

North Carolina Foundations for Early Learning
and Development
(Infants and Young Toddlers)
Correlation to Frog Street Infants



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

North Carolina Foundations for Early Learning and Development – Developmental Indicators		Frog Street Activity Card References	
Infants	Young Toddlers	Infants	Young Toddlers
Approaches to Learning			
Curiosity, Information – Seeking, and Eagerness			
Goal APL – 1: Children show curiosity and express interest in the world around them.			
APL-1a Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near).	APL-1d Imitate what others are doing.	P: 11, 12, 14, 28, 33, 36, 39, 40 SE: 9, 10, 11, 12, 16, 17, 18, 19, 22, 23, 27, 28, 29, 30, 33, 36, 41 C: 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 26, 29, 32 L: 1, 3, 7, 8, 15, 16, 17, 19, 24, 26, 31	P: 42, 43, 47, 49, 50, 53, 56, 58, 62, 63, 65 SE: 41, 42, 45, 46, 48, 49, 52, 53, 54, 60, 61, 62 C: 44, 65 L: 44, 50
APL-1b Show interest in themselves (watch own hands, play with own feet).	APL-1e Show curiosity about their surroundings (with pointing, facial expressions, words).	SE: 11, 17, 34, 36, 37 C: 6 L: 31, 34	P: 41, 56 C: 21, 23, 25, 27, 28, 30, 38, 39, 41, 43, 44, 54, 56, 59, 64, 65, 66 L: 43, 66
APL-1c React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams).	APL-1f Show pleasure when exploring and making things happen (clap, smile, repeat action again and again).	P: 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 SE: 24, 28, 30, 31, 33, 37 C: 21, 23, 25, 27, 29, 30, 32, 39, 41, 45, 48, 54, 56 L: 35, 37, 53, 55, 56	P: 33, 35, 41, 64 SE: 22, 30, 31, 35, 39, 44, 49, 56 C: 36, 46, 48, 63, 66 L: 22, 33, 34, 35, 38, 40, 41, 42, 45, 47, 48, 52, 53, 55, 58, 61, 66

Goal APL-2: Children actively seek to understand the world around them.			
APL-2a Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste.	APL2-c Initiate activities that interest them and try to get others involved.	P: 11, 12, 15, 16, 17, 18, 20, 21, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 37, 39 SE: 11, 12, 14, 15, 16, 17, 18, 22, 23, 28, 31, 32, 34, 35, 36, 39 C: 11, 12, 13, 14, 15, 16, 17, 23, 24, 27, 28, 30, 32, 36, 37, 39 L: 11, 12, 13, 17, 18, 22, 24, 28, 31, 32, 33, 39	P: 41, 43, 46, 47, 53, 60, 61, 62, 65, 66 SE: 41, 42, 43, 44, 45, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63 C: 25, 26, 27, 28, 29, 30, 32, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 52, 54, 62, 63, 64 L: 24, 25, 26, 29, 31, 37, 38, 40, 41, 43, 52, 61, 64, 66
APL-2b With appropriate supports, move toward interesting people, sounds, objects, and activities.	APL2-d Use toys and other objects to make things happen (kick a ball, push a button on a toy).	P: 3, 7, 8, 10, 13, 14, 21, 27, 31, 33, 34 SE: 10, 17 C: 1, 2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 19, 21, 23, 25, 26, 27, 29, 30, 32, 33, 39, 40 L: 13, 21, 33	P: 21, 27, 31, 33, 34, 45, 49, 51, 59 SE: 59 C: 21, 23, 25, 26, 27, 29, 30, 32, 33, 39, 40, 41, 44, 46, 48, 53, 55, 56, 57, 58, 62, 64 L: 21, 33, 65, 66
	APL-2e Move toward people and things that are new and/or interesting.		P: 21, 27, 31, 33, 34, 45, 49, 51, 59 SE: 59 C: 21, 23, 25, 26, 27, 29, 30, 32, 33, 39, 40, 41, 44, 46, 48, 53, 55, 56, 57, 58, 62, 64 L: 21, 33, 65, 66
Play and Imagination			
Goal APL-3: Children engage in increasingly complex play.			
APL-3a Show interest in other children playing (watch, turn toward).	APL-3e Play alongside other children, sometimes imitating their actions.	P: 11, 12, 14, 28, 33, 36, 39, 40 SE: 9, 10, 11, 12, 16, 17, 18, 19, 22, 23, 27, 28, 29, 30, 33, 36, 41 C: 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 26, 29, 32 L: 1, 3, 7, 8, 15, 16, 17, 19, 24,	P: 42, 43, 47, 49, 50, 53, 56, 58, 62, 63, 65 SE: 41, 42, 45, 46, 48, 49, 52, 53, 54, 60, 61, 62 C: 44, 65 L: 44, 50

		26, 31	
APL-3b Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”).	APL-3f Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car).	P: 11, 12, 14, 22, 24, 27, 35, 37, 39 SE: 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 20, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 36, 38, 39, 40 C: 1, 13, 15, 24, 34, 36 L: 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 17, 18, 20, 22, 23, 28, 32, 33, 37, 40	P: 39 SE: 27, 30 C: 24, 34, 36 L: 28, 31, 32, 33, 35, 37
APL-3c Play with simple objects, using them to make sounds and other interesting results.	APL-3g Take turns in simple games (pat-a-cake, peek-a-boo).	P: 13, 14, 15, 19 SE: 10, 21 C: 1, 3, 18, 19, 22, 25, 27, 29 L: 12, 13, 21	P: 37, 38 SE: 22, 23, 27, 30, 31, 34, 35, 36, 40 C: 24, 26, 35, 36 L: 22, 24, 32, 33, 34, 35, 38
APL-3d Begin to participate in give-and-take exchanges of sounds and gestures (“serve and return”).	APL-3h Offer toys and objects to others.	SE: 20, 31, 32, 33, 34, 35, 36, 37, 38, 40 C: 21, 24, 35, 36, 37 L: 9, 10, 11, 14, 15, 16, 18, 19, 20, 22, 23, 24, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39	P: 47, 58, 62 SE: 34, 36, 41, 42, 43, 45, 46, 48, 49, 50, 53, 54, 57, 60, 61, 62, 63, 64 C: 61 L: 62, 64
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.			
APL-4a Use everyday household objects for play (spoons, pots and pans, plastic bowls).	APL-4d Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears).	P: 3, 7, 8, 10, 13, 14, 21, 27, 31, 33, 34 SE: 10, 17 C: 1, 2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 19, 21, 23, 25, 26, 27, 29, 30, 32, 33, 39, 40 L: 13, 21, 33	P: 39, 41, 42, 45, 51, 60, 66 SE: 61 C: 34, 47, 48, 53, 57, 61, 62 L: 47, 48, 53, 57, 61, 62
APL-4b Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult’s attention).		P: 3, 7, 8, 10, 13, 14, 21, 27, 31, 33, 34 SE: 10, 17 C: 1, 2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 19, 21, 23, 25, 26, 27, 29, 30, 32, 33, 39, 40, 41, 44, 46, 48	

		L: 13, 21, 33	
APL-4c React to unexpected events with laughter and interest.		<i>Children express pleasure in new activities and events.</i> P: 4, 14, 27 SE: 4, 5, 11, 15, 18, 19, 31 C: 1, 2, 13, 15, 24, 36 L: 9, 10, 15, 20, 28, 32, 34 <i>This standard is met through teacher/caregiver observations during daily routines and teachable moments.</i>	
Risk-Taking, Problem-Solving, and Flexibility			
Goal APL-5: Children are willing to try new and challenging experiences.			
APL-5a Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult.	APL-5d Try unfamiliar experiences and interact with new people, with a familiar adult nearby.	P: 1, 7, 8, 12, 13, 14, 15, 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40 SE: 2, 5, 6, 7, 9, 15, 16, 17, 20, 24, 28, 30, 31, 33, 37 C: 3, 4, 13, 15, 16, 17, 21, 23, 25, 27, 29, 30, 32, 39	P: 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 SE: 24, 28, 30, 31, 33, 37 C: 21, 23, 25, 27, 29, 30, 32, 39, 41, 45, 48, 54, 56 L: 35, 37, 53, 55, 56
APL-5b Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp).	APL-5e Move away from a familiar adult to explore, but check in frequently.	P: 29, 30, 33, 34	SE: 56 C: 46, 63 Welcome to Frog Street Infant: 43, 46
APL-5c Look to adult for cues and when reassured, proceed.	APL-5f Show interest in toys that offer a challenge and try to work them.	SE: 4, 5, 12, 20 C: 2, 11 L: 4, 6, 8, 9, 0, 14, 17, 18, 28, 32, 33, 37	P: 29, 30, 33, 34 C: 51, 52, 55, 65 L: 66
Goal APL-6: Children use a variety of strategies to solve problems.			
APL-6a Try one or two	APL-6d Try one or two	P: 3, 5, 6, 7, 9, 13, 14, 15, 16,	P: 21, 24, 29, 30, 31, 33, 34,

strategies to get what they want (make noise, move or reach toward things, reject unwanted item).	strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/ her; try to put a ball in a box—if it will not fit, gets a bigger box).	18, 19, 21, 22, 23, 24, 25, 29, 30, 31, 33, 34, 40 SE: 7, 9, 10, 17, 21, 24, 35, 36 C: 1, 4, 6, 7, 9, 14, 18, 19, 21, 22, 23, 25, 27, 28, 29, 31, 34, 35, 37 L: 13	40, 42 SE: 21, 24, 35, 36 C: 21, 22, 23, 25, 27, 28, 29, 31, 34, 35, 37, 61, 64
APL-6b Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse).	APL-6e Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something).		
APL-6c Use trial and error to get something done, get what they want, or solve simple problems.	APL-6f After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak).		
	APL-6g Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer).		
Attentiveness, Effort, and Persistence			
Goal APL-7: Children demonstrate initiative.			
APL-7a Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like).	APL-7c Express choices with actions or simple language (choose Cheerios® or a cracker).	P: 24, 32, 35, 36, 39 SE: 22, 23, 25, 27, 31, 32, 34, 35, 36, 37, 38, 39, 40 C: 23, 25, 26, 32, 33, 34, 35, 36, 37, 39 L: 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 39, 40	P: 30, 34, 42, 49, 50 SE: 40, 41 C: 21, 23, 27, 29, 33, 38, 40, 49, 50, 56, 57 L: 40, 47, 49, 56
APL-7b Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the "feel" of it, exploring it with mouth or hand).	APL-7d Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs).	P: 1, 7, 8, 12, 13, 14, 15, 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40 SE: 2, 5, 6, 7, 9, 15, 16, 17, 20, 24, 28, 30, 31, 33, 37 C: 3, 4, 13, 15, 16, 17, 21, 23,	P: 22, 31, 45, 49, 55 SE: 44 C: 21, 22, 24, 27, 28, 42, 47, 49, 51, 52, 55, 59, 64 L: 25, 26, 42, 47, 58

		25, 27, 29, 30, 32, 39 L: 35, 37	
Goal APL-8: Children maintain attentiveness and focus.			
APL-8a Focus and attend to people and things around them.	APL-8d Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes).	P: 2, 3, 4, 8, 10, 11, 12, 13, 14, 15, 20 SE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 14, 16, 17, 19, 20 C: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 18, 20, 21, 25, 26, 27, 28, 29, 30, 32, 37, 38, 39, 40 L: 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 28, 29, 31, 32, 37, 38, 40	P: 41, 43, 46, 47, 53, 60, 61, 62, 65, 66 SE: 22, 24, 33, 41, 42, 43, 44, 45, 46, 47, 48, 50, 52, 53, 54, 55, 56, 57, 60 C: 21, 25, 26, 27, 28, 29, 30, 32, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 52, 54, 62, 63, 64 L: 24, 25, 26, 28, 29, 31, 37, 38, 39, 40, 41, 43, 52, 61, 64, 66
APL-8b Repeat interesting actions over and over (push button to make toy pop up).	APL-8e Focus on an interesting activity or interaction shared with adults for a short period of time.	P: 31 C: 1, 19, 21, 22, 25, 27, 28, 29, 36 Welcome to Frog Street Infant: 15	P: 22, 24, 27, 35, 37, 39 SE: 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 36, 38, 39, 40, 64, 66 C: 24, 34, 36, 43, 50, 58, 62 L: 22, 23, 28, 32, 33, 37, 40, 42, 45, 47, 48, 53, 55, 61
APL-8c Notice when the expected does not happen.		<i>As children play with a variety of objects, caregivers invite them to notice similar and different outcomes.</i> P: 13, 14, 15, 19 SE: 10, 21 C: 1, 3, 18, 19, 22, 25, 27, 29 L: 12, 13, 21	
Goal APL-9: Children persist at challenging activities.			
APL-9a Try over and over to make things happen (make sounds to get attention, work	APL-9b Keep trying to accomplish tasks that they are not able to do immediately (put	P: 22, 31, SE: 20 C: 18, 19, 21, 22, 24, 27, 28	P: 29, 30, 33, 34 SE : 59 C: 51, 52, 55, 65

to get to something that is out of reach).	on a jacket, engage a busy adult in play).	L: 5, 6, 11, 12, 13, 20, 25, 26	L: 65, 66
Emotional and Social Development (ESD)			
Developing a Sense of Self			
Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.			
ESD-1a Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies).	ESD-1e Show awareness of specific body parts.	P: 21, 24, 31 SE: 22, 24, 30, 34, 35, 36 C: 24, 27, 28, 29, 36, 40 L: 22, 29, 31	P: 21, 24, 31 SE: 22, 24, 30, 34, 35, 36 C: 24, 27, 28, 29, 36, 40 L: 22, 29, 31
ESD-1b Show interest in their image in a mirror (stare, smile, reach out to touch).	ESD-1f Recognize themselves in a mirror (point to self, make faces in mirror).	P: 21, 24, 32, 35, 41, 43, 44 SE: 22, 34, 35, 36, 37, 38 L: 22, 31, 32, 34	P: 21, 24, 32, 35, 41, 43, 44 SE: 22, 34, 35, 36, 37, 38, 54, 65 L: 22, 31, 32, 34, 41, 46, 48, 53
ESD-1c Respond to their name with sounds or movement.	ESD-1g Express choices with gestures, signs, or words (select a toy they want).	SE: 27, 31 C: 37 L: 23, 31	P: 30, 34, 42, 49, 50 SE: 40, 41 C: 21, 23, 27, 29, 33, 38, 40, 49, 50, 56, 57 L: 40, 47, 49, 56
ESD-1d Express likes and dislikes (smile, cry, and protest).		P: 24, 31, 37, 39 SE: 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40 C: 21, 24, 35, 36, 37 L: 22, 23, 24, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39	
Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.			
ESD-2a Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound).	ESD-2d Explore the environment on their own, but check in with a familiar, trusted adult occasionally.	P: 31, 55 C: 21, 22, 25, 27, 28, 29, 36, 42, 47, 49, 50, 51, 52, 55, 59, 64 L: 42, 47, 58	P: 21, 24, 25, 26, 27, 28, 29, 31, 32, 34, 35, 37, 39 SE: 11, 12, 14, 15, 16, 17, 18, 22, 23, 28, 31, 32, 34, 35, 36, 39 C: 11, 12, 13, 14, 15, 16, 17,

		Welcome to Frog Street Infant: 15	23, 24, 27, 28, 30, 32, 36, 37, 39 L: 22, 24, 28, 31, 32, 33, 39
ESD-2b Show pleasure at things they have done (wiggle, coo, laugh).	ESD-2e Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want).	P: 3, 7, 8, 10, 13, 14, 21, 27, 31, 33, 34 SE: 10, 17 C: 1, 2, 3, 4, 5, 6, 7, 12, 13, 15, 16, 17, 19, 21, 23, 25, 26, 27, 29, 30, 32, 33, 39, 40 L: 13, 21, 33	P: 33, 35, 41, 64 SE: 22, 30, 31, 35, 39, 44, 49, 56 C: 36, 46, 48, 63, 66 L: 22, 33, 34, 35, 38, 40, 41, 42, 45, 47, 48, 52, 53, 55, 58, 61, 66
ESD-2c Explore the environment with support from a familiar, trusted adult.	ESD-2f Bring others things they like or show them things they have done.	P: 22, 27, 35, 37 SE: 22, 23, 24, 29 C: 24 L: 39	<i>Children are encouraged to share in their accomplishments.</i> P: 43, 49, 59, 62, 63 SE: 44, 47, 50, 52 C: 52 L: 43, 54, 55, 56, 57, 60
Developing a Sense of Self with Others			
Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.			
ESD-3a Enjoy being held, cuddled, and talked to by familiar adults.	ESD-3g Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves).	P: 24, 32, 35, 36 SE: 21, 22, 23, 25, 26, 30, 33, 37 C: 13, 15, 24, 36 L: 18, 27, 28, 32, 33, 37, 40	P: 24, 32, 35, 36, 39 SE: 22, 23, 25, 27, 31, 32, 34, 35, 36, 37, 38, 39, 40, 64, 66 C: 23, 25, 26, 32, 33, 34, 35, 36, 37, 39, 43, 50, 58, 62 L: 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 39, 40, 42, 45, 47, 48, 53, 55, 61
ESD-3b Recognize and reach out to familiar people.	ESD-3h Offer toys and objects to familiar adults.	P: 47, 58, 62 SE: 34, 36, 41, 42, 43, 45, 46, 48, 49, 50, 53, 54, 57, 60, 61, 62, 63, 64 C: 61 L: 62, 64 L: 1, 7, 11, 12, 13,	P: 47, 58, 62 SE: 34, 36, 41, 42, 43, 45, 46, 48, 49, 50, 53, 54, 57, 60, 61, 62, 63, 64 C: 61 L: 62, 64

		21, 22, 5, 26, 29, 30, 33, 34, 35 Welcome to Frog Street Infant: 44, 45, 46	
ESD-3c Seek to be near their caregivers; stop crying when they come near.		P: 24, 32, 35, 36 SE: 21, 22, 23, 25, 26, 30, 33, 37 C: 13, 15, 24, 36 L: 18, 27, 28, 32, 33, 37, 40	
ESD-3d Show signs of separation anxiety when a familiar caregiver leaves.		SE: 22, 23, 25, 26, 29, 30, 31, 37, 39, 44, 47, 56, 59, 63 C: 46, 61, 62, 63	
ESD-3e Make eye contact with others.		P: 16, 17, 24, 28 C: 1, 3, 13, 29, 35 SE: 1, 16, 28, 29 L: 3, 7, 14, 29, 21, 25, 29, 38, 40	
ESD-3f Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”).		P: 24, 27, 29, 35, 39 SE: 22, 23, 25, 27, 29, 30, 31, 35, 36, 39, 40 C: 34, 35, 40 L: 22, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40	
Goal ESD-4: Children form relationships and interact positively with other children.			
ESD-4a Notice other infants and children (look at them, turn in other’s direction, reach for them, touch them).	ESD-4b Show pleasure at the arrival of familiar peers.	P: 28, 33, 36, 39, 40 SE: 22, 23, 27, 28, 29, 30, 33, 36 C: 23, 24, 26, 29, 32 L: 24, 26, 31	<i>Children are encouraged to elicit social responses from their peers, such as smiling, cooing, babbling and show pleasure at the sight of others.</i> SE: 37, 44 C: 21, 22, 24, 29, 42, 49, 51, 52, 55 L: 25, 42, 47

	ESD-4c Enjoy playing alongside other children.		P: 42, 43, 47, 49, 50, 53, 56, 58, 62, 63, 65 SE: 41, 42, 45, 46, 48, 49, 52, 53, 54, 60, 61, 62 C: 44, 65 L: 44, 50
	ESD-4d Imitate actions of older siblings and playmates.		P: 28, 33, 36, 39, 40, 47, 58, 62 SE: 22, 23, 27, 28, 29, 30, 33, 36, 41, 42, 43, 45, 48, 50, 52, 53, 54, 57, 60, 61, 62 C: 23, 24, 26, 29, 32 L: 24, 26, 31
	ESD-4e Offer toys and objects to other children.		P: 47, 58, 62 SE: 34, 36, 41, 42, 43, 45, 46, 48, 49, 50, 53, 54, 57, 60, 61, 62, 63, 64 C: 61 L: 62, 64
Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.			
Emerging	ESD-5a Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look).		P: 35 SE: 24, 25, 34, 40, 42, 44 C: 43 L: 22, 27, 28, 39, 45, 47, 51, 59, 60
	ESD-5b Follow simple directions some of the time.		P: 42, 43, 64, 65 L: 21, 48, 49, 59, 61
	ESD-5c Control impulses some of the time (look at forbidden object and say, "No, no," allow adult to direct them to a different activity).		SE: 40, 46, 49, 55, 58, 61, 63, 66 C: 65 L: 50
	ESD-5d Accept adult help		P: 40, 43, 53, 64 SE: 35, 49, 55, 57, 58, 60, 61,

	to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem.		63, 66 L: 28, 32, 33, 37, 49, 61
Learning About Feelings			
Goal ESD-6: Children identify, manage, and express their feelings.			
ESD-6a Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.	ESD-6d Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice.	P: 1, 2, 3, 4, 7, 10, 11, 12, 14, 22, 27, 37, 39 SE: 22, 24, 25, 28, 30, 31, 32, 35, 36, 39 C: 1, 2, 13, 15, 24, 36 L: 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 28, 31, 32, 33, 37	P: 22, 27, 37, 39, 43, 47, 58, 62 SE: 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 C: 24, 36, 51, 52, 53, 54, 59, 65, 66 L: 28, 31, 32, 33, 37, 47, 50, 56, 59
ESD-6b Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss).	ESD-6e Use body language, facial expression, and sometimes words to communicate feelings (clap when happy, pout and hunch shoulders when sad, shout "Whee!" when excited).	<i>In Frog Street Infant, caregivers provide comfort when needed as children vocalize pleasure and displeasure sounds differently.</i> P: 1, 2, 3, 4, 7, 10, 11, 12, 14, 22, 27, 37, 39 SE: 22, 24, 25, 28, 30, 31, 32, 35, 36, 39 C: 1, 2, 13, 15, 24, 36 L: 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 28, 31, 32, 33, 37	P: 24, 31, 35, 37, 39 SE: 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40 C: 21, 24, 29, 35, 36, 37, 43 L: 22, 23, 24, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 45, 47, 51, 59, 60
ESD-6c Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy).	ESD-6f Separate from parent or main caregiver without being overcome by stress.	P: 24, 32, 35, 36 SE: 21, 22, 23, 25, 26, 30, 33, 37 C: 24, 36 L: 27, 28, 32, 33, 37, 40	SE: 56 C: 45
	ESD-6g Find comfort and calm down in a familiar setting or		P: 24, 43, 65 SE: 22, 23, 25, 26, 29, 30, 31,

	with a familiar person.		37, 39, 44, 47, 56, 59, 63 C: 46, 61, 62, 63
Goal ESD-7: Children recognize and respond to the needs and feelings of others.			
ESD-7a Become upset when another infant is crying.	ESD-7c Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	SE: 2, 5, 6, 8, 9, 11, 13, 16, 22 C: 2, 36 L: 1, 2, 22, 32 Welcome to Frog Street Infant: 46	SE: 22, 44, 46, 52, 57, 61, 62, 63 C: 36 L: 22, 31
ESD-7b Respond differently to positive vs. negative emotional expressions of others.	ESD-7d Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort).	SE: 4, 5, 12, 20 C: 2, 11 L: 4, 6, 8, 9, 0, 14, 17, 18, 28, 32, 33, 37 Welcome to Frog Street Infant: 46	SE: 22, 44, 46, 52, 57, 61, 62, 63 C: 36 L: 22, 31
	ESD-7e Match their tone and emotions to that of others during interactions.		SE: 57, 61, 63
Health and Physical Development (HPD)			
Physical Health and Growth			
Goal HPD-1: Children develop healthy eating habits.			
HPD-1a Show interest in feeding routines.	HPD-1g Try new foods.	P: 12, 13 SE: 21	C: 21 L: 23, 60, 65
HPD-1b •Help with feeding themselves (eat finger foods, hold bottle).	HPD-1h Feed themselves with some assistance (may use hands, utensils or cups).		SE: 21
HPD-1c Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full).	HPD-1i Ask for or accept food when hungry.	P: 17, 35, 36 L: 22, 27	P: 35, 36 L: 22, 27, 41
HPD-1d Show food preferences.	HPD-1j Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one	P: 12, 13 SE: 21	C: 21 L: 23, 60, 65

	meal and little at the next, show interest in many foods but no interest in others).		
HPD-1e Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away).	HPD-1k Eat a variety of small pieces of age-appropriate table foods.		
HPD-1f Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food.			
Goal HPD-2: Children engage in active physical play indoors and outdoors.			
HPD-2a Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over).	HPD-2d Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving).	P: 2, 3, 5, 6, 7, 8, 14, 16, 20, 21, 32, 35, 36, 39 SE: 9 C: 4, 7, 19, 25 L: 7, 22, 27	P: 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 L: 35, 35, 53, 55, 56 <i>Also, this standard is met through teacher/caregiver observations during daily routines and teachable moments.</i>
HPD-2b Move their bodies to explore the indoor and outdoor environment.	HPD-2e Anticipate and ask for outdoor play (point at door and say, "Out!", resist coming indoors).	P: 1, 2, 3, 5, 6, 8, 9 C: 11, 19, 25 L: 7	
HPD-2c Develop strength and stamina by continuing movements over short periods of time.	HPD-2f Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over).	P: 21, 22, 23, 25, 27, 28, 29, 31, 32, 34, 35, 36, 38, 39, 40 SE: 24, 28, 29 C: 31, 32 L: 34, 35	P: 21, 25, 26, 28, 40, 42, 46, 48, 50, 54, 55, 56, 57, 58, 59, 63, 64, 65 SE: 54, 64 C: 25, 30, 31, 32, 49, 52, 53, 57, 62
	HPD-2g Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time.		P: 21, 22, 23, 25, 27, 28, 29, 31, 32, 34, 35, 36, 38, 39, 40, 42, 46, 47, 48, 50, 51, 53, 55, 57, 59, 60, 63, 64, 65 SE: 24, 28, 29 C: 31, 32 L: 34, 35

Goal HPD-3: Children develop healthy sleeping habits.			
HPD-3a Sleep for longer periods at a time (more at night, and less during the day).	HPD-3d Cooperate with sleep routines (choose a book, get preferred sleep toy).	SE: 1, 8, 21	SE: 58, 63
HPD-3b Settle down and fall asleep after a routine that includes a familiar series of events.	HPD-3e Use simple sounds, gestures, or words to show they are tired (say, "Night, night.").	Welcome to Frog Street Infant Pages: 19, 20, 21, 31, 35, 46, 38, 43, 44, 61, 69, 75, 76, 78 <i>Also, this standard is met through teacher/caregiver observations during daily routines and teachable moments.</i>	Welcome to Frog Street Infant Pages: 19, 20, 21, 31, 35, 46, 38, 43, 44, 61, 69, 75, 76, 78 <i>Also, this standard is met through teacher/caregiver observations during daily routines and teachable moments.</i>
HPD-3c Develop a personal sleep routine or pattern.			
Motor Development			
Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.			
HPD-4a Gain control of arm and leg movements.	HPD-4e Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor).	P: 5, 6, 7, 8, 9, 19, 20, 21, 25, 26, 28, 32, 37, 38, 40 SE: 29 C: 19, 21, 31, 32	P: 21, 24, 25, 26, 28, 32, 34, 37, 38, 40, 42, 46, 48, 50, 54, 55, 56, 57, 58, 59, 63, 64, 65 SE: 28, 29, 44 C: 21, 31, 32, 50 L: 33, 41, 48, 49, 50, 51, 53, 55, 61
HPD-4b Maintain upright posture when sitting and standing.	HPD-4f Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps).		
HPD-4c Move in and out of various positions by rolling, pushing up, and pulling to stand.	HPD-4g Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker).		
HPD-4d Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk).			

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.			
HPD-5a Use both hands to swipe at, reach for, grasp, hold, shake, and release objects.	HPD-5d Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball).	P: 1, 13, 15, 19, 22, 23, 29, 30, 34 C: 1, 4, 14, 19, 21, 23, 25, 40 L: 13, 25, 40	P: 22, 23, 29, 30, 34, 42, 43, 44, 45, 47, 48, 49, 51, 52, 53, 56, 60, 61, 66 SE: 47, 50, 54, 55, 61, 64 C: 21, 23, 25, 40, 60 L: 25, 40, 41, 42, 48, 54, 55, 57, 58, 59
HPD-5b Transfer objects from one hand to the other.	HPD-5e Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers).	P: 22, 23, 27, 29, 30, 31, 33, 34, 35, 36, 39 SE: 35, 36 C: 24, 27, 30, 37, 40 L: 22, 27, 29, 30, 34, 35, 36, 40	P: 22, 27, 29, 30, 31, 33, 35, 36, 39, 44, 45, 47, 51, 52, 53, 60, 66 SE: 23, 31, 34, 35, 36, 38, 39, 65 C: 27, 30, 34, 39, 44, 47, 49, 53, 56, 57, 60, 62 L: 22, 25, 26, 29, 30, 31, 35, 36, 38, 39, 40, 42, 54, 56, 60
HPD-5c Use a pincer grasp to pick up an object with finger and thumb.	HPD-5f Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling).	P: 1, 13, 15, 19, 22, 23, 29, 30, 34 C: 1, 4, 14, 19, 21, 23, 25, 40 L: 13, 25, 40	P: 22, 27, 29, 30, 31, 33, 35, 36, 39, 51 SE: 23, 31, 38 C: 30, 38, 39, 43, 54, 56, 56, 59, 60 L: 22, 26, 39, 54, 56
Self-Care			
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.			
HPD-6a Use different sounds to let caregivers know they need attention.	HPD-6c Use gestures, words, or sign language to communicate what they need.	P: 35, 36, 38, 39 SE: 23, 27, 32, 33, 34, 35, 36, 39, 40 C: 35 L: 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38	P: 24, 31, 35, 37, 39 SE: 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40 C: 21, 24, 29, 35, 36, 37, 43 L: 22, 23, 24, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 45, 47, 51, 59, 60
HPD-6b Begin to soothe themselves (suck thumb, find	HPD-6d Use objects and follow routines that are	P: 24, 32, 35, 36 SE: 1, 3, 4, 7, S13, 19, 21, 22,	P: 45, 52 SE: 22, 30, 31, 39, 44, 49, 55,

pacifier, reach for a security object).	comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch).	23, 25, 26, 30, 33, 37 C: 13, 15, 24, 36 L: 18, 27, 28, 32, 33, 37, 40	56, 58, 66 L: 51
Goal HPD-7: Children develop independence in caring for themselves and their environment.			
HPD-7a Tolerate care routines (mouth care, hand-washing, diapering, dressing, and bathing).	HPD-7c Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing).	P: 12, 14 SE: 22, 30, 31, 39 L: 16	P: 21, 22, 36, 37, 44, 56, 52, 66 SE: 22, 43, 49, 55, 58, 61, 66 C: 32 L: 28, 51
HPD-7b Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing).	HPD-7d Drink from a cup and feed themselves with their fingers or a spoon.	P: 21, 22, 36, 37 SE: 22 C: 32 L: 28	P: 27, 29, 30, 31, 33, 35, 36, 39 SE: 23, 31, 38 C: 30 L: 22, 26, 39
Safety Awareness			
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.			
HPD-8a Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers).	HPD-8c Watch for adult reactions to unfamiliar things or situations that might be dangerous.	P: 14, 22, 23, 33, 40 C: 13, 16, 17, 39, 40 SE: 1, 3, 16, 21, 25, 33, 35	P: 22, 23, 33, 40, 44, 45, 46, 56, 61 C: 39, 40, 54, 56 SE: 21, 25, 33, 35, 46, 55, 60, 61
HPD-8b Notice and imitate adults' reactions to new people and situations.	HPD-8d Show some caution about unfamiliar and/or unsafe situations.		
	HPD-8e Respond to simple warnings that prevent harm ("Stop!" "Hot!" "Wait!").		
Language Development and Communication (LDC)			
Learning to Communicate			
Goal LDC-1: Children understand communications from others.			
LDC-1a Engage in individual and reciprocal sound exploration and play (make	LDC-1e Respond to others by using words or signs.	P: 16, 17 SE: 1, 4, 5, 7, 8, 14, 15, 16, 20, 25, 34, 40	P: 35, 36, 38, 39, 41, 48, 53, 54, 64 SE: 23, 27, 32, 33, 34, 35, 36,

"raspberries" or other sounds with someone).		C: 1, 2, 3, 13, 14, 15, 21, 24, 34, 35, 36 L: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 23, 28, 32, 33, 35, 37, 40 Welcome to Frog Street Infant: 46	39, 40, 41, 48, 54, 64, 65, 66 C: 35, 41, 50, 58, 62, 63 L: 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
LDC-1b Show interest in voices, and focus on speech directed at them.	LDC-1f Respond to gestures, facial expressions, tone of voice, and some words that show emotions.	P: 11, 12, 14, 22, 24, 27, 35, 37, 39 SE: 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 20, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 36, 38, 39, 40 C: 1, 13, 15, 24, 34, 36 L: 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 17, 18, 20, 22, 23, 28, 32, 33, 37, 40	P: 24, 31, 35, 37, 39 SE: 22, 23, 24, 25, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40 C: 21, 24, 29, 35, 36, 37, 43 L: 22, 23, 24, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 45, 47, 51, 59, 60
LDC-1c Respond to different tones in speech directed at them.	LDC-1g Follow simple directions and/or visual cues ("Put your pillow on the at." "Please sit by me.").	SE: 4, 5, 12, 20 C: 2, 11 L: 4, 6, 8, 9, 10, 14, 17, 18, 28, 32, 33, 37	P: 42, 43, 64, 65 L: 21, 48, 49, 59, 61
LDC-1d Respond to simple requests ("Come here." or "Do you want more?").		P: 17, 35, 36 L: 4, 22, 27	
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.			
LDC-2a Respond differently to facial expressions and tones of voice.	LDC-2d Establish joint attention by looking at an object, at their caregiver, and back at the object.	SE: 4, 5, 12, 20 C: 2, 11 L: 4, 6, 8, 9, 10, 14, 17, 18, 28, 32, 33, 37	P: 29, 31, 34, 36, 37, 39, 43, 44 SE: 22, 24, 25, 27, 28, 30, 31, 32, 35, 36, 38, 39, 42, 43, 44, 45, 47, 48, 50, 54, 56 C: 23, 24, 25, 27, 30, 32, 36, 39, 41, 64 L: 28, 31, 32, 33, 37, 47, 48, 62
LDC-2b Pay brief attention to	LDC-2e Respond to and	P: 29, 31, 34, 36, 37, 39	P: 35, 36, 38, 39, 41, 48, 53,

the same object the caregiver is looking at.	initiate dialogue with another person.	SE: 22, 24, 25, 27, 28, 30, 31, 32, 35, 36, 38, 39 C: 23, 24, 25, 27, 30, 32, 36, 39 L: 28, 31, 32, 33, 37	54, 64 SE: 23, 27, 32, 33, 34, 35, 36, 39, 40, 41, 48, 54, 64, 65, 66 C: 35, 41, 50, 58, 62, 63 L: 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
LDC-2c Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear).	LDC-2f Use movement or behavior to initiate interaction with another person.	SE: 2, 4, 5, 6, 8, 9, 13, 14, 15, 16, 20 C: 1, 2, 13, 15 L: 7, 9, 10, 13, 15, 18, 20, 24	
Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
Emerging	LDC-3a Respond to simple statements and questions about pictures, play, people, and things that are happening.		P: 35, 36, 38, 39, 41, 48, 53, 54, 64 SE: 23, 27, 32, 33, 34, 35, 36, 39, 40, 41, 48, 54, 64, 65, 66 C: 35, 41, 50, 58, 62, 63 L: 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
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.			
LDC-4a Repeat actions that mean something specific (lift arms to be picked up, point at desired toys).	LDC-4d Communicate through facial expressions, sounds, and body movements.	P: 22 SE: 20 L: 5, 6, 11, 12, 13, 20, 25, 26 C: 19, 21, 22, 24, 28	P: 35, 36, 38, 39, 41, 48, 53, 54, 64 SE: 23, 27, 32, 33, 34, 35, 36, 39, 40, 41, 48, 54, 64, 65, 66 C: 35, 41, 50, 58, 62, 63 L: 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
LDC-4b Make different sounds for different purposes (whimper when wet, cry loudly)	LDC-4e Expect others to understand them and show frustration, often through their	P: 16, 17 SE: 1, 4, 5, 7, 8, 14, 15, 16, 20, 25, 34, 40	P: 39 SE: 22, 26, 30, 31, 44 C: 24, 36

when hungry).	behavior, if not understood.	C: 1, 2, 3, 13, 14, 15, 21, 24, 34, 35, 36 L: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 23, 28, 32, 33, 35, 37, 40 Welcome to Frog Street Infant: 46	L: 28, 31, 32, 33, 37, 47, 48, 62
LDC-4c “Jabber” and pretend to talk using many sounds or signs from the languages used around them.		SE: 4, 5, 15 C: 1, 2, 13, 15, 24, 36 L: 9, 10, 15, 20, 28, 32	
Goal LDC-5: Children describe familiar people, places, things, and events.			
Emerging	LDC-5a Act out familiar scenes and events, and imitate familiar people.		P: 42, 43, 47, 49, 50, 53, 56, 58, 62, 63, 65 SE: 41, 42, 45, 46, 48, 49, 52, 53, 54, 60, 61, 62 C: 44, 65 L: 44, 50
Goal LDC-6: Children use most grammatical constructions of their home language well.			
LDC-6a Make different sounds for different purposes (whimper when wet, cry loudly when hungry).	LDC-6c “Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language.	P: 16, 17 SE: 1, 4, 5, 7, 8, 14, 15, 16, 20, 25, 34, 40 C: 1, 2, 3, 13, 14, 15, 21, 24, 34, 35, 36 L: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 23, 28, 32, 33, 35, 37, 40 Welcome to Frog Street Infant: 46	SE: 31, 32, 33, 34, 35, 36, 37, 38, 40 C: 21, 24, 35, 36, 37 L: 22, 23, 24, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39
LDC-6b “Jabber” and pretend to talk using many sounds or signs from the languages used around them to communicate.	LDC-6d Use a few words to communicate (make requests and ask questions).	SE: 4, 5, 15 C: 1, 2, 13, 15, 24, 36 L: 9, 10, 15, 20, 28, 32	P: 35, 36, 38, 39, 41, 48, 53, 54, 64 SE: 23, 27, 32, 33, 34, 35, 36, 39, 40, 41, 48, 54, 64, 65, 66 C: 35, 41, 50, 58, 62, 63 L: 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
Goal LDC-7: Children respond to and use a growing vocabulary.			
LDC-7a Make specific sounds, facial expressions, and/or gestures for certain people and objects.	LDC-7d Show steady increase in words used (e.g., name family members and familiar objects).	P: 22, 24, 27, 32, 35, 36, 37, 39 SE: 8, 14, 20, 22, 23, 24, 25, 27, 30, 31, 32, 34, 35, 36, 37, 38, 39 C: 23, 25, 26, 29, 32, 33, 34, 35, 36, 37, 39 L: 15, 19, 22, 23, 26, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39	P: 22, 23, 27, 29, 31, 33, 34, 36, 37, 39 SE: 22, 23, 24, 25, 27, 29, 30, 31, 35, 36, 39, 45, 51, 52, 56, 57 C: 22, 26, 36, 34, 36, 45 L: 22, 25, 26, 29, 30, 33, 34, 35, 50
LDC-7b Imitate sounds, words, and gestures.	LDC-7e Imitate parts of familiar songs, chants, or rhymes.	P: 11, 12, 14, 22, 24, 27, 35, 37, 39 SE: 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 20, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 36, 38, 39, 40 C: 1, 13, 15, 24, 34, 36 L: 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 17, 18, 20, 22, 23, 28, 32, 33, 37, 40	P: 22, 23, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 62, 64 SE: 23, 35, 47, 58, 62, 65 C: 33, 34, 35 L: 24, 31, 32, 34, 35, 38, 42, 47, 48, 52, 53, 55, 61
LDC-7c Recognize spoken or signed words for common items.	LDC-7f Respond to simple words and phrases that they hear often.	P: 24 SE: 11, 27, 33, 39 C: 11 L: 4, 10, 31, 38, 40	P: 41, 43, 47, 50, 54, 62, 64, 65 SE: 27, 30, 35 C: 21, 25, 29 L: 21, 24, 27, 31, 33, 34, 35, 37, 40, 44
	LDC-7g Use several words to make requests (e.g., “done,” “want it,” “please”) as well as to label people and objects.		C: 50, 58, 62 L: 34, 36, 41, 42, 43, 44, 45, 47, 51

Foundations for Reading			
Goal LDC-8: Children develop interest in books and motivation to read.			
LDC-8a Pat and chew on tactile books.	LDC-8d Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story).	P: 36, 38, 53 SE: 32, 33, 39, 43 C: 9, 10, 33 L: 3, 14, 19, 25, 26, 29, 30, 36, 38, 40	P: 24, 28, 41, 53 SE: 28, 29, 33, 41, 43, 53 C: 29, 35, 45, 63, 64 L: 21, 25, 29, 38, 40, 43, 45, 48, 51, 52, 58, 63, 64, 65
LDC-8b Look at pictures of faces and simple objects.	LDC-8e Show interest in books (e.g., tactile and picture books).	P: 20 SE: 10, 17, 32, 39 C: 6, 8, 9, 10, 12, 16, 38 L: 3, 6, 14, 25, 26, 30, 31, 33, 36, 38, 40	P: 36, 38, 53 SE: 32, 33, 39, 43 C: 33 L: 25, 26, 29, 30, 36, 38, 40
LDC-8c Listen to simple and repetitive books, stories, and songs.	LDC-8f Listen to simple and repetitive books, stories, and songs for a brief period of time.	P: 37 SE: 2, 5, 8, 9, 11, 13, 16, 28, 35 C: 13, 15, 24, 34, 35 L: 21, 25, 29, 32, 34, 35, 38	P: 37, 54, 58, 62, 64 SE: 28, 35, 44, 47, 54, 58, 62, 65 C: 34, 35, 41, 50 L: 32, 34, 35, 38, 42, 47, 48, 53, 55, 57, 60, 61, 62, 64
	LDC-8g Carry books around, "name" them, and select books for adults to read out loud.		P: 41, 53 SE: 33, 41, 43, 53 C: 45, 63, 64 L: 40, 41, 43, 45, 48, 51, 52, 63, 65
Goal LDC-9: Children comprehend and use information presented in books and other print media.			
Emerging	LDC-9a Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays.		P: 22, 23, 27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 39, 62, 64 SE: 23, 35, 47, 58, 62, 65 C: 33, 34, 35 L: 24, 31, 32, 34, 35, 38, 42, 47, 48, 52, 53, 55, 61
	LDC-9b Allow entire short book to be "read" with willingness to look at most pages.		P: 41, 53 SE: 33, 43 C: 45, 63, 64 L: 40, 43, 45, 48, 51, 52, 63, 65
	LDC-9c Make appropriate		P: 24, 28, 41, 53

	sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrooom” when looking at a car).		SE: 33, 43 C: 29, 35, 45, 63, 64 L: 21, 25, 29, 38, 40, 43, 45, 51, 52, 58, 63, 65
Goal LDC-10: Children develop book knowledge and print awareness.			
LDC-10a Explore books and paper by tasting, mouthing, crumpling, banging, and patting.	LDC-10c Turn pages (but not always in the right order); point to and label pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book).	P: 36, 38, 53 SE: 32, 33, 39, 43 C: 9, 10, 33 L: 3, 14, 19, 25, 26, 29, 30, 36, 38, 40	P: 22, 23, 36, 38 SE: 32, 33, 39 C: 29, 33 L: 25, 26, 29, 30, 36, 38, 40
LDC-10b Look at pictures while cuddling with caregiver.	LDC-10d Identify some environmental print and logos (favorite cereal box, a sign for a familiar store).	SE: 33 C: 13, 35 L: 3, 14, 19, 25, 29, 38	P: 36, 38, 53 C: 41
Goal LDC-11: Children develop phonological awareness.			
LDC-11a Imitate and take turns with caregivers making different sounds.	LDC-11b Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures.	P: 1, 2, 3, 4, 6, 7, 10, 11, 12, 14, 21, 22, 27, 35, 36, 37, 38, 39 SE: 20, 22, 23, 24, 25, 27, 28, 30, 31, 32, 33, 34, 35, 36, 39, 40 C: 1, 2, 13, 15, 19, 24, 31, 32, 34, 35, 36 L: 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 23, 25, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38	P: 21, 22, 27, 35, 36, 37, 38, 39, 41, 48, 53, 54, 64 SE: 22, 23, 24, 25, 27, 28, 30, 31, 32, 33, 34, 35, 36, 39, 40, 41, 48, 54, 64, 65, 66 C: 24, 31, 32, 34, 35, 36, 41, 50, 58, 62, 63 L: 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
Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.			
Emerging	Emerging		
Foundations for Writing			
Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.			
Emerging	LDC-13a Make marks,		P: 22, 27, 29, 30, 39, 51

	scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make marks with marker or crayon).		C: 38, 39, 43, 54, 56, 56, 59, 60 L: 54, 56
Goal LDC-14: Children use knowledge of letters in their attempts to write.			
Emerging	Emerging		
Goal LDC-15: Children use writing skills and conventions.			
Emerging	LDC-15a Hold marker or crayon with the fist.		P: 22, 27, 29, 30, 39, 51 C: 38, 39, 43, 54, 56, 56, 59, 60 L: 54, 56
	LDC-15b Dot or scribble with crayons, may progress to vertical lines.		P: 22, 27, 29, 30, 39, 51 C: 38, 39, 43, 54, 56, 56, 59, 60 L: 54, 56
Cognitive Development (CD)			
Construction of Knowledge: Thinking and Reasoning			
Goal CD-1: Children use their senses to construct knowledge about the world around them.			
CD-1a Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects).	CD-1c Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth).	P: 2, 8, 12, 31 SE: 9, 16, 20, 34, 36 C: 7, 12, 14, 15, 16, 23, 27, 29, 30, 32, 34, 36, 39, 41, 64 L: 3, 6, 9, 11, 21, 28, 31, 32, 35, 37, 57, 62, 64	P: 26, 33, 36, 38, 39, 40, 46, 56, 59, 62 C: 22, 23, 24, 25, 29, 30, 32, 38, 39, 41, 42, 49, 51, 52, 53, 55, 64
CD-1b Turn head or move toward sounds.	CD-1d Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	SE: 1, 7, 8, 14, 20, 27, 30, 35 C: 3, 21, 25, 29 L: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 19, 20, 21, 24, 27, 31, 34, 35, 37, 40	P: 21, 24, 26, 28, 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 SE: 23, 24, 29, 35, 36, 40, 42, 46, 53, 64, 66 C: 26, 38, 39, 55, 60 L: 22, 31, 32, 34, 35, 53, 55
Goal CD-2: Children recall information and use it for new situations and problems.			
CD-2a Search for objects that are hidden or partly hidden.	CD-2f Search in several places where an object has been hidden recently.	P: 1, 2, 4, 11, 12, 22, 23, 27, 29, 31, 33, 34, 36, 37, 39 SE: 1, 2, 3, 4, 5, 6, 7, 8, 12,	P: 22, 23, 27, 29, 31, 33, 34, 36, 37, 39 SE: 22, 23, 24, 25, 27, 29, 30,

		13, 14, 15, 17, 20, 22, 23, 24, 25, 27, 29, 30, 31, 35, 36, 39 C: 11, 12, 14, 17, 20, 22, 26, 36, 34, 36 L: 1, 7, 11, 12, 13, 21, 22, 5, 26, 29, 30, 33, 34, 35	31, 35, 36, 39, 45, 51, 52, 56, 57 C: 22, 26, 36, 34, 36, 45 L: 21, 22, 25, 26, 29, 30, 33, 34, 35, 50
CD-2b Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent's shoulder when new person comes near).	CD-2g Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved).	P: 24 SE: 1, 2, 3, 4, 5, 6, 8, 14, 20, 22, 30, 31, 39, 44 C: 2 L: 4, 12	C: 40 L: 29, 30, 36, 38, 41, 43, 46
CD-2c Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle).	CD-2h Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, "water" plants with pitcher).	P: 12, 14 SE: 22, 30, 31, 39 L: 16	P: 45, 52 SE: 22, 30, 31, 39, 44, 49, 55, 56, 58, 66 L: 51
CD-2d Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue "horsey ride").	CD-2i Imitate behaviors they have seen in the past or in other places.	P: 31 SE: 2, 5, 6, 7, 8, 9, 11, 13, 15, 16, 19, 20, 22, 24, 25, 28, 32, 35, 36, 38 C: 1, 2, 21, 22, 24, 34 L: 10, 25, 39	P: 39, 41, 42, 45, 51, 60, 66 SE: 61 C: 34, 47, 48, 53, 57, 61, 62 L: 47, 48, 53, 57, 61, 62
CD-2e Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places.	CD-2j Identify objects and people in pictures by pointing or looking.	P: 39 SE: 1, 3, 4, 5, 6, 12, 14, 20, 27, 30 C: 1, 2, 13, 15, 24, 34, 36 L: 1, 3, 5, 6, 9, 10, 11, 12, 13, 17, 18, 20, 28, 31, 32, 33, 35, 37	P: 41, 53 SE: 33, 43 C: 45, 63, 64 L: 40, 43, 45, 58, 51, 52, 63, 65
Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.			
CD-3a Show awareness of	CD-3c Show awareness of	SE: 2, 10, 18, 19, 27, 28, 29,	P: 47, 58, 62

others' reactions to people, objects, and events.	others' feelings about things by looking to see how they react.	36 C: 11 L: 15, 16, 18, 27, 37, 39	SE: 34, 36, 41, 42, 43, 45, 46, 48, 49, 50, 53, 54, 57, 60, 61, 62, 63, 64 C: 61 L: 62, 64
CD-3b Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object).		P: 16, 17, 24, 28 C: 1, 3, 13, 29, 35 SE: 1, 16, 28, 29 L: 3, 7, 14, 29, 21, 25, 29, 38, 40	
Creative Expression			
Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.			
CD-4a Show wonder or fascination with objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music).	CD-4c Show interest or pleasure in response to images, objects, and music (say, "Aaah" and reach for a brightly colored picture, look at or reach toward fluttering leaves).	P: 20 SE: 10, 17, 32, 39 C: 6, 8, 9, 10, 12, 16, 38 L: 3, 6, 14, 25, 26, 30, 31, 33, 36, 38, 40	P: 49, 51, 58 SE: 39, 51 C: 38, 42, 43, 48, 54, 55, 57, 58, 60 L: 21, 35, 42, 43, 44, 47, 48, 50, 54, 56, 61
CD-4b Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet).	CD-4d Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music).	P: 1, 7, 8, 12, 13, 14, 15, 24 SE: 2, 5, 6, 7, 9, 15, 16, 17, 20 C: 3, 4, 13, 15, 16, 17, 21, 23	C: 38, 39
Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.			
CD-5a Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf).	CD-5e Use hats and clothes for dress-up make-believe.	P: 13, 14, 25, 29, 30, 34, 39 SE: 17 C: 7, 21, 29, 34 L: 21, 24	P: 25, 29, 30, 34, 39, 41, 42, 45, 51, 60, 66 SE: 61 C: 21, 29, 34, 47, 48, 53, 57, 61, 62 L: 21, 24, 47, 48, 53, 57, 61, 62
CD-5b Explore sensory properties of art media (smear paint, pat and pound dough).	CD-5f Explore art materials freely (make marks, squeeze clay, tear paper).	C: 8, 10, 15, 20, 30, 38, 39 L: 19	C: 30, 38, 39, 54, 56, 57, 59 L: 49, 56

CD-5c Make a variety of sounds with simple instruments, toys, and their own voice.	CD-5g Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle).	P: 16, 17, 24, 28 SE: 1, 16, 28, 29, 35 C: 1, 3, 29 L: 7, 9, 10, 11, 12, 13, 15, 16, 19, 20, 21, 24, 25, 31	P: 24, 28, 47, 48, 63, 65 SE: 28, 29, 35, 52, 56 C: 29, 42 L: 21, 24, 25, 31, 42, 47, 48, 53, 55, 57, 60, 61, 62, 64
CD-5d Express themselves by moving their bodies (wave arms when excited, hug soft toy).	CD-5h Move to music in their own way.	P: 1, 2, 4, 5, 6, 8, 9, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 40 C: 6 L: 35	P: 24, 28, 47, 48, 63, 65 SE: 28, 29, 35, 52, 56 C: 29, 42 L: 21, 24, 25, 31, 42, 47, 48, 53, 55, 57, 60, 61, 62, 64
Social Connections			
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.			
CD-6a Intently observe actions of children, adults, pets, and objects nearby.	CD-6c • Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine).	SE: 22, 24, 25, 28, 32, 36, 38	P: 39, 41, 42, 45, 51, 60, 66 SE: 61 C: 34, 47, 48, 53, 57, 61, 62 L: 47, 48, 53, 57, 61, 62
CD-6b Seek parents, siblings, caregivers, and teachers for play and for meeting needs.	CD-6d Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor).	P: 1, 2, 4, 11, 12, 22, 27, 37 SE: 3, 4, 5, 13, 23, 25, 29, 31 C: 2 L: 1, 3, 5, 6, 9, 17, 18, 20, 28, 32, 33, 37 Welcome to Frog Street Infant: 44, 45, 46	P: 22, 27, 37, 65 SE: 23, 25, 29, 31, 44 L: 28, 32, 33, 37 Welcome to Frog Street Infant: 44, 45, 46
Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).			
CD-7a Show a clear preference for familiar people.	CD-7b Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child).	P: 39 SE: 2, 4, 5, 6, 8, 9, 11, 13, 14, 16, 20, 22, 30, 31 C: 2 L: 1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 28, 31, 32, 33, 37	P: 24, 35 SE: 27, 33, 39, 44, 48, 51 C: 63 L: 31, 40

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.			
Emerging	CD-8a Compare their own physical features with those of others by looking and touching.		P: 41 SE: 31, 33, 39, 45, 51, 52, 56, 57 C: 34, 36, 45, 63 L: 50 Welcome to Frog Street Infant: 20, 26, 27, 34, 67
Goal CD-9: Children explore concepts connected with their daily experiences in their community.			
Emerging	Emerging		
Mathematical Thinking and Expression			
Goal CD-10: Children show understanding of numbers and quantities during play and other activities.			
CD-10a Indicate they want “more” with signs, sounds, or looks.	CD-10c Explore quantity (for example, filling and dumping containers).	C: 34, 35, 37 L: 21	P: 30 C: 34, 35, 37, 38, 50, 58, 62 L: 26, 27, 58
CD-10b Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball).	CD-10d Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks).	C: 34, 35	P: 35, 36, 38, 39, 41, 48, 53, 54, 64 SE: 23, 27, 32, 33, 34, 35, 36, 39, 40, 41, 48, 54, 64, 65, 66 C: 35, 41, 50, 58, 62, 63 L: 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
	CD-10e Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more).		C: 34, 35, 37, 38, 50, 58, 62 L: 58
Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.			
CD-11a Discover objects of	CD-11b Participate in activities	P: 3, 7, 10, 11, 12	C: 21, 23, 27, 29, 30, 33, 34,

different sizes by exploring (put toys in mouth, pick up large objects).	that compare the size and weight of objects.	SE: 2,17 C: 14, 15, 17, 23	35, 37, 40, 45, 47, 53, 55 L: 26
	CD-11c Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area).		C: 27, 33, 38, 42, 43, 45, 46, 48, 54, 56, 59 L: 37, 63
Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.			
CD-12a Discover different shapes by exploring (put blocks in mouth, roll balls).	CD-12c Explore space with their bodies (fit self into large box, crawl under table, climb over low walls).	P: 1, 3, 4, 8, 13, 14, 15, 17, 22, 23, 27 C: 8, 9, 10, 20, 27, 33, 38 L: 18, 37	P: 21, 25, 26, 28, 34, 37, 40, 42, 46, 48, 50, 54, 56, 57, 58, 59, 63, 64, 65 SE: 54, 60, C: 31, 32
CD-12b Attempt to put objects into other objects (such as putting pieces into holes or other spaces).	CD-12d Put basic shapes into a shape sorter using trial and error.	C: 27, 33, 38 L: 37	C: 27, 33, 38, 42, 43, 45, 46, 48, 54, 56, 59 L: 37, 63
Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.			
Emerging	Emerging		
Scientific Exploration and Knowledge			
Goal CD-14: Children observe and describe characteristics of living things and the physical world.			
CD-14a Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water).	CD-14b Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves).	P: 36 SE: 9, 17, 38 C: 5, 7, 29, 30, 32, 37, 40 L: 3, 6, 18, 26, 29, 30, 36, 38	P: 36, 46, 56 SE: 9, 17, 38 C: 5, 7, 29, 30, 32, 37, 40, 41, 44, 52, 57, 60 L: 3, 6, 18, 26, 29, 30, 36, 38, 41, 43, 46
Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.			
CD-15a Gather information	CD-15c Use all senses to	P: 1, 7, 8, 12, 13, 14, 15, 22,	P: 22, 23, 24, 27, 28, 29, 32,

through sight, hearing, taste, smell, and touch.	examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon).	23, 24, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40 SE: 2, 5, 6, 7, 9, 15, 16, 17, 20, 24, 28, 30, 31, 33, 37 C: 3, 4, 13, 15, 16, 17, 21, 23, 25, 27, 29, 30, 32, 39 L: 35, 37	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 SE: 24, 28, 30, 31, 33, 37 C: 21, 23, 25, 27, 29, 30, 32, 39, 41, 45, 48, 54, 56 L: 35, 37, 53, 55, 56
CD-15b Use multiple senses to focus intently on objects, displays, materials, or events.	CD-15d Use toys and other objects to make things happen (kick a ball, push a button on a toy).		P: 30, 45, 51, 59 SE: 21, 59 C: 22, 25, 27, 29, 53, 55, 56, 57, 58, 62, 64 L: 21, 26, 37, 65, 66
	CD-15e Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth).		P: 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 SE: 21, 22, 23, 25, 26, 29, 30, 31, 33, 37 C: 23, 25, 29, 30, 32, 39, 41, 45, 48, 54, 56 L: 35, 37, 53, 55, 56