, 65, 66 <b>SE:</b> 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 42, 44, 47, 54, 56, 58, 62, 63, 64, 65 <b>C:</b> 21, 24, 29, 34, 35, 36, 37, 41, 43, 48, 50, 60, 62, 63 <b>L:</b> 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 42, 45, 46, 47, 48, 51, 52,53, 55, 57, 59, 60, 61, 62, 64
1bl-4 Mimic adult speech intonations	<b>C:</b> 42 <b>L:</b> 24, 25, 32, 35, 37, 40, 47, 48, 53, 55, 57, 60, 61, 62, 64
<b>LLT1c: Social Rules of Language:</b> Children will use, adapt and follow the rules of language.	
1cl-1 Respond differently to different tones and voices	<b>P:</b> 24, 32, 35, 37 <b>SE:</b> 23, 25, 26, 27, 28 <b>C:</b> 24, 26, 36

	<b>L:</b> 22, 32
1cl-2 Use eye contact to engage in joint attention	<b>P:</b> 16, 17, 24, 28 <b>C:</b> 1, 3, 13, 29, 35 <b>SE:</b> 1, 16, 28, 29 <b>L:</b> 3, 7, 14, 29, 21, 25, 29, 38, 40
1cl-3 Engage in vocal play turn-taking with others	<b>P:</b> 62 <b>SE:</b> 31, 56 <b>C:</b> 26, 36 <b>L:</b> 22, 31, 44, 51, 57, 59, 66
<b>2: Emergent Reading</b>	
<b>LLT2a: Comprehension:</b> Children will demonstrate emerging understanding of both the written and spoken word.	
2al-1 Attend to stories that have been read previously	<b>P:</b> 41, 53 <b>SE:</b> 33, 41, 43, 53 <b>C:</b> 35, 45, 63, 64 <b>L:</b> 25, 29, 38, 40, 41, 43, 45, 48, 51, 52, 63, 65
2al-2 Show interest in pictures in books	<b>P:</b> 24, 28, 41, 53 <b>SE:</b> 33, 43 <b>C:</b> 29, 35, 45, 63, 64 <b>L:</b> 21, 25, 29, 38, 40, 43, 45, 51, 52, 58, 63, 65
<b>LLT2b: Phonological Awareness:</b> Children will begin to recognize and associate words with sounds in spoken language.	
2bl-1 Listen to simple nursery rhymes, chants and songs	<b>P:</b> 22, 23, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 62, 64 <b>SE:</b> 23, 35, 47, 58, 62, 65 <b>C:</b> 33, 34, 35 <b>L:</b> 24, 31, 32, 34, 35, 38, 42, 47, 48, 52, 53, 55, 61
2bl-2 Experiment with sounds	<b>P:</b> 21, 22, 27, 35, 36, 37, 38, 39, 41, 48, 53, 54, 64 <b>SE:</b> 22, 23, 24, 25, 27, 28, 30, 31, 32, 33, 34, 35, 36, 39, 40, 41, 48, 54, 64, 65, 66 <b>C:</b> 24, 31, 32, 34, 35, 36, 41, 50, 58, 62, 63 <b>L:</b> 21, 22, 23, 25, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 41, 42, 43, 45, 46, 47, 48, 49, 51, 52, 57, 58, 59, 61, 62, 65, 66
<b>LLT2c: Alphabet Knowledge:</b> Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.	
<i>Not yet an expectation. Toddlers may show interest in the alphabet or letters in their name but recognition and identification typically begins at 3 years of age or later.</i>	



<b>LLT2d: Print Awareness and Book Handling:</b> Child will construct meaning from and appreciation of print.	
2dl-1 Show interest in books by touching, mouthing	<b>P:</b> 36, 38, 53 <b>SE:</b> 32, 33, 39, 43 <b>C:</b> 33 <b>L:</b> 25, 26, 29, 30, 36, 38, 40
2dl-2 Attend to shared book reading	<b>P:</b> 24, 28, 41, 53 <b>SE:</b> 33, 43 <b>C:</b> 29, 35, 45, 63, 64 <b>L:</b> 21, 25, 29, 38, 40, 43, 45, 51, 52, 58, 63, 65
2dl-3 Imitate adults' reading by pointing to pictures and trying to turn pages	<b>P:</b> 24, 28, 41, 53 <b>SE:</b> 28, 29, 33, 41, 43, 53 <b>C:</b> 29, 35, 45, 63, 64 <b>L:</b> 21, 25, 29, 38, 40, 43, 45, 48, 51, 52, 58, 63, 64, 65
<b>3: Emergent Writing</b>	
<b>LLT3: Emergent Writing:</b> Children will demonstrate emerging understanding of writing as a way to communicate.	
3l-1 Grasp and manipulate object when placed in hand	<b>P:</b> 22, 29, 30, 39, 51 <b>C:</b> 38, 39, 43, 54, 56, 59, 60 <b>L:</b> 54, 56
<b>Creative Arts</b>	
<b>CRA1: Visual Arts:</b> Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.	
1l-1 Show interest in visual stimuli	<b>P:</b> 41, 52, 53, 62 <b>SE:</b> 33, 43, 51 <b>C:</b> 43, 45, 46, 47, 54, 58, 59, 61, 63, 64 <b>L:</b> 40, 43, 45, 46, 52, 58, 51, 52, 63, 65
1l-2 Attend to bright and contrasting colors	<b>SE:</b> 32, 39 <b>C:</b> 38 <b>L:</b> 25, 26, 30, 31, 33, 36, 38, 40
1l-3 Hold, touch and experience different textures	<b>P:</b> 21, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 37, 39 <b>SE:</b> 22, 23, 28, 31, 32, 34, 35, 36, 39
1l-4 Use fingers, hands and mouth to explore medium	<b>C:</b> 23, 24, 27, 28, 30, 32, 36, 37, 39 <b>L:</b> 22, 24, 28, 31, 32, 33, 39
<b>CRA2: Music:</b> Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.	
2l-1 Imitate adult sounds by babbling or making other vocalizations	<b>P:</b> 24, 35, 39, 64, 65 <b>SE:</b> 22, 23, 25, 27, 29, 30, 31, 35, 36, 39, 40, 42, 44, 47, 51, 52, 55, 58, 64, 65, 66

	<p><b>C:</b> 34  <b>L:</b> 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 52, 53, 55, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66</p>
2I-2 Make sounds with toys or objects, creating instruments	<p><b>P:</b> 47, 48, 63, 65  <b>SE:</b> 52, 66  <b>C:</b> 42  <b>L:</b> 42, 47, 48, 53, 55, 57, 60, 61, 62, 64</p>
2I-3 Show interest and respond to different songs and chants	<p><b>P:</b> 30, 37, 54, 62, 64  <b>SE:</b> 15, 20, 35, 47, 58, 62, 65  <b>C:</b> 34, 35  <b>L:</b> 27, 32, 34, 35, 38, 42, 47, 48, 53, 55, 61, 63</p>
<b>CRA3: Movement and Dance:</b> Children will demonstrate growing interest and control in using rhythmic movements for self-expression.	
3I-1 Respond to music by moving body	<p><b>P:</b> 24, 28, 47, 48, 63, 65  <b>SE:</b> 28, 29, 35, 52, 56  <b>C:</b> 29, 42  <b>L:</b> 21, 24, 25, 31, 42, 47, 48, 53, 55, 57, 60, 61, 62, 64</p>
3I-2 Indicate enjoyment of music through body movements	
<b>CRA4: Drama &amp; Acting:</b> Children will demonstrate an emerging appreciation for the use of drama for self-expression.	
4I-1 Imitate familiar actions, behaviors or sounds of others	<p><b>P:</b> 42, 43, 47, 49, 50, 53, 56, 58, 62, 63, 65  <b>SE:</b> 41, 42, 45, 46, 48, 49, 52, 53, 54, 60, 61, 62  <b>C:</b> 44, 65  <b>L:</b> 44, 50</p>
<b>Physical Development and Health</b>	
<b>1: Motor Development</b>	
<b>PDH1a: Gross Motor Development:</b> Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.	
1aI-1 Demonstrate control and strength of basic body movements such as rolling, reaching and pulling up to standing	<p><b>P:</b> 28, 37, 46, 50, 54, 55, 56, 57, 58, 59, 63, 64, 65  <b>SE:</b> 29  <b>C:</b> 31, 32  <b>L:</b> 41, 49</p>
1aI-2 Showing increasing stability in non-locomotor skills through reaching, stretching and turning over	<p><b>P:</b> 21, 24, 26, 28, 32, 34, 35, 37, 38, 39, 40  <b>SE:</b> 23, 24, 29, 35, 36  <b>C:</b> 25, 39  <b>L:</b> 22, 32, 34, 35</p>

1al-3 Master beginning movement skills such as creeping, crawling, scooting	<b>P:</b> 42, 46, 48, 50, 54, 55, 56, 57, 58, 59, 63, 64, 65 <b>SE:</b> 44 <b>C:</b> 50 <b>L:</b> 41, 48, 49, 50, 51, 53, 55, 61
1al-4 Show beginning body awareness by exploring new positions and movements	<b>P:</b> 22, 23, 24, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 40, 42, 43, 44, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 63, 64, 65, 66 <b>SE:</b> 28, 29 <b>C:</b> 32 <b>L:</b> 35, 35, 53, 55, 56
<b>PDH1b: Fine Motor Development:</b> Children will demonstrate increasing strength, control and coordination of their small muscles.	
1bl-1 Examine objects and transfer them from one hand to another	<b>P:</b> 22, 23, 27, 29, 30, 31, 33, 34, 35, 36, 39, 41, 42, 43, 44, 45, 47, 51, 52, 53, 60, 61, 66 <b>SE:</b> 35, 36, 51, 55, 65 <b>C:</b> 24, 27, 30, 37, 40, 57, 59, 60 <b>L:</b> 22, 27, 29, 30, 34, 35, 36, 40, 52, 54, 56, 61
1bl-1 Grasp object using the whole hand	<b>P:</b> 22, 23, 27, 29, 30, 31, 33, 34, 35, 36, 39 <b>C:</b> 40
1bl-1 Use hand to pat or shake objects	<b>P:</b> 21, 29, 31, 33, 34, 37, 40, 42, 49, 50, 51, 56, 60, 61 <b>SE:</b> 22, 23, 25, 27, 29, 32, 35, 38, 43, 56 <b>C:</b> 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 36, 38, 39, 40, 42, 44, 45, 46, 49, 50, 51, 52, 53, 55, 57, 59, 60, 62, 64 <b>L:</b> 21, 26, 30, 39, 62
<b>2: Healthy Living</b>	
<b>PDH2a: Healthy Habits:</b> Children will show increasing independence in performing self care tasks.	
2al-1 Tolerate hands and face being washed teeth being brushed	<i>Children are encouraged to show increasing independence in performing self-care tasks such as dressing and personal hygiene care.</i>  <b>P:</b> 21, 22, 36, 37, 44, 56, 52, 66 <b>SE:</b> 22, 43, 49, 55, 58, 61, 66 <b>C:</b> 32 <b>L:</b> 28, 51
2al-2 Fuss to indicate a wet or soiled diaper	
2al-3 Cooperate in dressing activities such as raising arm to put on shirt	
2al-4 Show engagement while adult exercises arms, legs and body in a variety of ways	
2al-5 Participate in feeding routines	
2al-6 Try new foods	
	<b>C:</b> 21 <b>L:</b> 23, 60, 65

<b>PDH2b: Safety:</b> Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.	
2bl-1 Show discomfort when feeling unstable	<b>P:</b> 22, 23, 33, 40, 44, 45, 46, 56, 61
2bl-2 Depend on adult for safety	<b>C:</b> 39, 40, 54, 56 <b>SE:</b> 21, 25, 33, 35, 46, 55, 60, 61
2bl-3 Show separation and stranger anxiety	<b>SE:</b> 56 <b>C:</b> 45