

Illinois Learning Standards Correlation to Frog Street Infant (0 to 18) Months



**Illinois Learning Standards
Correlated with
Frog Street Infants: Infant Activity Cards**
Subject: Early Childhood Education
Ages: Birth to 18 months
Early Childhood Education

STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.1.	Physiological Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.1.1.	Children demonstrate the emerging ability to regulate their physical processes in order to meet both their internal needs and external demands in accordance with social and cultural contexts.
STANDARD	SR.1.1.1.	Birth to 9 months: Children's biological rhythms are supported and impacted by their caregiver(s) in order to establish their sleep/wake, feeding, and elimination patterns. Children also begin to develop awareness of stimuli in their environment.
EXPECTATION	SR.1.1.1.1.	Begins to demonstrate a pattern in sleep-wake and feeding cycles <u>Infant Activity Cards</u> L16 Crunch! Slurp! P12 Here Comes the Airplane P14 Scrunchie Watch
EXPECTATION	SR.1.1.1.2.	Signals for needs, e.g., cries when hungry, arches back in discomfort <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE3: I'm Coming SE13: Baby Massage
EXPECTATION	SR.1.1.1.3.	Disengages when overstimulated, e.g., turns head, glances away, falls asleep, spits up <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE16 You Are My Sunshine SE21 I Can Do It
EXPECTATION	SR.1.1.1.4.	Uses sucking to assist in sleeping <u>Infant Activity Cards</u> SE21: I Can Do It
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.1.	Physiological Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.1.1.	Children demonstrate the emerging ability to regulate their physical processes in order to meet

		both their internal needs and external demands in accordance with social and cultural contexts.
STANDARD	SR.1.1.2.	7 months to 18 months: Children, through the responses and support of their caregiver(s), become increasingly organized in and begin to adapt their sleep/wake, feeding, and elimination patterns. Children are also beginning to organize and habituate to stimuli in their environment.
EXPECTATION	SR.1.1.2.1.	Demonstrates consistent sleeping and feeding times throughout the day <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE16 You Are My Sunshine SE21 I Can Do It
EXPECTATION	SR.1.1.2.2.	Increasingly organized and consolidated internal schedule for sleep/wake, elimination, and feeding, e.g., decreases the number of naps but extends the length of the naps <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE16 You Are My Sunshine SE21 I Can Do It
EXPECTATION	SR.1.1.2.3.	Communicates with a wide range of signals as crying diminishes, e.g., smiles, gestures, uses words <u>Infant Activity Cards</u> C2 Smile L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby L22 Copy Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands
EXPECTATION	SR.1.1.2.4.	Begins to exhibit certain behaviors when overstimulated and/or unfocused, e.g., becomes aggressive, lashes out, bites <u>Infant Activity Cards</u> SE37 Name that Emotion
EXPECTATION	SR.1.1.2.5.	Increased desire for independence and control <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It

		<p>P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.2.	Emotional Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.2.1.	Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
STANDARD	SR.2.1.1.	Birth to 9 months: Children are developing the ability to manage their own emotional experiences through co-regulation, as they communicate needs to caregivers.
EXPECTATION	SR.2.1.1.1.	<p>Signals needs by sounds and movement</p> <p><u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE3 I'm Coming SE23 Skidamarink SE25 I Love You! SE37 Name that Emotion</p>
EXPECTATION	SR.2.1.1.2.	<p>Able to use cues to signal over-stimulation, e.g., turns head, gaze aversion</p> <p><u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE16 You Are My Sunshine SE21 I Can Do It</p>
EXPECTATION	SR.2.1.1.3.	<p>Begins to use self-soothing strategies, e.g., sucks on hands, and grasps an object in order to calm self</p> <p><u>Infant Activity Cards</u> SE21 I Can Do It</p>
EXPECTATION	SR.2.1.1.4.	<p>Vocalizes and uses facial cues to get caregiver's attention, e.g., cries, gazes, initiates eye contact</p> <p><u>Infant Activity Cards</u> SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE5 My Time SE6 Snuggles</p>

		SE8 Rock-a-Bye Baby SE9 Baby Feet
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.2.	Emotional Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.2.1.	Children demonstrate the emerging ability to identify and manage the expression of emotion in accordance with social and cultural contexts.
STANDARD	SR.2.1.2.	7 months to 18 months: As children continue to depend on and learn from caregivers, they begin to use more purposeful and complex skills in managing their emotions.
EXPECTATION	SR.2.1.2.1.	Communicates needs to an adult, e.g., points, shakes head <u>Infant Activity Cards</u> L22 Copy Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands
EXPECTATION	SR.2.1.2.2.	Able to self-soothe more effectively, e.g., sucks thumb, holds on to stuffed toy <u>Infant Activity Cards</u> SE57 Feeling Blocks SE59 Breathe In, Blow Out SE63 Gently Rock
EXPECTATION	SR.2.1.2.3.	Uses social referencing in uncertain situations, e.g., looks at a caregiver's face for reassurance in the presence of a new person <u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me

		SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby
EXPECTATION	SR.2.1.2.4.	<p>Prefers physical proximity to familiar adults in unknown situations, e.g., follows caregiver when he or she leaves the room</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	SR.2.1.2.5.	<p>Seeks out caregiver through physical actions, e.g., reaches for the caregiver's hand or moves closer to them when frightened</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs</p>

		SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby
EXPECTATION	SR.2.1.2.6.	Uses comfort objects, e.g., a stuffed animal or blanket, to help calm down <u>Infant Activity Cards</u> SE59 Breathe In, Blow Out SE63 Gently Rock
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.1.	Birth to 9 months: Children are attempting to process an abundance of new stimuli every day. Children are also building their internal capacity for sustained attention and regulation through interactions with their co-regulating other.
EXPECTATION	SR.3.1.1.1.	Focuses on objects in the environment during alert states <u>Infant Activity Cards</u> P3 Tracking P5 Push Up P6 Roll Over P7 Follow the Ball P8 Finger Squeeze P10 Beautiful Bubbles P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P19 Scooting
EXPECTATION	SR.3.1.1.2.	Initiates and briefly maintains social interactions with adults, e.g., establishes eye contact, coos to receive attention <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection

		SE22 Pat-a-Cake Feet SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	SR.3.1.1.3.	Explores environment through senses, e.g., touches and mouths objects <u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks
EXPECTATION	SR.3.1.1.4.	Focuses attention on novel objects and familiar caregiver(s) <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE2 Eye-to-Eye Connection SE3 I'm Coming SE4 Hug Me SE5 My Time SE8 Rock-a-Bye Baby C2 Smile C3 What's That Noise? C4 Follow This! C5 Bubbles C6 Mirror Reflection C7 Jingle, Jingle C9 Do You See Blue? C10 Colored Streamers
EXPECTATION	SR.3.1.1.5.	Plays with one object for a few minutes before focusing on a different object <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo
STATE GOAL / DISCIPLINARY	IL.EC1.SR.	SELF-REGULATION

CONCEPT		
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment.
EXPECTATION	SR.3.1.2.1.	Engages in joint attention with a caregiver, e.g. joins in looking at the same object or shifts gaze to where someone is pointing <u>Infant Activity Cards</u> C19 Paper Bag Blocks P29 Scarf Pull P31 Shake, Shake, Shake P34 Drop the Beanbag P36 My Hands P39 Twinkle Fingers
EXPECTATION	SR.3.1.2.2.	Maintains more advanced levels of engagement, e.g., repeat actions over and over when enjoying the reaction and result of the experience <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment._x0000__x0000__x0000_
EXPECTATION	SR.3.1.2.3.	Focuses on one object or activity for a brief period of time, even with other objects close in

		<p>proximity; still easily distracted</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment. _x0000_ _x0000_ _x0000_ _x0000_
EXPECTATION	SR.3.1.2.4.	<p>Shifts attention from adults to peers</p> <p><u>Infant Activity Cards</u> C11 My Name</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.3.	Attention Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.3.1.	Children demonstrate the emerging ability to process stimuli, focus and sustain attention, and maintain engagement in accordance with social and cultural contexts.
STANDARD	SR.3.1.2.	7 months to 18 months: Children begin to have shared interests with others and are building a capacity for purposefully attending to objects and people. Children also begin to hold sustained attention for increasing amounts of time as they are quicker to organize and habituate to stimuli in their environment. _x0000_ _x0000_ _x0000_
EXPECTATION	SR.3.1.2.5.	<p>Relies on routines and patterns to maintain an organized state in order to focus</p> <p><u>Infant Activity Cards</u> C21 Little Drummers C22 Rattle Retrieval C23 Tactile Blocks</p>

		C24 Mimicking Games C26 Where is Lily? C33 Things That Go Together C34 One, Two, Three C35 Little Monkeys C37 Eye on the Ball
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.4.	Behavior Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.4.1.	Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.
STANDARD	SR.4.1.1.	Birth to 9 months: Children respond to internal and external states and have little or no self-control over their behavior. Children depend on caregivers to co-regulate their behavior.
EXPECTATION	SR.4.1.1.1.	Cries when hungry, tired, uncomfortable, or bored <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE3 I'm Coming
EXPECTATION	SR.4.1.1.2.	Uses physical movements to disengage from interaction, turns head, averts gaze <u>Infant Activity Cards</u> P14 Scrunchie Watch P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P3 Tracking P32 Kicking P34 Drop the Beanbag P37 Swinging P38 Up and Down P40 Bubble Stomp P5 Push Up P6 Roll Over P9 Bicycle SE24 Nose Rubs
EXPECTATION	SR.4.1.1.3.	Physically explores environment through touch, e.g., sucking, gnawing, hitting, pulling, banging <u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks

EXPECTATION	SR.4.1.1.4.	Shows curiosity and limited restraint when exploring the environment, e.g., reaches for objects that adults or other children are holding <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SR.	SELF-REGULATION
LEARNING STANDARD / DISCIPLINE	SR.4.	Behavior Regulation
DESCRIPTOR / CONTENT DISCIPLINE	SR.4.1.	Children demonstrate the emerging ability to manage and adjust behaviors in accordance with social and cultural contexts.
STANDARD	SR.4.1.2.	7 months to 18 months: The use of social referencing emerges and supports children in developing an internal capacity to modify some of their behaviors. Children still depend heavily on the use of their caregiver to help co-regulate their behaviors.
EXPECTATION	SR.4.1.2.1.	Explores environment while unaware of boundaries and limits, e.g., crawls toward a shelf and attempts to climb it <u>Infant Activity Cards</u> P21 Crawling Fun P24 Legs Up, Boo! P25 Tunnels P26 Forward and Backward P28 Learning to Walk P34 Drop the Beanbag P40 Bubble Stomp P42 Fill and Dump P46 Run to the Sun P50 Shadow Dancing P55 Walk the Line P56 Bubble Chasers P58 Streamer Dancing P59 Ball Kick P63 Marching
EXPECTATION	SR.4.1.2.2.	Reads cues and body language of caregiver(s) and familiar others to guide reactions and

		behaviors in novel and uncertain situations <u>Infant Activity Cards</u> SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE25 I Love You! SE30 Snuggle, Snuggle SE36 Eyes, Ears, Nose, and Mouth SE40 Yes and No
EXPECTATION	SR.4.1.2.3.	Demonstrates frustration, e.g., cries, bites <u>Infant Activity Cards</u> SE37 Name that Emotion
EXPECTATION	SR.4.1.2.4.	Has difficulty channeling excitement, e.g., screams, jumps, squeezes, bites <u>Infant Activity Cards</u> P56 Bubble Chasers P58 Streamer Dancing P63 Marching P64 I Can
EXPECTATION	SR.4.1.2.5.	Chooses between two options, e.g., “You can have the red ball or the blue ball” <u>Infant Activity Cards</u> C42 Drop It C54 Making Green C58 More or Less?
EXPECTATION	SR.4.1.2.6.	Completes a forbidden action regardless of referencing a caregiver’s reaction, e.g., looks toward their caregiver before touching the forbidden object and then touches it anyway No Correlations
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.1.	Attachment Relationships
DESCRIPTOR / CONTENT DISCIPLINE	SED.1.1.	Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.
STANDARD	SED.1.1.1.	Birth to 9 months: Children begin to build trust, initiate interaction, and seek proximity with one (or a few) primary caregiver(s).
EXPECTATION	SED.1.1.1.1.	Establishes, maintains, and disengages eye contact <u>Infant Activity Cards</u> SE11 Mirror, Mirror SE13 Baby Massage

		<p>SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	SED.1.1.1.2.	<p>Responds to caregiver(s) by smiling and cooing</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	SED.1.1.1.3.	<p>Seeks comfort from a familiar caregiver</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet</p>

		<p>SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	SED.1.1.1.4.	<p>Imitates familiar adults' gestures and sounds</p> <p><u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	SED.1.1.1.5.	<p>Demonstrates preference for familiar adults</p> <p><u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE3 I'm Coming SE4 Hug Me SE5 My Time SE8 Rock-a-Bye Baby</p>
EXPECTATION	SED.1.1.1.6.	<p>Exhibits separation anxiety, e.g., does not want to be held by another person when being held by primary caregiver</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection</p>

		SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.1.	Attachment Relationships
DESCRIPTOR / CONTENT DISCIPLINE	SED.1.1.	Children form secure attachment relationships with caregivers who are emotionally available, responsive, and consistent in meeting their needs.
STANDARD	SED.1.1.2.	7 months to 18 months: Children trust in, engage with, and seek reassurance from their primary caregiver(s). Children can confidently explore their environment when in close physical proximity to an attachment figure.
EXPECTATION	SED.1.1.2.1.	Distinguishes between primary caregivers and others <u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby
EXPECTATION	SED.1.1.2.2.	Attempts to change the situation when separation anxiety occurs, e.g., follows caregiver(s) when he or she leaves the room <u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements

		<p>P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
<p>EXPECTATION</p>	<p>SED.1.1.2.3.</p>	<p>Uses social referencing with caregiver(s) when in uncertain situations, e.g., will glance at caregiver's face for cues on how to respond to an unfamiliar person or new situation</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
<p>EXPECTATION</p>	<p>SED.1.1.2.4.</p>	<p>Uses key adults as a "secure base" when exploring the environment</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger</p>

		<p>P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	SED.1.1.2.5.	<p>Exhibits stranger anxiety and concern in presence of an unknown person or a new situation</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	SED.1.1.2.6.	<p>Seeks comfort from caregiver(s) and/or a familiar object, e.g., blanket, stuffed animal</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger</p>

		<p>P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	SED.1.1.2.7	<p>Initiates and maintains interactions with caregiver(s)</p> <p><u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.2.	Emotional Expression
DESCRIPTOR / CONTENT DISCIPLINE	SED.2.1.	Children demonstrate an awareness of and the ability to identify and express emotions.
STANDARD	SED.2.1.1.	Birth to 9 months: Children begin to express a wide range of feelings through verbal and nonverbal communication, and begin to develop emotional expression with the assistance of their caregiver(s).
EXPECTATION	SED.2.1.1.1.	<p>Uses facial expressions and sounds to get needs met, e.g., cries, smiles, gazes, coos</p> <p><u>Infant Activity Cards</u> C2 Smile</p>

		L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby
EXPECTATION	SED.2.1.1.2.	Expresses emotions through sounds and gestures, e.g., squeals, laughs, claps <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE14 Ride a Little Horsie SE19 So Big SE21 I Can Do It SE7 Peek-a-Boo
EXPECTATION	SED.2.1.1.3.	Demonstrates discomfort, stress, or unhappiness through body language and sounds, e.g., arches back, moves head, cries <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE3 I'm Coming SE8 Rock-a-Bye Baby SE13 Baby Massage
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.2.	Emotional Expression
DESCRIPTOR / CONTENT DISCIPLINE	SED.2.1.	Children demonstrate an awareness of and the ability to identify and express emotions.
STANDARD	SED.2.1.2.	7 months to 18 months: Children begin to express some emotions with intention, and with the help of their caregiver(s) children can increase their range of emotional expression.
EXPECTATION	SED.2.1.2.1.	Expresses wants with intentionality, e.g., pushes an unwanted object out of the way, and reaches for a familiar adult when wanting to be carried <u>Infant Activity Cards</u> P23 Poke and Squeeze P26 Forward and Backward P29 Scarf Pull P36 My Hands SE21 I Can Do It SE22 Pat-a-Cake Feet SE23 Skidamarink SE25 I Love You! SE37 Name that Emotion
EXPECTATION	SED.2.1.2.2.	Expresses fear by crying or turning toward caregiver(s) for comfort <u>Infant Activity Cards</u> SE21 I Can Do It SE22 Pat-a-Cake Feet SE23 Skidamarink

		SE25 I Love You! SE37 Name that Emotion
EXPECTATION	SED.2.1.2.3.	Shows anger and frustration, e.g., cries when a toy is taken away <u>Infant Activity Cards</u> SE23 Skidamarink SE25 I Love You! SE37 Name that Emotion
EXPECTATION	SED.2.1.2.4.	Recognizes and expresses emotion toward a familiar person, e.g., shows emotion by hugging a sibling <u>Infant Activity Cards</u> SE21 I Can Do It SE24 Nose Rubs SE25 I Love You! SE26 Hugs SE30 Snuggle, Snuggle SE45 We Are Family SE46 Safety Always
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.3.	Relationship with Adults
DESCRIPTOR / CONTENT DISCIPLINE	SED.3.1.	Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
STANDARD	SED.3.1.1.	Birth to 9 months: Children develop the ability to signal for caregivers. By the end of this age period, children begin to engage in playful communication with familiar adults.
EXPECTATION	SED.3.1.1.1.	Uses signals to communicate needs, e.g., crying, body language, and facial expressions <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE3 I'm Coming SE13 Baby Massage SE37 Name that Emotion
EXPECTATION	SED.3.1.1.2.	Attempts to engage both unfamiliar and familiar adults <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage

		SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	SED.3.1.1.3.	Engages in social interactions with adults through smiles, coos, and eye contact <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C2 Smile C24 Mimicking Games C36 Peek-a-Boo Plate L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	SED.3.1.1.4.	Demonstrates preference for familiar adults, e.g., reaches hands out to signal for caregiver(s) <u>Infant Activity Cards</u> SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE25 I Love You! SE30 Snuggle, Snuggle SE31 Peek-a-Boo for Two SE38 Your Hands, My Hands
EXPECTATION	SED.3.1.1.5.	Cautious of unfamiliar adults <u>Infant Activity Cards</u> No Correlations
EXPECTATION	SED.3.1.1.6.	Begins to engage in simple, back-and-forth interactions with a familiar adult, e.g., plays “peek-a-boo,” babbles in response to an adult speaking and repeats this interaction <u>Infant Activity Cards</u>

		<p>C13 Look at My Face C14 This Is Lily C15 Tickle and Touch C24 Mimicking Games C26 Where Is Lily? C36 Peek-a-Boo Plate C4 Follow This! L22 Copy Me L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE7 Peek-a-Boo SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.3.	Relationship with Adults
DESCRIPTOR / CONTENT DISCIPLINE	SED.3.1.	Children demonstrate the desire and develop the ability to engage, interact, and build relationships with familiar adults.
STANDARD	SED.3.1.2.	7 months to 18 months: Children use familiar adults for guidance and reassurance. Children also initiate and engage in back-and-forth interactions with familiar adults.
EXPECTATION	SED.3.1.2.1.	<p>Looks for caregiver's response in uncertain situations</p> <p><u>Infant Activity Cards</u> P28 Learning to Walk P33 Sticky Ball P38 Up and Down SE21 I Can Do It SE34 Where Are Lily's Eyes? SE35 I Can Do What You Do SE40 Yes and No</p>
EXPECTATION	SED.3.1.2.2.	<p>Engages with adults during play, e.g., bangs on a toy drum and repeats action after an adult completes the same action</p> <p><u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage</p>

		<p>SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	SED.3.1.2.3.	<p>Uses key adults as a “secure base” when exploring the environment</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	SED.3.1.2.4.	<p>Uses “social referencing” when encountering new experiences, e.g., glances at a caregiver’s face for cues on how to respond to an unfamiliar person or unknown object</p> <p><u>Infant Activity Cards</u> P28 Learning to Walk P33 Sticky Ball P38 Up and Down SE21 I Can Do It SE34 Where Are Lily’s Eyes? SE35 I Can Do What You Do SE40 Yes and No</p>
EXPECTATION	SED.3.1.2.5.	<p>Draws a familiar adult into an interaction, e.g., hands a book or toy to engage in together</p> <p><u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate</p>

		L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.4.	Self-Concept
DESCRIPTOR / CONTENT DISCIPLINE	SED.4.1.	Children develop identity of self.
STANDARD	SED.4.1.1.	Birth to 9 months: Children begin to recognize themselves as individuals, separate from others. At first, young infants are not aware that they are separate beings. However, between six and nine months of age, the realization that they are separate people emerges.
EXPECTATION	SED.4.1.1.1.	Demonstrates interest in faces and voices of others <u>Infant Activity Cards</u> C11 My Name L31 Look at Me SE10 Follow that Toy SE18 This Little Piggy SE19 So Big
EXPECTATION	SED.4.1.1.2.	Explores his or her own hands and feet <u>Infant Activity Cards</u> P3 Tracking SE17 Hands and Feet
EXPECTATION	SED.4.1.1.3.	Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name <u>Infant Activity Cards</u> SE21 I Can Do It
EXPECTATION	SED.4.1.1.4.	Recognizes and prefers familiar adults and siblings, e.g., leans toward caregiver when being held by someone else <u>Infant Activity Cards</u> SE25 I Love You! SE26 Hugs
EXPECTATION	SED.4.1.1.5.	Initiates interactions with others, e.g., imitates actions, plays peek-a-boo <u>Infant Activity Cards</u> C13 Look at My Face

		<p>C14 This Is Lily C15 Tickle and Touch C24 Mimicking Games C26 Where Is Lily? C36 Peek-a-Boo Plate C4 Follow This! L22 Copy Me L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE7 Peek-a-Boo SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	SED.4.1.1.6.	<p>Begins to display the beginning of joint attention, e.g., points to objects and people</p> <p><u>Infant Activity Cards</u> SE22 Pat-a-Cake Feet SE32 Photo Cards SE33 Faces SE34 Where are Lily's Eyes? SE39 My Family</p>
EXPECTATION	SED.4.1.1.7.	<p>Demonstrates separation anxiety, e.g., cries when caregiver leaves the room</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles</p>

		SE8 Rock-a-Bye Baby
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.4.	Self-Concept
DESCRIPTOR / CONTENT DISCIPLINE	SED.4.1.	Children develop identity of self.
STANDARD	SED.4.1.2.	7 months to 18 months: Children begin to have a greater awareness of their own characteristics and begin to express themselves with their own thoughts and feelings.
EXPECTATION	SED.4.1.2.1.	Shows awareness of significant people by calling them by name, e.g., “papa” <u>Infant Activity Cards</u> C13 Look at My Face L11 Peter Piper L29 Baggie Book SE12 Greetings
EXPECTATION	SED.4.1.2.2.	Engages in joint attention with familiar others, e.g., shares in looking and engaging with objects and people <u>Infant Activity Cards</u> SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE25 I Love You! SE26 Hugs SE28 Dance with Me SE30 Snuggle, Snuggle SE31 Peek-a-Boo for Two SE35 I Can Do What You Do SE38 Your Hands, My Hands
EXPECTATION	SED.4.1.2.3.	Responds with vocalizations or gestures when hears name <u>Infant Activity Cards</u> SE12 Greetings SE21 I Can Do It
EXPECTATION	SED.4.1.2.4.	Demonstrates interest in looking in mirror <u>Infant Activity Cards</u> C6 Mirror Reflection L31 Look at Me P5 Push Up SE11 Mirror, Mirror
EXPECTATION	SED.4.1.2.5.	Uses gestures and some words to express feelings, e.g., “no” <u>Infant Activity Cards</u>

		SE1 Help Me Stay Calm SE14 Ride a Little Horsie SE19 So Big SE21 I Can Do It SE7 Peek-a-Boo SE40 Yes and No
EXPECTATION	SED.4.1.2.6.	Uses social referencing to guide actions and begins to test limits <u>Infant Activity Cards</u> SE21 I Can Do It
EXPECTATION	SED.4.1.2.7.	Points to and identifies body parts on him or herself, e.g., points to eyes when asked, “Where are your eyes?” <u>Infant Activity Cards</u> P3 Tracking SE35 I Can Do What You Do SE36 Eyes, Ears, Nose, and Mouth
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.5.	Relationship with Peers
DESCRIPTOR / CONTENT DISCIPLINE	SED.5.1.	Children demonstrate the desire and develop the ability to engage and interact with other children.
STANDARD	SED.5.1.1.	Birth to 9 months: Children begin to interact with their environment and people around them; an interest in other young children emerges.
EXPECTATION	SED.5.1.1.1.	Demonstrates effort to interact and engage, e.g., uses eye contact, coos, and smiles <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C2 Smile C24 Mimicking Games C36 Peek-a-Boo Plate L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby

		SE9 Baby Feet
EXPECTATION	SED.5.1.1.2.	Observes other children in the environment <u>Infant Activity Cards</u> C11 My Name L31 Look at Me SE10 Follow that Toy SE18 This Little Piggy SE19 So Big
EXPECTATION	SED.5.1.1.3.	Shows interest in both familiar and unfamiliar peers <u>Infant Activity Cards</u> C11 My Name L31 Look at Me SE10 Follow that Toy SE18 This Little Piggy SE19 So Big
EXPECTATION	SED.5.1.1.4.	Cries when hearing another child cry <u>Infant Activity Cards</u> SE37 Name that Emotion
EXPECTATION	SED.5.1.1.5.	Reaches out to touch another child <u>Infant Activity Cards</u> C11 My Name L31 Look at Me SE10 Follow that Toy SE18 This Little Piggy SE19 So Big
EXPECTATION	SED.5.1.1.6.	Attempts to imitate actions, e.g., bangs a toy <u>Infant Activity Cards</u> C11 My Name
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.5.	Relationship with Peers
DESCRIPTOR / CONTENT DISCIPLINE	SED.5.1.	Children demonstrate the desire and develop the ability to engage and interact with other children.
STANDARD	SED.5.1.2.	7 months to 18 months: Children will begin to observe and imitate other children's behaviors.
EXPECTATION	SED.5.1.2.1.	Shows interest in another child by moving closer, e.g., rolls, crawls, or walks toward the child <u>Infant Activity Cards</u> C11 My Name

		L31 Look at Me SE10 Follow that Toy SE18 This Little Piggy SE19 So Big
EXPECTATION	SED.5.1.2.2.	Imitates actions of another child, e.g., rolling a car <u>Infant Activity Cards</u> C11 My Name
EXPECTATION	SED.5.1.2.3.	Engages in a simple, reciprocal game such as “pat-a-cake” <u>Infant Activity Cards</u> C11 My Name
EXPECTATION	SED.5.1.2.4.	Begins to engage in parallel play, in closer proximity to other children but no interaction is attempted <u>Infant Activity Cards</u> SE41 Where is Your Friend? SE45 We Are Family SE46 Safety Always
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else’s feelings and to share in the emotional experiences of others.
STANDARD	SED.6.1.1.	Birth to 9 months: Children begin to build awareness of others’ feelings by observing and reacting to sounds that others make. Toward the end of this age period, infants understand that they are individuals and separate from their caregiver(s), a crucial milestone in interpreting the feelings of others.
EXPECTATION	SED.6.1.1.1.	Watches and observes adults and other children <u>Infant Activity Cards</u> C11 My Name L31 Look at Me SE10 Follow that Toy SE18 This Little Piggy SE19 So Big
EXPECTATION	SED.6.1.1.2.	Cries when hearing another infant cry <u>Infant Activity Cards</u> SE37 Name that Emotion
EXPECTATION	SED.6.1.1.3.	Responds to interactions from caregiver(s), e.g., smiles when caregiver smiles, looks toward a caregiver when he or she shakes a rattle

		<p>Infant Activity Cards C13 Look at My Face C15 Tickle and Touch C2 Smile C21 Little Drummers C22 Rattle Retrieval C24 Mimicking Games C25 Bottle Rollers C27 Shake It Out C29 Ring, Beep, Blink C3 What's that Noise? C36 Peek-a-Boo Plate C7 Jingle, Jingle L1 Rhyme Time L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L17 Here Are My Feet L2 Sing to Baby L26 Two and Three Dimensions L32 Lily Conversations L7 Music, Music, Music P3 Tracking P31 Shake, Shake, Shake SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
<p>EXPECTATION</p>	<p>SED.6.1.1.4.</p>	<p>Shows signs of separation anxiety, e.g., protests when a caregiver leaves the room</p> <p>Infant Activity Cards P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet</p>

		<p>SE23 Skidamarink</p> <p>SE24 Nose Rubs</p> <p>SE3 I'm Coming</p> <p>SE4 Hug Me</p> <p>SE5 My Time</p> <p>SE6 Snuggles</p> <p>SE8 Rock-a-Bye Baby</p>
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EXPECTATION	SED.6.1.1.5.	<p>Begins to share in simple emotions by reading facial and gestural cues, e.g., repeats activities that make others laugh</p> <p><u>Infant Activity Cards</u></p> <p>SE7 Peek-a-Boo</p> <p>SE18 This Little Piggy</p> <p>SE31 Peek-a-Boo for Two</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
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LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
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DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.
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STANDARD	SED.6.1.2.	7 months to 18 months: Children have more experience with a wide range of emotions, as they begin to recognize and respond to different facial and emotional expressions. Children also begin to demonstrate the understanding of how behavior brings out reactions and emotions from others.
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EXPECTATION	SED.6.1.2.1.	<p>Smiles with intention to draw out a smile from a familiar other</p> <p><u>Infant Activity Cards</u></p> <p>C2 Smile</p> <p>L1 Rhyme Time</p> <p>L17 Here Are My Feet</p> <p>L2 Sing to Baby</p>
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STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.SED.	SOCIAL & EMOTIONAL DEVELOPMENT
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LEARNING STANDARD / DISCIPLINE	SED.6.	Empathy
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DESCRIPTOR / CONTENT DISCIPLINE	SED.6.1.	Children demonstrate an emerging ability to understand someone else's feelings and to share in the emotional experiences of others.
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STANDARD	SED.6.1.2.	7 months to 18 months: Children have more experience with a wide range of emotions, as they begin to recognize and respond to different facial and emotional expressions. Children also begin to demonstrate the understanding of how behavior brings out reactions and emotions from others.
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EXPECTATION	SED.6.1.2.2.	Uses social referencing with caregiver(s) when in uncertain situations, e.g., glances at a caregiver's face for cues
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		<p>on how to respond to an unfamiliar person or new situation</p> <p><u>Infant Activity Cards</u> SE23 Skidamarink SE33 Faces SE41 Where is Your Friend? SE46 Safety Always SE59 Breathe In, Blow Out</p>
EXPECTATION	SED.6.1.2.3.	<p>Reacts to a child who is upset by observing or moving physically closer to the child</p> <p><u>Infant Activity Cards</u> SE57 Feeling Blocks SE63 Gently Rock</p>
EXPECTATION	SED.6.1.2.4.	<p>Shares in both positive and negative emotions with caregiver(s), e.g., shares in wonders, amazement, delight, and disappointment</p> <p><u>Infant Activity Cards</u> SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE25 I Love You! SE26 Hugs SE28 Dance with Me SE30 Snuggle, Snuggle SE31 Peek-a-Boo for Two SE37 Name that Emotion</p>
EXPECTATION	SED.6.1.2.5.	<p>Begins to have a greater awareness of own emotions, e.g., says or gestures “no” to refuse, squeals and continues to laugh when happy</p> <p><u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE14 Ride a Little Horsie SE19 So Big SE21 I Can Do It SE7 Peek-a-Boo</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.1.	Gross Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.1.1.	Children demonstrate strength, coordination, and controlled use of large muscles.
STANDARD	PDH.1.1.1.	Birth to 9 months: Children are beginning to develop and coordinate the large muscles needed to purposefully move their bodies.
EXPECTATION	PDH.1.1.1.1.	<p>Lifts head while on tummy</p> <p><u>Infant Activity Cards</u></p>

		<p>P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over P9 Bicycle</p>
<p>EXPECTATION</p>	<p>PDH.1.1.1.2.</p>	<p>Brings feet to mouth while lying on back</p> <p><u>Infant Activity Cards</u> P14 Scrunchie Watch P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P3 Tracking P32 Kicking P34 Drop the Beanbag P37 Swinging P38 Up and Down P40 Bubble Stomp P5 Push Up P6 Roll Over P9 Bicycle SE24 Nose Rubs</p>
<p>EXPECTATION</p>	<p>PDH.1.1.1.3.</p>	<p>Rolls from back to stomach and from stomach to back</p> <p><u>Infant Activity Cards</u> P14 Scrunchie Watch P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P3 Tracking P32 Kicking P34 Drop the Beanbag P37 Swinging P38 Up and Down P40 Bubble Stomp P5 Push Up P6 Roll Over P9 Bicycle</p>

		SE24 Nose Rubs
EXPECTATION	PDH.1.1.1.4.	Brings both hands to midline, i.e., center of the body <u>Infant Activity Cards</u> P14 Scrunchie Watch P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P3 Tracking P32 Kicking P34 Drop the Beanbag P37 Swinging P38 Up and Down P40 Bubble Stomp P5 Push Up P6 Roll Over P9 Bicycle SE24 Nose Rubs
EXPECTATION	PDH.1.1.1.5.	Begins to gain balance, e.g., sits with and without support <u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over P9 Bicycle
EXPECTATION	PDH.1.1.1.6.	Scoots body to attempt to move from one point to another <u>Infant Activity Cards</u> P3 Tracking
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.1.	Gross Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.1.1.	Children demonstrate strength, coordination, and controlled use of large muscles.
STANDARD	PDH.1.1.2.	7 months to 18 months: Children develop mobility, as they purposefully move from one place to another with limited control and coordination.
EXPECTATION	PDH.1.1.2.1.	Moves from hands and knees to a sitting position

		<u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over P9 Bicycle
EXPECTATION	PDH.1.1.2.2.	Rocks back and forth on knees <u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over P9 Bicycle
EXPECTATION	PDH.1.1.2.3.	Crawls from one point to another <u>Infant Activity Cards</u> C31 Tunnel Fun C32 Tactile Path L33 Point of View P19 Scooting P20 Crawling Buddies P21 Crawling Fun P25 Tunnels P26 Forward and Backward P3 Tracking P9 Bicycle
EXPECTATION	PDH.1.1.2.4.	Pulls to a stand using help from furniture or caregiver <u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over

		P9 Bicycle
EXPECTATION	PDH.1.1.2.5.	<p>Moves objects with large muscles, e.g., push a toy car with legs, rolls a ball</p> <p><u>Infant Activity Cards</u> C17 Balloon Watch C37 Eye on the Ball C38 Ball Track Designs L18 What's This? P33 Sticky Ball P7 Follow the Ball</p>
EXPECTATION	PDH.1.1.2.6.	<p>Cruises while holding on to furniture, e.g., walks around crib, holding on to railing</p> <p><u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over P9 Bicycle</p>
EXPECTATION	PDH.1.1.2.7.	<p>Briefly maintains balance when placed in a non-supported standing position</p> <p><u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over P9 Bicycle</p>
EXPECTATION	PDH.1.1.2.8.	<p>Takes steps independently</p> <p><u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over</p>

		P9 Bicycle
EXPECTATION	PDH.1.1.2.9.	Gets into a standing position without support <u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over P9 Bicycle
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PDH.2.1.1.	Birth to 9 months: Children begin to reach for, grasp, and move objects.
EXPECTATION	PDH.2.1.1.1.	Opens hands when in a relaxed state <u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze
EXPECTATION	PDH.2.1.1.2.	Reaches for objects <u>Infant Activity Cards</u>

		<p>P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
EXPECTATION	PDH.2.1.1.3.	<p>Grasps, holds, and shakes objects</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
EXPECTATION	PDH.2.1.1.4.	<p>Transfers an object from one hand to the other</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake</p>

		<p>P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
EXPECTATION	PDH.2.1.1.5.	<p>Uses raking motion with hands to bring objects closer, e.g., uses all fingers to bring small objects closer to body</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
EXPECTATION	PDH.2.1.1.6.	<p>Holds a small object in each hand; bangs them together</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch</p>

		<p>P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.2.	Fine Motor
DESCRIPTOR / CONTENT DISCIPLINE	PDH.2.1.	Children demonstrate the ability to coordinate their small muscles in order to move and control objects.
STANDARD	PDH.2.1.2.	7 months to 18 months: Children begin to gain control of their small muscles and purposefully manipulate objects.
EXPECTATION	PDH.2.1.2.1.	<p>Picks up objects</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>

<p>EXPECTATION</p>	<p>PDH.2.1.2.2.</p>	<p>Uses pincer grasp, e.g., picks up a Cheerio with thumb and forefinger</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
<p>EXPECTATION</p>	<p>PDH.2.1.2.3.</p>	<p>Begins to use simple baby signs (if exposed to baby sign language), e.g., moves hands toward each other to signal more</p> <p><u>Infant Activity Cards</u> L27 Baby Signs P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>

<p>EXPECTATION</p>	<p>PDH.2.1.2.4.</p>	<p>Uses hands in a purposeful manner, e.g., turns the pages of a board book, drops objects into a bucket</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
<p>EXPECTATION</p>	<p>PDH.2.1.2.5.</p>	<p>Coordinates increasingly complex hand movements to manipulate objects, e.g., crumples paper, connects and disconnects toy links, flips light switch on and off</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>

<p>EXPECTATION</p>	<p>PDH.2.1.2.6.</p>	<p>Participates in finger plays, e.g., moves hands to imitate caregiver’s hands when singing “Twinkle, Twinkle, Little Star”</p> <p><u>Infant Activity Cards</u> C20 I See Yellow C33 Things that Go Together C35 Little Monkeys C4 Follow This! C8 Seeing Colors L19 Textured Bottles L2 Sing to Baby L20 Ba-Ba-Ba-Ba L24 Sound Vibrations L32 Lily Conversations L34 Where Is Belly Button? L35 Old MacDonald L4 I Know My Name L7 Music, Music, Music L8 Begin with a Whisper P1 Hold My Finger P10 Beautiful Bubbles P11 Hand Movements P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P16 Baby’s Hokey Pokey P17 That’s My Baby P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P28 Learning to Walk P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P37 Swinging P39 Twinkle Fingers P4 This Little Finger P6 Roll Over P8 Finger Squeeze SE11 Mirror, Mirror</p>
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		SE12 Greetings SE15 Row Your Boat SE16 You Are My Sunshine SE23 Skidamarink SE4 Hug Me SE5 My Time SE6 Snuggles SE7 Peek-a-Boo SE8 Rock-a-Bye Baby
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.3.	Perceptual
DESCRIPTOR / CONTENT DISCIPLINE	PDH.3.1.	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
STANDARD	PDH.3.1.1.	Birth to 9 months: Children begin to use their senses to explore and become aware of their environment.
EXPECTATION	PDH.3.1.1.1.	Responds to changes in the environment, e.g., startles when hearing a loud noise, turns head toward light <u>Infant Activity Cards</u> C15 Tickle and Touch C3 What's that Noise? L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L15 Is That Me? L24 Sound Vibrations P31 Shake, Shake, Shake
EXPECTATION	PDH.3.1.1.2.	Explores objects through senses, e.g., mouths, touches objects <u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks
EXPECTATION	PDH.3.1.1.3.	Attempts to mimic sounds heard in the environment <u>Infant Activity Cards</u> C15 Tickle and Touch C3 What's that Noise? L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L15 Is That Me? L18 What's This? L20 Ba-Ba-Ba-Ba L24 Sound Vibrations

		<p>L28 Conversation Starters L33 Point of View L37 Much to Say L9 Funny Sounds P31 Shake, Shake, Shake</p>
EXPECTATION	PDH.3.1.1.4.	<p>Has a range of vision that extends to several feet, which in turn leads to seeing colors and seeing objects from a distance</p> <p><u>Infant Activity Cards</u> C10 Colored Streamers C17 Balloon Watch C20 I See Yellow C33 Things that Go Together C38 Ball Track Designs C8 Seeing Colors C9 Do You See Blue? L16 Crunch! Slurp! L18 What's This? L19 Textured Bottles L28 Conversation Starters L29 Baggie Book P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P3 Tracking P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection</p>
EXPECTATION	PDH.3.1.1.5.	<p>Feels the sensation of being touched and looks around to identify the source of the touch, e.g., person or object</p> <p><u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks</p>
EXPECTATION	PDH.3.1.1.6.	<p>Recognizes familiar objects and begins to demonstrate favoritism for certain toys</p> <p><u>Infant Activity Cards</u> C17 Balloon Watch C19 Paper Bag Blocks C23 Tactile Blocks C24 Mimicking Games C25 Bottle Rollers C4 Follow This! P10 Beautiful Bubbles P11 Hand Movements</p>

		<p>P12 Here Comes the Airplane P3 Tracking P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.3.	Perceptual
DESCRIPTOR / CONTENT DISCIPLINE	PDH.3.1.	Children demonstrate the ability to distinguish, process, and respond to sensory stimuli in their environment.
STANDARD	PDH.3.1.2.	7 months to 18 months: Children begin to use sensory information received from their environment to alter the way they interact and explore.
EXPECTATION	PDH.3.1.2.1.	<p>Begins to manipulate materials, e.g., pounds at play dough, squeezes finger foods</p> <p><u>Infant Activity Cards</u> C30 Putty in My Hands P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
EXPECTATION	PDH.3.1.2.2.	<p>Begins to show a preference for or aversion to particular sensory activities, e.g., pulls hand away from unfamiliar objects or unpleasant textures</p> <p><u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks</p>
EXPECTATION	PDH.3.1.2.3.	Becomes aware of obstacles in the environment, e.g., crawls around the table to get the ball

		<u>Infant Activity Cards</u> C17 Balloon Watch C18 Problem Solving C27 Shake It Out C28 Bubbles Up C31 Tunnel Fun P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P19 Scooting P3 Tracking P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection
EXPECTATION	PDH.3.1.2.4.	Adjusts manner of walking depending on the surface, e.g., walks carefully across gravel <u>Infant Activity Cards</u> P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P32 Kicking P37 Swinging P6 Roll Over P9 Bicycle
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PDH.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PDH.4.1.1.	Birth to 9 months: Children have a growing awareness and interest in their own needs.
EXPECTATION	PDH.4.1.1.1.	Signals to indicate needs, e.g., cries when hungry, arches back when in pain or uncomfortable, turns head to disengage from object or person <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE3 I'm Coming SE4 Hug Me
EXPECTATION	PDH.4.1.1.2.	Starts to develop self-soothing skills, e.g., sucks fingers for comfort and regulation <u>Infant Activity Cards</u> SE21 I Can Do It
EXPECTATION	PDH.4.1.1.3.	Attempts to feed self with a bottle

		<u>Infant Activity Cards</u> P36 My Hands
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.PDH.	Physical Development & Health
LEARNING STANDARD / DISCIPLINE	PDH.4.	Self-Care
DESCRIPTOR / CONTENT DISCIPLINE	PDH.4.1.	Children demonstrate the desire and ability to participate in and practice self-care routines.
STANDARD	PDH.4.1.2.	7 months to 18 months: Children signal caregivers about their needs through nonverbal and verbal communication and increase their ability to complete some self-care tasks on their own.
EXPECTATION	PDH.4.1.2.1.	Grasps and drinks from a cup <u>Infant Activity Cards</u> P36 My Hands
EXPECTATION	PDH.4.1.2.2.	Shakes head to demonstrate no; pushes objects away <u>Infant Activity Cards</u> SE40 Yes and No
EXPECTATION	PDH.4.1.2.3.	Feeds self with foods that he or she can pick up <u>Infant Activity Cards</u> L16 Crunch! Slurp! P12 Here Comes the Airplane P14 Scrunchie Watch
EXPECTATION	PDH.4.1.2.4.	Improves ability to calm self, may fall asleep on own <u>Infant Activity Cards</u> SE21 I Can Do It SE26 Hugs
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.1.	Social Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.1.1.	Children demonstrate the ability to engage with and maintain communication with others.
STANDARD	LDC.1.1.1.	Birth to 9 months: Children demonstrate effort in engaging others in both verbal and nonverbal communication and interactions.
EXPECTATION	LDC.1.1.1.1.	Uses sounds, cries, facial expressions, and body language to convey needs <u>Infant Activity Cards</u> L10 Babble an Coo L15 Is That Me L20 Ba-Ba-Ba-Ba
EXPECTATION	LDC.1.1.1.2.	Attempts to engage in early forms of turn-taking with caregiver, e.g., coos and stares at caregiver

		<u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	LDC.1.1.1.3.	Smiles and uses other facial expressions to initiate interactions with caregiver <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C2 Smile C24 Mimicking Games C36 Peek-a-Boo Plate L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	LDC.1.1.1.4.	Participates in back-and-forth communication, e.g., babbles back and forth and/or plays peek-a-boo with caregiver <u>Infant Activity Cards</u> C13 Look at My Face C14 This Is Lily C15 Tickle and Touch C24 Mimicking Games C26 Where Is Lily? C36 Peek-a-Boo Plate C4 Follow This! L22 Copy Me L32 Lily Conversations SE11 Mirror, Mirror

		SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE7 Peek-a-Boo SE8 Rock-a-Bye Baby SE9 Baby Feet
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.1.	Social Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.1.1.	Children demonstrate the ability to engage with and maintain communication with others.
STANDARD	LDC.1.1.2.	7 months to 18 months: Children are participating in interactions with familiar others. Children also begin to demonstrate simple turn-taking skills while interacting.
EXPECTATION	LDC.1.1.2.1.	Communicates and responds by grunting, nodding, and pointing <u>Infant Activity Cards</u> L22 Copy Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands
EXPECTATION	LDC.1.1.2.2.	Demonstrates understanding of a familiar sound or word, e.g., looks toward a caregiver after hearing name <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	LDC.1.1.2.3.	Responds with “yes” or “no,” using sounds, words, and/or gestures to answer simple questions <u>Infant Activity Cards</u> L22 Copy Me L4 I Know My Name P17 That's My Baby

		P35 Waving Good-Bye P36 My Hands
EXPECTATION	LDC.1.1.2.4.	Uses facial expressions, vocalizations, and gestures to initiate interactions with others <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	LDC.1.1.2.5.	Participates in simple back-and-forth communication, using words and/or gestures <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.1.	Birth to 9 months: Children begin to respond to verbal and nonverbal communication through the use of sounds and physical movements.
EXPECTATION	LDC.2.1.1.1.	Responds to sounds found in the environment, e.g., cries if hears a loud bang, will turn toward a familiar voice <u>Infant Activity Cards</u> C15 Tickle and Touch C3 What's that Noise?

		<p>L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L15 Is That Me? L24 Sound Vibrations P31 Shake, Shake, Shake</p>
EXPECTATION	LDC.2.1.1.2.	<p>Calms down when crying after hearing a soothing and familiar voice or receiving physical reassurance, e.g., a hug or gentle pats on back</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	LDC.2.1.1.3.	<p>Looks or turns toward the familiar person who says his or her name</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink</p>

		SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby
EXPECTATION	LDC.2.1.1.4.	Responds to gestures, e.g., wave's hello after a familiar person waves to him or her <u>Infant Activity Cards</u> L22 Copy Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.2.	Receptive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.2.1.	Children demonstrate the ability to comprehend both verbal and nonverbal communication.
STANDARD	LDC.2.1.2.	7 months to 18 months: Children begin to understand and respond to the meaning of actions and sounds.
EXPECTATION	LDC.2.1.2.1.	Engages in joint attention with a caregiver, e.g., joins in looking at the same object or shifts gaze to where someone is pointing <u>Infant Activity Cards</u> L21 Find the Music L22 Copy Me L25 Things that Go L26 Two and Three Dimensions L29 Baggie Book L30 Photos L31 Look at Me
EXPECTATION	LDC.2.1.2.2.	Follows a one-step, simple request when a gesture is used <u>Infant Activity Cards</u> L21 Find the Music L27 Baby Signs L6 Outdoor Outing L9 Funny Sounds P40 Bubble Stomp
EXPECTATION	LDC.2.1.2.3.	Responds appropriately to familiar words, e.g., hears the words "so big," and puts arms in air <u>Infant Activity Cards</u> L21 Find the Music L27 Baby Signs

		<p>L6 Outdoor Outing L9 Funny Sounds P40 Bubble Stomp</p>
<p>EXPECTATION</p>	<p>LDC.2.1.2.4.</p>	<p>Understands approximately 100 words relevant to their experiences and cultural context</p> <p><u>Infant Activity Cards</u> C2 Smile C32 Tactile Path C33 Things that Go Together L1 Rhyme Time L10 Babble and Coo L11 Peter Piper L13 Squeak, Squeak L14 Little Miss Muffet L15 Is That Me? L16 Crunch! Slurp! L17 Here Are My Feet L18 What's This? L19 Textured Bottles L2 Sing to Baby L20 Ba-Ba-Ba-Ba L21 Find the Music L22 Copy Me L23 Alliterative Names L24 Sound Vibrations L26 Two and Three Dimensions L27 Baby Signs L28 Conversation Starters L29 Baggie Book L3 Animals Talk L30 Photos L31 Look at Me L32 Lily Conversations L33 Point of View L34 Where Is Belly Button? L35 Old MacDonald L36 Floor Covers L37 Much to Say L38 Feet L39 Sensory Glove L4 I Know My Name L40 Book Etiquette L5 Stroll with Baby L7 Music, Music, Music L8 Begin with a Whisper L9 Funny Sounds</p>

		<p>P2 Arms High, Arms Low P35 Waving Good-Bye SE11 Mirror, Mirror SE12 Greetings SE13 Baby Massage SE15 Row Your Boat SE16 You Are My Sunshine SE18 This Little Piggy SE19 So Big SE20 See and Do SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.3.	Expressive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.3.1.	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
STANDARD	LDC.3.1.1.	Birth to 9 months: Children begin to experiment with sounds and other various forms of communication to show interest in and exert influence on their environment.
EXPECTATION	LDC.3.1.1.1.	<p>Cries to signal hunger, pain, or distress</p> <p><u>Infant Activity Cards</u> SE1 Help Me Stay Calm</p>
EXPECTATION	LDC.3.1.1.2.	<p>Uses smiles and other facial expressions to initiate social contact</p> <p><u>Infant Activity Cards</u> C11 My Name C2 Smile L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby L31 Look at Me SE10 Follow that Toy SE18 This Little Piggy SE19 So Big</p>
EXPECTATION	LDC.3.1.1.3.	<p>Coos and uses physical movements to engage familiar others</p> <p><u>Infant Activity Cards</u> C13 Look at My Face</p>

		<p>C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations P14 Scrunchie Watch P16 Baby's Hokey Pokey P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P24 Legs Up, Boo! P28 Learning to Walk P3 Tracking P32 Kicking P34 Drop the Beanbag P37 Swinging P38 Up and Down P40 Bubble Stomp P5 Push Up P6 Roll Over P9 Bicycle SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE24 Nose Rubs SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	LDC.3.1.1.4.	<p>Babbles and experiments with all types of sounds (two-lip sounds: “p,” “b,” “m”) <u>Infant Activity Cards</u> L20 Ba-Ba-Ba-Ba</p>
EXPECTATION	LDC.3.1.1.5.	<p>Combines different types of babbles <u>Infant Activity Cards</u> L13 Squeak, Squeak L20 Ba-Ba-Ba-Ba L24 Sound Vibrations L28 Conversation Starters</p>
EXPECTATION	LDC.3.1.1.6.	<p>Begins to point to objects in his/her environment <u>Infant Activity Cards</u> L14 Little Miss Muffet L25 Things that Go L29 Baggie Book</p>
STATE GOAL / DISCIPLINARY	IL.EC1.LDC.	Language Development, Communication, & Literacy

CONCEPT		
LEARNING STANDARD / DISCIPLINE	LDC.3.	Expressive Communication
DESCRIPTOR / CONTENT DISCIPLINE	LDC.3.1.	Children demonstrate the ability to understand and convey thoughts through both nonverbal and verbal expression.
STANDARD	LDC.3.1.2.	7 months to 18 months: Children’s language progresses from babbling to utterances and to first words. Toward the end of this age period, babbling decreases as children begin to build their vocabulary.
EXPECTATION	LDC.3.1.2.1.	Babbles using the sounds of the home language <u>Infant Activity Cards</u> L15 Is That Me? L16 Crunch! Slurp! L18 What’s This? L39 Sensory Glove SE18 This Little Piggy
EXPECTATION	LDC.3.1.2.2.	Creates long, babbled sentences <u>Infant Activity Cards</u> L27 Baby Signs L28 Conversation Starters L32 Lily Conversations L33 Point of View L34 Where Is Belly Button? L37 Much to Say
EXPECTATION	LDC.3.1.2.3.	Uses nonverbal communication to express ideas, e.g., waves bye-bye, signs “more” when eating <u>Infant Activity Cards</u> L22 Copy Me L27 Baby Signs L4 I Know My Name P17 That’s My Baby P35 Waving Good-Bye P36 My Hands
EXPECTATION	LDC.3.1.2.4.	Utters first words; these words are for familiar objects and people, e.g., “mama,” “bottle” <u>Infant Activity Cards</u> L10 Babble and Coo L18 What’s This? L23 Alliterative Names L24 Sound Vibrations L27 Baby Signs L28 Conversation Starters L33 Point of View

		L37 Much to Say L9 Funny Sounds SE20 See and Do
EXPECTATION	LDC.3.1.2.5.	Names a few familiar objects in his/her environment <u>Infant Activity Cards</u> L10 Babble and Coo L18 What's This? L23 Alliterative Names L24 Sound Vibrations L27 Baby Signs L28 Conversation Starters L33 Point of View L37 Much to Say L9 Funny Sounds SE20 See and Do
EXPECTATION	LDC.3.1.2.6.	Uses one word to convey a message, e.g., "milk" for "I want milk" <u>Infant Activity Cards</u> L10 Babble and Coo L18 What's This? L23 Alliterative Names L24 Sound Vibrations L27 Baby Signs L28 Conversation Starters L33 Point of View L37 Much to Say L9 Funny Sounds SE20 See and Do
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.4.	Early Literacy
DESCRIPTOR / CONTENT DISCIPLINE	LDC.4.1.	Children demonstrate interest in and comprehension of printed materials.
STANDARD	LDC.4.1.1.	Birth to 9 months: Children begin to build the foundation for early literacy by exploring printed materials and building a capacity for reading printed materials.
EXPECTATION	LDC.4.1.1.1.	Shows awareness of printed materials, e.g., stares at a picture in a book <u>Infant Activity Cards</u> L26 Two and Three Dimensions L30 Photos L31 Look at Me L36 Floor Covers
EXPECTATION	LDC.4.1.1.2.	Reaches out to grasp and mouth books

		<u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks
EXPECTATION	LDC.4.1.1.3.	Uses multiple senses to explore books, e.g., explores books with different textures <u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks
EXPECTATION	LDC.4.1.1.4.	Uses hands to manipulate printed materials, e.g., attempts to turn pages of a board book, and grasps objects in hands <u>Infant Activity Cards</u> L21 Find the Music L25 Things that Go L26 Two and Three Dimensions L29 Baggie Book
EXPECTATION	LDC.4.1.1.5.	Points or makes sounds while looking at picture books <u>Infant Activity Cards</u> L38 Feet L40 Book Etiquette
EXPECTATION	LDC.4.1.1.6.	Focuses attention while looking at printed materials for brief periods of time <u>Infant Activity Cards</u> L38 Feet L40 Book Etiquette
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.LDC.	Language Development, Communication, & Literacy
LEARNING STANDARD / DISCIPLINE	LDC.4.	Early Literacy
DESCRIPTOR / CONTENT DISCIPLINE	LDC.4.1.	Children demonstrate interest in and comprehension of printed materials.
STANDARD	LDC.4.1.2.	7 months to 18 months: Children become participants as they actively engage in literacy activities with printed materials.
EXPECTATION	LDC.4.1.2.1.	Points to pictures in a book and reacts, e.g., smiles when sees a picture of a dog <u>Infant Activity Cards</u> C2 Smile L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby L26 Two and Three Dimensions L30 Photos

		L31 Look at Me L36 Floor Covers
EXPECTATION	LDC.4.1.2.2.	Initiates literacy activities, e.g., gestures toward a book or attempts to turn pages of a paper book or magazine <u>Infant Activity Cards</u> L38 Feet L40 Book Etiquette
EXPECTATION	LDC.4.1.2.3.	Imitates gestures and sounds during activities, e.g., hand actions during singing, babbles as caregiver reads book <u>Infant Activity Cards</u> L22 Copy Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands
EXPECTATION	LDC.4.1.2.4.	Increases ability to focus for longer periods of time on printed materials <u>Infant Activity Cards</u> L25 Things that Go L29 Baggie Book L30 Photos L31 Look at Me L36 Floor Covers L38 Feet L40 Book Etiquette
EXPECTATION	LDC.4.1.2.5.	Grasps objects and attempts to scribble, e.g., make a slight mark with a crayon on a piece of paper <u>Infant Activity Cards</u> P36 My Hands L54 Color Me Happy L56 Finger Paint
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.1.	Concept Development
DESCRIPTOR / CONTENT DISCIPLINE	CD.1.1.	Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.
STANDARD	CD.1.1.1.	Birth to 9 months: Children begin to receive and organize information through social interactions and sensory exploration.
EXPECTATION	CD.1.1.1.1.	Turns head toward sounds

		<u>Infant Activity Cards</u> C15 Tickle and Touch C3 What's that Noise? L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L15 Is That Me? L24 Sound Vibrations P31 Shake, Shake, Shake
EXPECTATION	CD.1.1.1.2.	Begins to focus on objects, sounds, and people <u>Infant Activity Cards</u> C15 Tickle and Touch C17 Balloon Watch C3 What's that Noise? L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L15 Is That Me? L24 Sound Vibrations P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection
EXPECTATION	CD.1.1.1.3.	Actively explores the environment through the five senses <u>Infant Activity Cards</u> C12 A Change of View C15 Tickle and Touch C16 Change It Up C23 Tactile Blocks C27 Shake It Out C30 Putty in My Hands C32 Tactile Path C39 Textured Finger Paint C7 Jingle, Jingle C9 Do You See Blue? L6 Outdoor Outing P10 Beautiful Bubbles P8 Finger Squeeze
EXPECTATION	CD.1.1.1.4.	Attempts to repeat an action, e.g., pats the table and tries to pat it again <u>Infant Activity Cards</u> C14 This Is Lily

		C15 Tickle and Touch C23 Tactile Blocks
EXPECTATION	CD.1.1.1.5.	Focuses and begins to distinguish between familiar and unfamiliar objects, sounds, and people <u>Infant Activity Cards</u> C15 Tickle and Touch C17 Balloon Watch C3 What's that Noise? L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L15 Is That Me? L24 Sound Vibrations P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.1.	Concept Development
DESCRIPTOR / CONTENT DISCIPLINE	CD.1.1.	Children demonstrate the ability to connect pieces of information in understanding objects, ideas, and relationships.
STANDARD	CD.1.1.2.	7 months to 18 months: Children begin to recognize object characteristics, and build awareness of simple concepts through interactions and exploration.
EXPECTATION	CD.1.1.2.1.	Develops object permanence, aware that an object still exists even when it is not physically visible, e.g., pulls the blanket off the pacifier, cries when caregiver leaves the room <u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink

		SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby
EXPECTATION	CD.1.1.2.2.	Uses physical actions while exploring objects, e.g., rolls a ball back and forth on the floor, purposefully throws object repeatedly onto floor to be picked up <u>Infant Activity Cards</u> C17 Balloon Watch C37 Eye on the Ball C38 Ball Track Designs L18 What's This? P33 Sticky Ball P7 Follow the Ball
EXPECTATION	CD.1.1.2.3.	Identifies and indicates objects and people in pictures, e.g., points <u>Infant Activity Cards</u> C11 My Name L22 Copy Me L31 Look at Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands SE10 Follow that Toy SE18 This Little Piggy SE19 So Big
EXPECTATION	CD.1.1.2.4.	Focuses attention on objects, people, and sounds for increasing amounts of time <u>Infant Activity Cards</u> C11 My Name L31 Look at Me SE10 Follow that Toy SE18 This Little Piggy SE19 So Big
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.2.	Memory
DESCRIPTOR / CONTENT DISCIPLINE	CD.2.1.	Children demonstrate the ability to acquire, store, recall, and apply past experiences.
STANDARD	CD.2.1.1.	Birth to 9 months: Children begin to form memories from their experiences and will begin to anticipate certain patterns for occurrences.
EXPECTATION	CD.2.1.1.1.	Turns toward familiar voices, sounds, and/or objects

		<u>Infant Activity Cards</u> P7 Follow the Ball SE3 I'm Coming SE5 My Time SE10 Follow that Toy C2 Smile C3 What's that Noise? C4 Follow This! C11 My Name C13 Look at My Face
EXPECTATION	CD.2.1.1.2.	Anticipates familiar events, e.g., reaches for bottle and brings to mouth <u>Infant Activity Cards</u> C18 Problem Solving
EXPECTATION	CD.2.1.1.3.	Finds an object that it is partially hidden <u>Infant Activity Cards</u> C22 Rattle Retrieval C26 Where Is Lily? C31 Tunnel Fun
EXPECTATION	CD.2.1.1.4.	Remembers that objects and people still exist even when they are no longer physically present, e.g., looks around for parent when parent leaves the room <u>Infant Activity Cards</u> C26 Where Is Lily? C27 Shake It Out L12 Shake, Shake, Rattle, Rattle L21 Find the Music
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.2.	Memory
DESCRIPTOR / CONTENT DISCIPLINE	CD.2.1.	Children demonstrate the ability to acquire, store, recall, and apply past experiences.
STANDARD	CD.2.1.2.	7 months to 18 months: Children remember familiar people, routines, actions, places, and objects.
EXPECTATION	CD.2.1.2.1.	Finds hidden objects, e.g., lifts a blanket to uncover a toy after seeing the caregiver hide it <u>Infant Activity Cards</u> C22 Rattle Retrieval C26 Where Is Lily? L12 Shake, Shake, Rattle, Rattle L21 Find the Music
EXPECTATION	CD.2.1.2.2.	Shows awareness of non-present, familiar adults, e.g., while in childcare, asks for mom and

		dad throughout the day No Correlations
EXPECTATION	CD.2.1.2.3.	Searches for objects in their usual location, e.g., finds their favorite book on the bookshelf <u>Infant Activity Cards</u> L29 Baggie Book L33 Point of View L36 Floor Covers L40 Book Etiquette C63 I Remember
EXPECTATION	CD.2.1.2.4.	Anticipates what event comes next in his or her daily routine, e.g., sits down for a morning snack after a music activity <u>Infant Activity Cards</u> C63 I Remember P42 Fill and Dump P64 I Can
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.3.	Spatial Relationships
DESCRIPTOR / CONTENT DISCIPLINE	CD.3.1.	Children demonstrate an awareness of how objects and people move and fit in space.
STANDARD	CD.3.1.1.	Birth to 9 months: Children use observation and sensory exploration to begin building an understanding of how objects and people move in relationship to each other.
EXPECTATION	CD.3.1.1.1.	Observes objects and people in the immediate environment, e.g., looks at own hands and feet, tracks caregiver with eyes, turns head toward sounds <u>Infant Activity Cards</u> C17 Balloon Watch P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P3 Tracking P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection
EXPECTATION	CD.3.1.1.2.	Reaches and grasps for objects <u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks
EXPECTATION	CD.3.1.1.3.	Explores through the use of different senses, e.g., begins to mouth and/or pat objects

		<u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks
EXPECTATION	CD.3.1.1.4.	Focuses attention on an object in motion and follows it, e.g., watches a toy roll away after it falls <u>Infant Activity Cards</u> C17 Balloon Watch P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P3 Tracking P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.3.	Spatial Relationships
DESCRIPTOR / CONTENT DISCIPLINE	CD.3.1.	Children demonstrate an awareness of how objects and people move and fit in space.
STANDARD	CD.3.1.2.	7 months to 18 months: Children begin to use trial and error in discovering how objects and people move and fit in relationship to each other.
EXPECTATION	CD.3.1.2.1.	Puts objects in a bucket and then dumps them out; repeats this action <u>Infant Activity Cards</u> C6 Mirror Reflection C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun P3 Tracking P7 Follow the Ball P15 Reach for It P29 Scarf Pull P31 Shake, Shake, Shake P42 Fill and Dump SE7 Peek-a-Boo SE10 Follow that Toy SE21 I Can Do It
EXPECTATION	CD.3.1.2.2.	Begins to identify physical obstacles and possible solutions when moving around, e.g., crawls around a chair instead of under it <u>Infant Activity Cards</u>

		<p>C18 Problem Solving C27 Shake It Out C28 Bubbles Up C31 Tunnel Fun P19 Scooting</p>
EXPECTATION	CD.3.1.2.3.	<p>Drops objects such as toys and watches them move</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	CD.3.1.2.4.	<p>Discriminates between small and large objects, e.g., uses one hand or two hands in a variety of ways</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT

LEARNING STANDARD / DISCIPLINE	CD.4.	Symbolic Thought
DESCRIPTOR / CONTENT DISCIPLINE	CD.4.1.	Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.
STANDARD	CD.4.1.1.	Birth to 9 months: Children use observation, exploration, and social interaction to learn about objects, actions, and people.
EXPECTATION	CD.4.1.1.1.	<p>Uses senses to explore objects, e.g., observes, mouths, touches</p> <p><u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C17 Balloon Watch C23 Tactile Blocks P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P3 Tracking P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection</p>
EXPECTATION	CD.4.1.1.2.	<p>Interacts with caregiver(s) and the environment</p> <p><u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	CD.4.1.1.3.	<p>Physically manipulates objects, e.g., twists and turns toys, drops items</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers</p>

		<p>P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
EXPECTATION	CD.4.1.1.4.	<p>Combines objects in play</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C23 Tactile Blocks C24 Mimicking Games C25 Bottle Rollers C4 Follow This!</p>
EXPECTATION	CD.4.1.1.5.	<p>Locates an object that has been partially hidden</p> <p><u>Infant Activity Cards</u> C18 Problem Solving C27 Shake It Out C28 Bubbles Up C31 Tunnel Fun P19 Scooting</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.4.	Symbolic Thought
DESCRIPTOR / CONTENT DISCIPLINE	CD.4.1.	Children demonstrate the understanding of concepts, experiences, and ideas through symbolic representation.
STANDARD	CD.4.1.2.	7 months to 18 months: Children use social interaction to continue to gather meaning from objects, actions, and people. Children move from exploring objects to learning how to play with objects in ways they are intended to be used. Toward the end of this age period, children begin to use one object to represent another object.
EXPECTATION	CD.4.1.2.1.	<p>Demonstrates object permanence, e.g., realizes objects and people still exist, even when they are not physically visible</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low</p>

		<p>P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby</p>
EXPECTATION	CD.4.1.2.2.	<p>Imitates adult's actions, e.g., bangs a drum with a rattle, after observing an adult complete the action</p> <p><u>Infant Activity Cards</u> C21 Little Drummers C22 Rattle Retrieval C25 Bottle Rollers C27 Shake It Out C29 Ring, Beep, Blink C3 What's that Noise? C7 Jingle, Jingle L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L26 Two and Three Dimensions L7 Music, Music, Music P3 Tracking P31 Shake, Shake, Shake</p>
EXPECTATION	CD.4.1.2.3.	<p>Engages in simple pretend play, e.g., pretends to drink tea from a pretend tea cup, pretends to feed baby doll with toy bottle, uses a toy block as a phone, and pretends to talk to mama</p> <p><u>Infant Activity Cards</u> SE14 Ride a Little Horsie SE20 See and Do</p>
EXPECTATION	CD.4.1.2.4.	<p>Recognizes familiar people and/or objects in photographs</p> <p><u>Infant Activity Cards</u> L26 Two and Three Dimensions L29 Baggie Book</p>
STATE GOAL / DISCIPLINARY	IL.EC1.CD.	COGNITIVE DEVELOPMENT

CONCEPT		
LEARNING STANDARD / DISCIPLINE	CD.5.	Creative Expression
DESCRIPTOR / CONTENT DISCIPLINE	CD.5.1.	Children demonstrate the ability to convey ideas and emotions through creative expression.
STANDARD	CD.5.1.1.	Birth to 9 months: Children build the beginnings of creative expression through everyday interactions with their caregivers.
EXPECTATION	CD.5.1.1.1.	<p>Actively explores sensory objects in the environment</p> <p><u>Infant Activity Cards</u> C12 A Change of View C15 Tickle and Touch C16 Change It Up C23 Tactile Blocks C27 Shake It Out C30 Putty in My Hands C32 Tactile Path C39 Textured Finger Paint C7 Jingle, Jingle C9 Do You See Blue? L6 Outdoor Outing P10 Beautiful Bubbles P8 Finger Squeeze</p>
EXPECTATION	CD.5.1.1.2.	<p>Participates in interactions with caregiver(s), e.g., observes, smiles, coos</p> <p><u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C2 Smile C24 Mimicking Games C36 Peek-a-Boo Plate L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	CD.5.1.1.3.	<p>Demonstrates interest in sounds, songs, music, and colors</p> <p><u>Infant Activity Cards</u> C10 Colored Streamers C15 Tickle and Touch</p>

		<p>C20 I See Yellow C3 What's that Noise? C33 Things that Go Together C35 Little Monkeys C38 Ball Track Designs C4 Follow This! C8 Seeing Colors C9 Do You See Blue? L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L15 Is That Me? L16 Crunch! Slurp! L18 What's This? L19 Textured Bottles L2 Sing to Baby L20 Ba-Ba-Ba-Ba L24 Sound Vibrations L28 Conversation Starters L29 Baggie Book L32 Lily Conversations L34 Where Is Belly Button? L35 Old MacDonald L4 I Know My Name L7 Music, Music, Music L8 Begin with a Whisper P10 Beautiful Bubbles P11 Hand Movements P15 Reach for It P16 Baby's Hokey Pokey P17 That's My Baby P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P28 Learning to Walk P31 Shake, Shake, Shake P37 Swinging P39 Twinkle Fingers P6 Roll Over SE11 Mirror, Mirror SE12 Greetings SE15 Row Your Boat SE16 You Are My Sunshine SE17 Hands and Feet SE23 Skidamarink SE4 Hug Me SE5 My Time SE6 Snuggles SE7 Peek-a-Boo</p>
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		SE8 Rock-a-Bye Baby
EXPECTATION	CD.5.1.1.4.	<p>Listens and moves to music</p> <p><u>Infant Activity Cards</u> L34 Where Is Belly Button? L35 Old MacDonald L7 Music, Music, Music</p>
EXPECTATION	CD.5.1.1.5.	<p>Manipulates objects, e.g., turns, shakes, bangs</p> <p><u>Infant Activity Cards</u> P1 Hold My Finger P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It P17 That's My Baby P22 Squeeze the Sponge P23 Poke and Squeeze P27 Spider Fingers P29 Scarf Pull P3 Tracking P30 Drop Slot Container P31 Shake, Shake, Shake P33 Sticky Ball P34 Drop the Beanbag P35 Waving Good-Bye P36 My Hands P39 Twinkle Fingers P4 This Little Finger P8 Finger Squeeze</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.5.	Creative Expression
DESCRIPTOR / CONTENT DISCIPLINE	CD.5.1.	Children demonstrate the ability to convey ideas and emotions through creative expression.
STANDARD	CD.5.1.2.	7 months to 18 months: Children increasingly engage with their caregiver(s) and show enjoyment in activities and interactions that focus on music, movement, building, and play.
EXPECTATION	CD.5.1.2.1.	<p>Enjoys familiar songs and word rhymes</p> <p><u>Infant Activity Cards</u> C20 I See Yellow C33 Things that Go Together C35 Little Monkeys C4 Follow This! C8 Seeing Colors L19 Textured Bottles</p>

		<p>L2 Sing to Baby L20 Ba-Ba-Ba-Ba L24 Sound Vibrations L32 Lily Conversations L34 Where Is Belly Button? L35 Old MacDonald L4 I Know My Name L7 Music, Music, Music L8 Begin with a Whisper P10 Beautiful Bubbles P11 Hand Movements P15 Reach for It P16 Baby's Hokey Pokey P17 That's My Baby P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P28 Learning to Walk P31 Shake, Shake, Shake P37 Swinging P39 Twinkle Fingers P6 Roll Over SE11 Mirror, Mirror SE12 Greetings SE15 Row Your Boat SE16 You Are My Sunshine SE23 Skidamarink SE4 Hug Me SE5 My Time SE6 Snuggles SE7 Peek-a-Boo SE8 Rock-a-Bye Baby</p>
EXPECTATION	CD.5.1.2.2.	<p>Begins to use symbolic play while interacting, e.g., holds a play phone to ear and has a "conversation" with grandma</p> <p><u>Infant Activity Cards</u> SE14 Ride a Little Horsie SE20 See and Do</p>
EXPECTATION	CD.5.1.2.3.	<p>Begins to stack large blocks with or without support</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C23 Tactile Blocks C24 Mimicking Games</p>
EXPECTATION	CD.5.1.2.4.	<p>Participates in music activities by performing some accompanying hand movements</p> <p><u>Infant Activity Cards</u></p>

		<p>C20 I See Yellow C33 Things that Go Together C4 Follow This! C8 Seeing Colors L2 Sing to Baby L22 Copy Me L35 Old MacDonald L4 I Know My Name L7 Music, Music, Music L8 Begin with a Whisper P16 Baby's Hokey Pokey P17 That's My Baby P18 Hand-to-Knee Stretch P2 Arms High, Arms Low P28 Learning to Walk P31 Shake, Shake, Shake P35 Waving Good-Bye P36 My Hands P37 Swinging P39 Twinkle Fingers SE11 Mirror, Mirror SE12 Greetings SE15 Row Your Boat SE16 You Are My Sunshine SE23 Skidamarink SE5 My Time SE6 Snuggles SE7 Peek-a-Boo SE8 Rock-a-Bye Baby</p>
EXPECTATION	CD.5.1.2.5.	<p>Engages in art activities such as coloring or finger painting</p> <p><u>Infant Activity Cards</u> C38 Ball Track Designs C39 Textured Finger Paint</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.6.	Logic & Reasoning
DESCRIPTOR / CONTENT DISCIPLINE	CD.6.1.	Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.
STANDARD	CD.6.1.1.	Birth to 9 months: Children begin to build awareness and use simple actions to have an impact on objects and people in their environment.
EXPECTATION	CD.6.1.1.1.	<p>Uses nonverbal and verbal communication to generate responses from caregiver(s), e.g., coos, reaches laughs</p> <p><u>Infant Activity Cards</u></p>

		<p>C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L22 Copy Me L32 Lily Conversations L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	CD.6.1.1.2.	<p>Repeats similar actions on different objects, e.g., shakes stuffed animal in the same manner as a rattle to hear noise</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C21 Little Drummers C22 Rattle Retrieval C25 Bottle Rollers C27 Shake It Out C28 Bubbles Up C29 Ring, Beep, Blink C3 What's that Noise? C31 Tunnel Fun C6 Mirror Reflection C7 Jingle, Jingle L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L26 Two and Three Dimensions L7 Music, Music, Music P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	CD.6.1.1.3.	Looks for and finds an object that has fallen

		<u>Infant Activity Cards</u> C18 Problem Solving C27 Shake It Out C28 Bubbles Up C31 Tunnel Fun P19 Scooting
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.6.	Logic & Reasoning
DESCRIPTOR / CONTENT DISCIPLINE	CD.6.1.	Children demonstrate the ability to use knowledge, previous experiences, and trial and error to make sense of and impact their world.
STANDARD	CD.6.1.2.	7 months to 18 months: Children combine specific actions to have an effect on people and objects, and interact with people and objects in different ways to discover what will happen.
EXPECTATION	CD.6.1.2.1.	Uses objects as they are intended, e.g., pretends to drink milk out of a toy bottle <u>Infant Activity Cards</u> SE14 Ride a Little Horsie SE20 See and Do
EXPECTATION	CD.6.1.2.2.	Attempts different ways to move an object to see what happens, e.g., rolls a ball gently at first and then hard to see how fast and far it will move <u>Infant Activity Cards</u> C17 Balloon Watch C37 Eye on the Ball C38 Ball Track Designs L18 What's This? P33 Sticky Ball P7 Follow the Ball
EXPECTATION	CD.6.1.2.3.	Uses different actions for an intended result, e.g., builds tower with blocks and then knocks it down with his or her hand, repeats the activity and uses his/her head to make the tower tumble <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It

		SE7 Peek-a-Boo
EXPECTATION	CD.6.1.2.4.	Imitates adult's body language and simple actions, e.g., puts hands on hips or pretends to brush crumbs off table <u>Infant Activity Cards</u> SE14 Ride a Little Horsie SE20 See and Do
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.7.	Quantity & Numbers
DESCRIPTOR / CONTENT DISCIPLINE	CD.7.1.	Children demonstrate awareness of quantity, counting, and numeric competencies.
STANDARD	CD.7.1.1.	Birth to 9 months: Children are developing an understanding of quantity and number concepts as they explore and interact with objects and people in their everyday environment.
EXPECTATION	CD.7.1.1.1.	Uses sounds and body language to signal for more, e.g., begins to cry when finishing a bottle of milk and is still hungry <u>Infant Activity Cards</u> L22 Copy Me L27 Baby Sign
EXPECTATION	CD.7.1.1.2.	Explores objects one at a time, e.g., mouths one toy and drops it to grab hold of another, or drops toys in a container <u>Infant Activity Cards</u> C34 One, Two, Three C37 Eye on the Ball
EXPECTATION	CD.7.1.1.3.	Expresses desire for more through facial cues, sounds, gestures, and actions, e.g., bangs, opens mouth, points, reaches <u>Infant Activity Cards</u> L22 Copy Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands
EXPECTATION	CD.7.1.1.4.	Holds on to more than one object at a time, e.g., grasps a rattle in one hand, and reaches for block <u>Infant Activity Cards</u> C21 Little Drummers C22 Rattle Retrieval C25 Bottle Rollers C27 Shake It Out C29 Ring, Beep, Blink

		<p>C3 What's that Noise? C7 Jingle, Jingle L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L26 Two and Three Dimensions L7 Music, Music, Music P3 Tracking P31 Shake, Shake, Shake</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.7.	Quantity & Numbers
DESCRIPTOR / CONTENT DISCIPLINE	CD.7.1.	Children demonstrate awareness of quantity, counting, and numeric competencies.
STANDARD	CD.7.1.2.	7 months to 18 months: Children begin to identify that there are different quantities of objects and people, and may attempt to match quantities with numbers through the use of words, symbols, and gestures.
EXPECTATION	CD.7.1.2.1.	<p>Understands the concept of “more” in regard to food and play; signs or says, “more”</p> <p><u>Infant Activity Cards</u> L22 Copy Me L27 Baby Sign</p>
EXPECTATION	CD.7.1.2.2.	<p>Imitates counting, e.g., climbs stairs and mimics “one, two”</p> <p><u>Infant Activity Cards</u> C34 One, Two, Three C37 Eye on the Ball</p>
EXPECTATION	CD.7.1.2.3.	<p>Uses nonverbal and verbal communication to express more complex concepts, e.g., “some,” “again,” “all done”</p> <p><u>Infant Activity Cards</u> L27 Baby Signs L58 Hand It to Me</p>
EXPECTATION	CD.7.1.2.4.	<p>Begins to understand descriptive words and apply attributes to people, e.g., points to himself when asked, “Who’s a big boy?”</p> <p><u>Infant Activity Cards</u> SE34 Where are Lily’s Eyes? SE38 Your Hands, My Hands L22 Copy Me L31 Look at Me L34 Where Is Belly Button?</p>
EXPECTATION	CD.7.1.2.5.	<p>Begins to use number words to label quantities, even though incorrect</p> <p><u>Infant Activity Cards</u></p>

		C34 One, Two, Three C35 Little Monkeys
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.8.	Science Concepts & Exploration
DESCRIPTOR / CONTENT DISCIPLINE	CD.8.1.	Children demonstrate a basic awareness of and use scientific concepts.
STANDARD	CD.8.1.1.	Birth to 9 months: Children use social interactions along with their five senses to discover and explore the world around them.
EXPECTATION	CD.8.1.1.1.	Observes people and objects in his or her environment <u>Infant Activity Cards</u> P3 Tracking P7 Follow the Ball P8 Finger Squeeze P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P14 Scrunchie Watch P15 Reach for It
EXPECTATION	CD.8.1.1.2.	Engages in social interactions with familiar adults <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	CD.8.1.1.3.	Actively explores new objects found in the environment, e.g., mouths, pats, grasps <u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks
EXPECTATION	CD.8.1.1.4.	Uses all of his or her senses to explore and discover new things, e.g., reaches out to touch rain or snow <u>Infant Activity Cards</u>

		C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.8.	Science Concepts & Exploration
DESCRIPTOR / CONTENT DISCIPLINE	CD.8.1.	Children demonstrate a basic awareness of and use scientific concepts.
STANDARD	CD.8.1.2.	7 months to 18 months: Children use all of their five senses to purposefully collect and act on information received through interactions with their environment.
EXPECTATION	CD.8.1.2.1.	Actively explores objects and experiences their properties through the different senses, e.g., color, texture, weight, taste <u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C17 Balloon Watch C23 Tactile Blocks P10 Beautiful Bubbles P11 Hand Movements P12 Here Comes the Airplane P3 Tracking P7 Follow the Ball SE17 Hands and Feet SE2 Eye-to-Eye Connection
EXPECTATION	CD.8.1.2.2.	Repeats actions that attracts his or her attention, e.g., drops object onto floor to hear the sound it makes <u>Infant Activity Cards</u> P30 Drop Slot Container P31 Shake, Shake, Shake P34 Drop the Beanbag C21 Little Drummers C22 Rattle Retrieval C25 Bottle Rollers
EXPECTATION	CD.8.1.2.3.	Experiments with different textures found in the outside environment, e.g., runs fingers through dirt, crumbles dry leaves <u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks C29 Ring, Beep, Blink
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT

LEARNING STANDARD / DISCIPLINE	CD.9.	Safety & Well-Being
DESCRIPTOR / CONTENT DISCIPLINE	CD.9.1.	Children demonstrate the emerging ability to recognize risky situations and respond accordingly.
STANDARD	CD.9.1.1.	Birth to 9 months: Children first rely on their natural reflexes to signal basic survival needs to their caregiver(s). Toward the end of this age period, an emerging awareness in their own bodies and trust in their caregiver(s) support children in meeting needs and protecting them in uncertain and potentially unsafe situations.
EXPECTATION	CD.9.1.1.1.	Signals needs through reflexes and sounds, e.g., demonstrates rooting reflex when hungry, cries when uncomfortable <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE3 I'm Coming
EXPECTATION	CD.9.1.1.2.	Actively observes and explores environment <u>Infant Activity Cards</u> C1 Cause and Effect C3 What's that Noise? C4 Follow This! C5 Bubbles C6 Mirror Reflection C7 Jingle, Jingle C8 Seeing Colors C9 Do You See Blue? C10 Colored Streamers C12 A Change of View C14 This Is Lily C15 Tickle and Touch C16 Change It Up C17 Balloon Watch C19 Paper Bag Blocks C20 I See Yellow
EXPECTATION	CD.9.1.1.3.	Demonstrates interest in own body, e.g., stares at hands, mouths feet, pokes at belly button <u>Infant Activity Cards</u> P3 Tracking
EXPECTATION	CD.9.1.1.4.	Uses physical movements to explore environment, e.g., reaching, sitting, rolling <u>Infant Activity Cards</u> P3 Tracking P5 Push Up P6 Roll Over P13 Cereal Shake P14 Scrunchie Watch P15 Reach for It

		P19 Scooting P20 Crawling Buddies
EXPECTATION	CD.9.1.1.5.	Demonstrates trust in caregiver(s), e.g., reaches for adult, comforted when soothed, looks for caregiver in novel situations <u>Infant Activity Cards</u> P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P37 Swinging P4 This Little Finger SE1 Help Me Stay Calm SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.CD.	COGNITIVE DEVELOPMENT
LEARNING STANDARD / DISCIPLINE	CD.9.	Safety & Well-Being
DESCRIPTOR / CONTENT DISCIPLINE	CD.9.1.	Children demonstrate the emerging ability to recognize risky situations and respond accordingly.
STANDARD	CD.9.1.2.	7 months to 18 months: Children's increasing physical abilities allow them to explore new ways of interacting with the environment around them. Motivated by these new skills, children take risks to explore and learn, and demonstrate through nonverbal and verbal communication trust in their caregiver(s) to keep them safe.
EXPECTATION	CD.9.1.2.1.	Uses social referencing to assess uncertain situations, e.g., looks at a caregiver for social cues as to whether or not to proceed <u>Infant Activity Cards</u> P28 Learning to Walk P33 Sticky Ball P35 Waving Good-Bye P37 Swinging P39 Twinkle Fingers P40 Bubble Stomp

EXPECTATION	CD.9.1.2.2.	<p>Actively climbs to reach for wanted objects during play</p> <p><u>Infant Activity Cards</u> C31 Tunnel Fun C32 Tactile Path L33 Point of View P19 Scooting P20 Crawling Buddies P21 Crawling Fun P25 Tunnels P26 Forward and Backward P9 Bicycle</p>
EXPECTATION	CD.9.1.2.3.	<p>Responds to cues from caregiver in uncertain and unsafe situations</p> <p><u>Infant Activity Cards</u> P28 Learning to Walk P33 Sticky Ball</p>
EXPECTATION	CD.9.1.2.4.	<p>Hesitates and demonstrates caution in new and/or changing situations, e.g., stops crawling when reaches the edge of an uneven surface</p> <p><u>Infant Activity Cards</u> C31 Tunnel Fun C32 Tactile Path L33 Point of View P19 Scooting P20 Crawling Buddies P21 Crawling Fun P25 Tunnels P26 Forward and Backward P9 Bicycle SE1 Help Me Stay Calm SE16 You Are My Sunshine SE21 I Can Do It</p>
EXPECTATION	CD.9.1.2.5.	<p>Responds to warnings and changes in tone of voice; needs assistance and redirection to stop unsafe behavior, e.g., looks up after hearing a stern “no” but does not necessarily stop the behavior or action</p> <p><u>Infant Activity Cards</u> L14 Little Miss Muffet L24 Sound Vibrations L32 Lily Conversations L4 I Know My Name L8 Begin with a Whisper</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC.1.AL.	Approaches to Learning

LEARNING STANDARD / DISCIPLINE	AL.1.	Curiosity & Initiative
DESCRIPTOR / CONTENT DISCIPLINE	AL.1.1.	Children demonstrate interest and eagerness in learning about their world.
STANDARD	AL.1.1.1.	Birth to 9 months: Children are discovering the world through exploration and social interaction. Children react with special interest to new objects, people, and experiences.
EXPECTATION	AL.1.1.1.1.	<p>Observes the environment and people; tracks a toy as it moves from one point to another</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	AL.1.1.1.2.	<p>Shows interest in him- or herself, e.g., gazes at hands, places feet in mouth</p> <p><u>Infant Activity Cards</u> P3 Tracking P11 Hand Movements P14 Scrunchie Watch P15 Reach for It P17 That's My Baby</p>
EXPECTATION	AL.1.1.1.3.	<p>Actively explores new objects found in the environment, e.g., touches, pats, and mouths</p> <p><u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C19 Paper Bag Blocks C22 Rattle Retrieval C23 Tactile Blocks C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy</p>

		SE21 I Can Do It SE7 Peek-a-Boo
EXPECTATION	AL.1.1.1.4.	Attempts to initiate interaction with others, e.g., smiles, reaches for a caregiver <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C2 Smile C24 Mimicking Games C36 Peek-a-Boo Plate L1 Rhyme Time L17 Here Are My Feet L2 Sing to Baby L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
EXPECTATION	AL.1.1.1.5.	Participates in joint attention with caregiver(s), e.g., focuses on the same object <u>Infant Activity Cards</u> C1 Cause and Effect C4 Follow This! C5 Bubbles C10 Colored Streamers C14 This Is Lily C17 Balloon Watch
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.1.	Curiosity & Initiative
DESCRIPTOR / CONTENT DISCIPLINE	AL.1.1.	Children demonstrate interest and eagerness in learning about their world.
STANDARD	AL.1.1.2.	7 months to 18 months: Children’s newly acquired physical control allows them to explore and initiate interactions in a more purposeful and meaningful manner.
EXPECTATION	AL.1.1.2.1.	Demonstrates an interest in new objects by manipulating and turning the object <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection

		<p>P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	AL.1.1.2.2.	<p>Uses familiar objects in new ways, e.g., places a toy basket on head</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	AL.1.1.2.3.	<p>Moves toward a new activity by crawling or walking</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C32 Tactile Path C6 Mirror Reflection L33 Point of View P15 Reach for It P19 Scooting P20 Crawling Buddies P21 Crawling Fun P25 Tunnels P26 Forward and Backward P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball P9 Bicycle SE10 Follow that Toy</p>

		SE21 I Can Do It SE7 Peek-a-Boo
EXPECTATION	AL.1.1.2.4.	Begins to demonstrate preferences for objects and/or materials, e.g., selects a book to read when given options <u>Infant Activity Cards</u> C38 Ball Track Designs C40 Take a Closer Look L25 Things that Go L29 Baggie Book L38 Feet L39 Sensory Glove
EXPECTATION	AL.1.1.2.5.	Engages familiar adults in meaningful interactions, e.g., points to favorite toy, brings a book over to be read <u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.2.	Problem Solving
DESCRIPTOR / CONTENT DISCIPLINE	AL.2.1.	Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
STANDARD	AL.2.1.1.	Birth to 9 months: Children are building the foundation for problem solving through active exploration and social interaction.
EXPECTATION	AL.2.1.1.1.	Focuses on getting a caregiver's attention through the use of sounds, cries, gestures, and facial expressions <u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE2 Eye-to-Eye Connection SE3 I'm Coming SE4 Hug Me SE7 Peek-a-Boo

		SE8 Rock-a-Bye Baby
EXPECTATION	AL.2.1.1.2.	<p>Enjoys repeating actions, e.g., continues to drop toy from highchair after it is picked up by a caregiver or sibling</p> <p><u>Infant Activity Cards</u> C18 Problem Solving C19 Paper Bag Blocks C21 Little Drummers C22 Rattle Retrieval C24 Mimicking Games C28 Bubbles Up C29 Ring, Beep, Blink C3 What's that Noise? C36 Peek-a-Boo Plate C7 Jingle, Jingle L26 Two and Three Dimensions P31 Shake, Shake, Shake</p>
EXPECTATION	AL.2.1.2.3.	<p>Communicates the need for assistance through verbal and/or nonverbal cues, e.g., pointing, reaching, vocalizing</p> <p><u>Infant Activity Cards</u> SE1 Help Me Stay Calm SE2 Eye-to-Eye Connection SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles P15 Reach For It P36 My Hands</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.2.	Problem Solving
DESCRIPTOR / CONTENT DISCIPLINE	AL.2.1.	Children attempt a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to tasks, questions, and challenges.
STANDARD	AL.2.1.2.	7 months to 18 months: Children begin to discover that certain actions and behaviors can be solutions to challenges and obstacles they encounter. Children also recognize how to engage their caregiver(s) to assist in managing these challenges.
EXPECTATION	AL.2.1.2.1.	<p>Repeats actions over and over again to figure out how an object works</p> <p><u>Infant Activity Cards</u> C18 Problem Solving C27 Shake It Out C28 Bubbles Up C31 Tunnel Fun</p>

		P19 Scooting
EXPECTATION	AL.2.1.2.2.	<p>Begins to recognize that certain actions will draw out certain responses, e.g., laughing and smiling will often result in an adult responding in the same manner</p> <p><u>Infant Activity Cards</u> C18 Problem Solving C19 Paper Bag Blocks C21 Little Drummers C22 Rattle Retrieval C24 Mimicking Games C28 Bubbles Up C29 Ring, Beep, Blink C3 What's that Noise? C36 Peek-a-Boo Plate C7 Jingle, Jingle L26 Two and Three Dimensions P31 Shake, Shake, Shake</p>
EXPECTATION	AL.2.1.2.3.	<p>Attempts a variety of physical strategies to reach simple goals, e.g., pulls the string of a toy train to move it closer or crawls to get a ball that has rolled away</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C32 Tactile Path C6 Mirror Reflection L33 Point of View P15 Reach for It P19 Scooting P20 Crawling Buddies P21 Crawling Fun P25 Tunnels P26 Forward and Backward P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball P9 Bicycle SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.3.	Confidence & Risk-Taking

DESCRIPTOR / CONTENT DISCIPLINE	AL.3.1.	Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
STANDARD	AL.3.1.1.	Birth to 9 months: Children begin to build confidence through the everyday interactions they experience with their caregivers. These interactions form special relationships, which in turn build the “secure base” for children to take risks and try new experiences.
EXPECTATION	AL.3.1.1.1.	Cries and/or uses body language to signal and get needs met, e.g., averts gaze, arches back <u>Infant Activity Cards</u> L22 Copy Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands
EXPECTATION	AL.3.1.1.2.	Explores new objects with eagerness, e.g., squeals and/or squeezes a toy <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo
EXPECTATION	AL.3.1.1.3.	Uses different approaches for accomplishing a simple task, e.g., reaching, kicking, vocalizing <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo

EXPECTATION	AL.3.1.1.4.	<p>Attempts new skills on his or her own while “checking in” with a familiar adult, e.g., a new crawler begins to move, then turns toward the caregiver for reassurance before crawling away</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P1 Hold My Finger P11 Hand Movements P12 Here Comes the Airplane P15 Reach for It P2 Arms High, Arms Low P22 Squeeze the Sponge P27 Spider Fingers P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P37 Swinging P4 This Little Finger P7 Follow the Ball SE1 Help Me Stay Calm SE10 Follow that Toy SE13 Baby Massage SE15 Row Your Boat SE2 Eye-to-Eye Connection SE21 I Can Do It SE22 Pat-a-Cake Feet SE23 Skidamarink SE24 Nose Rubs SE3 I'm Coming SE4 Hug Me SE5 My Time SE6 Snuggles SE7 Peek-a-Boo SE8 Rock-a-Bye Baby</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.3.	Confidence & Risk-Taking
DESCRIPTOR / CONTENT DISCIPLINE	AL.3.1.	Children demonstrate a willingness to participate in new experiences and confidently engage in risk-taking.
STANDARD	AL.3.1.2.	7 months to 18 months: Children begin to use their developing confidence to engage in simple risk-taking behavior as they physically explore their environment in the context of a secure relationship.

EXPECTATION	AL.3.1.2.1.	<p>Begins to take great risks with little regard for danger, e.g., lunging off a couch to reach for an object</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	AL.3.1.2.2.	<p>Becomes more intentional and confident when playing and interacting, e.g., grabs, pushes, throws</p> <p><u>Infant Activity Cards</u> C13 Look at My Face C15 Tickle and Touch C24 Mimicking Games C36 Peek-a-Boo Plate L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE21 I Can Do It SE5 My Time SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	AL.3.1.2.3.	<p>Uses trial and error to solve a problem, e.g., tries different angles when attempting to place a shape in a shape sorter</p> <p><u>Infant Activity Cards</u> C18 Problem Solving C27 Shake It Out C28 Bubbles Up C31 Tunnel Fun P19 Scooting</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning

LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.1.	Birth to 9 months: Children observe, explore, attend and interact with the world around them.
EXPECTATION	AL.4.1.1.1.	<p>Establishes and sustains eye contact with caregiver(s)</p> <p><u>Infant Activity Cards</u> SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE22 Pat-a-Cake Feet SE5 My Time SE6 Snuggles SE8 Rock-a-Bye Baby SE9 Baby Feet</p>
EXPECTATION	AL.4.1.1.2.	<p>Focuses attention on sounds, people, and objects</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	AL.4.1.1.3.	<p>Repeats interesting actions over and over</p> <p><u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball</p>

		SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo
EXPECTATION	AL.4.1.1.4.	Indicates preferences by using nonverbal cues, e.g., turning head, kicking feet <u>Infant Activity Cards</u> L22 Copy Me L4 I Know My Name P17 That's My Baby P35 Waving Good-Bye P36 My Hands
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT DISCIPLINE	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and follow-through.
STANDARD	AL.4.1.2.	7 months to 18 months: Children begin to become more persistent in interacting with people, exploring objects, and accomplishing tasks. While their ability to sustain attention increases, they are still easily distracted by other objects and events in the environment.
EXPECTATION	AL.4.1.2.1.	Participates in back-and-forth interactions, e.g., plays peek-a-boo with an adult <u>Infant Activity Cards</u> C13 Look at My Face C14 This Is Lily C15 Tickle and Touch C24 Mimicking Games C26 Where Is Lily? C36 Peek-a-Boo Plate C4 Follow This! L22 Copy Me L32 Lily Conversations SE11 Mirror, Mirror SE13 Baby Massage SE16 You Are My Sunshine SE2 Eye-to-Eye Connection SE5 My Time SE7 Peek-a-Boo SE8 Rock-a-Bye Baby SE9 Baby Feet
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.4.	Persistence, Effort, & Attentiveness
DESCRIPTOR / CONTENT	AL.4.1.	Children demonstrate the ability to remain engaged in experiences and develop a sense of purpose and

		<p>C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	AL.5.1.1.2.	<p>Actively explores new objects found in the environment by touching, patting, and mouthing</p> <p><u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks</p>
EXPECTATION	AL.5.1.1.3.	<p>Reaches for objects in close proximity</p> <p><u>Infant Activity Cards</u> C14 This Is Lily C15 Tickle and Touch C23 Tactile Blocks</p>
EXPECTATION	AL.5.1.1.4.	<p>Imitates sounds, movements, and facial expressions, e.g., moves body up and down after caregiver initially moves in that manner</p> <p><u>Infant Activity Cards</u> L22 Copy Me L34 Where Is Belly Button? L35 Old MacDonald L4 I Know My Name L7 Music, Music, Music P17 That's My Baby P35 Waving Good-Bye P36 My Hands</p>
STATE GOAL / DISCIPLINARY CONCEPT	IL.EC1.AL.	Approaches to Learning
LEARNING STANDARD / DISCIPLINE	AL.5.	Creativity, Inventiveness, & Imagination
DESCRIPTOR / CONTENT DISCIPLINE	AL.5.1.	Children demonstrate the ability to use creativity, inventiveness, and imagination to increase their understanding and knowledge of the world.
STANDARD	AL.5.1.2.	7 months to 18 months: Children first begin using most objects and materials for their intended use. As they develop, children begin to experiment with using these objects and materials in new and unexpected ways.
EXPECTATION	AL.5.1.2.1.	Imitates a peer's actions, e.g., bangs on table with cup

		<u>Infant Activity Cards</u> C15 Tickle and Touch C3 What's that Noise? L12 Shake, Shake, Rattle, Rattle L13 Squeak, Squeak L15 Is That Me? L24 Sound Vibrations P31 Shake, Shake, Shake
EXPECTATION	AL.5.1.2.2.	Uses objects as they're intended to be used, e.g., rolls a toy car <u>Infant Activity Cards</u> P34 Drop the Beanbag C27 Shake It Out C29 Ring, Beep, Blink C37 Eye on the Ball C40 Take a Closer Look P51 Sweeping P59 Ball Kick C49 Downhill Run
EXPECTATION	AL.5.1.2.3.	Spends increasing amounts of time exploring and learning about objects, e.g., will attend to a new toy for longer periods of time in order to make sense of it <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo
EXPECTATION	AL.5.1.2.4.	Begins to use objects in new and unexpected ways, e.g., places a basket on head <u>Infant Activity Cards</u> C19 Paper Bag Blocks C22 Rattle Retrieval C28 Bubbles Up C31 Tunnel Fun C6 Mirror Reflection P15 Reach for It P29 Scarf Pull

		<p>P3 Tracking P31 Shake, Shake, Shake P7 Follow the Ball SE10 Follow that Toy SE21 I Can Do It SE7 Peek-a-Boo</p>
EXPECTATION	AL.5.1.2.5.	<p>Imitates actions of other people in a playful manner, e.g., wags finger at baby doll and say, “no, no, no”</p> <p><u>Infant Activity Cards</u> SE14 Ride a Little Horsie SE20 See and Do</p>