CROSSWALK: NEW JERSEY EARLY LEARNING STANDARDS AND EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR INFANTS AND TODDLERS

(09/23/2026)

New Jersey Early Learning Standards	**Early Learning Matters (ELM) Curriculum: Birth-36 Months** www.elmcurriculum.org		
The process for this crosswalk 1. Identifying and pairing of New Jersey Early Learning domains to ELM Curriculum areas of development. 2. Identifying and pairing of New Jersey Early Learning standards to specific examples of ELM Curriculum activity plans, teaching strategies, and/or additional learning supports. Each foundation skill is promoted across multiple blocks of activity plans, however, only one or two examples are provided for ease in readability.			
EMOTIONAL AND SOCIAL DEVELOPMENT	**Social-Emotional**		
	Birth-12 Months	12-24 Months	24-36 Months
Trust and Emotional Security	• Engaging in responsive interactions focused on smiling (Block 1) • Participating in back-and-forth play with a caregiver (Block 2) • Engaging in responsive interactions focused on facial expressions (Block 3) • Interacting with a caregiver while playing with different toys (Block 4) • Engaging in responsive interactions focused on imitating simple actions (Block 6) • Participating in responsive interactions	• Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Block 1) • Engaging in play with a caregiver and taking turns (Block 2) • Talking about our families and friends (Block 10) • Helping with tasks in our room (Block 13)	• Watching and imitating actions of a caregiver and peers focused on using play dough (Block 3) • Imitating actions of staff and peers (Block 6) • Caring for items in our room (Block 14) • Talking about loud and quiet voices, and being quiet (Block 25)

	during routine activities (Block 13) • Interacting with a caregiver focused on nurturing actions (Block 16)		
Self Awareness	• Engaging in responsive interactions focused on smiling (Block 1) • Engaging in responsive interactions focused on facial expressions (Block 3) • Engaging in responsive interactions focused on imitating simple actions (Block 6) • Interacting with a caregiver as part of looking in a mirror (Block 9) • Meeting and greeting infants in our room (Block 10) • Interacting with a caregiver focused on nurturing actions (Block 16)	• Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Block 1) • Talking about our families and friends (Block 10) • Saying our name and the names of peers in our room (Block 11) • Helping with tasks in our room (Block 13) • Talking about happy and sad situations (Block 14) • Exploring how different family members do different kinds of activities (Block 15) • Looking at and making different facial expressions (Block 16)	• Engaging in open-ended play with a caregiver and peers focused on telling others what we are doing (Block 4) • Imitating actions of staff and peers (Block 6) • Talking about how children can be the same and different (Block 9) • Talking about activities and saying our names (Block 11) • Caring for items in our room (Block 14) • Talking about and making different facial expressions (Block 16) • Naming and describing some common feelings (Block 17)

	• Looking at our actions in a mirror (Block 18) • Exploring happy and sad feelings described in a book (Block 19) • Playing independently as a caregiver watches (Block 22)	• Communicating happy and sad feelings (Block 17) • Talking about and making different facial expressions (Block 18) • Imitating different facial expressions (Block 19) • Talking about a child's feelings in different situations (Block 21) • Talking about ways to calm down when we feel upset (Block 22) • Singing with actions about feeling happy and sad (Block 23)	• Talking and singing about different feelings (Block 18) • Talking about feeling up and feeling down (Block 20) • Talking about and practicing ways to calm down when we feel upset (Block 21) • Talking about and using our hands to do good things for ourselves and others (Block 23) • Talking about different feelings and reasons for different feelings (Block 24) • Talking about loud and quiet voices, and being quiet (Block 25)
Self Regulation	**Social-Emotional** • Engaging in responsive interactions focused on facial expressions (Block 3) • Engaging in responsive interactions focused on	**Social-Emotional** • Helping with tasks in our room (Block 13) • Communicating happy and sad feelings (Block 17) • Talking about and making different facial expressions (Block 18)	**Social-Emotional** • Participating with peers in a shared play activity (Block 7) • Caring for items in our room (Block 14) • Talking about and making different facial expressions (Block 16)

	imitating simple actions (Block 6) • Interacting with a caregiver as part of looking in a mirror (Block 9) • Participating in responsive interactions during routine activities (Block 13) • Engaging in play with teddy bears focused on gentle touches (Block 14) • Interacting with a caregiver while playing with a baby doll (Block 15) • Interacting with a caregiver focused on nurturing actions (Block 16) • Looking at our actions in a mirror (Block 18) • Exploring happy and sad feelings described in a book (Block 19)	• Imitating different facial expressions (Block 19) • Talking about a child's feelings in different situations (Block 21) • Talking about ways to calm down when we feel upset (Block 22) • Singing with actions about feeling happy and sad (Block 23)	• Naming and describing some common feelings (Block 17) • Talking and singing about different feelings (Block 18) • Talking about feelings experienced by a little fox (Block 19) • Talking about feeling up and feeling down (Block 20) • Talking about and practicing ways to calm down when we feel upset (Block 21) • Talking about how the main character of a story might feel in response to different events and situations (Block 22) • Talking about and using our hands to do good things for ourselves and others (Block 23) • Talking about different feelings and reasons for different feelings (Block 24)

			• Talking about loud and quiet voices, and being quiet (Block 25)
	Self-Regulation • Practicing how to calm down after a song with actions (Block 2) • Practicing how to calm down after manipulating a sound-making toy (Block 5) • Practicing how to calm down after a finger play (Block 8) • Practicing how to calm down after moving slowly to music (Block 11) • Practicing how to calm down after participating in a rhyme with hand actions (Block 14) • Practicing how to calm down after a bell ringing activity (Block 17) • Practicing how to calm down after participating in a rhyme	**Self-Regulation** • Practicing how to calm down after participating in a rhyme with hand actions (Block 2) • Practicing how to calm down after ringing a bell (Block 5) • Practicing how to calm down after participating in a rhyme with hand actions (Block 8) • Practicing how to calm down after moving a sound-making toy (Block 11) • Practicing how to calm down after participating in a song with actions (Block 14) • Practicing how to calm down after playing a musical instrument (Block 17)	**Self-Regulation** • Breathing slowly and deeply with or without a prop (Block 2) • Breathing slowly and deeply while watching our stomach (Block 5) • Watching and practicing a tree pose (yoga) (Block 8) • Watching and practicing a frog pose (yoga) (Block 11) • Watching and practicing a downward dog pose (yoga) (Block 14) • Calming down by pretending to be a cornstalk moving in the wind (Block 17) • Practicing ways to calm our bodies and minds (Block 18) • Calming down by pretending to be

	with finger actions (Block 20) • Practicing how to calm down after moving to music (Block 23)	• Practicing how to calm down after participating in a song with actions (Block 20) • Practicing how to calm down after shaking and rolling a sound-making ball (Block 23)	seaweed moving in the water (Block 20) • Calming down by pretending to be a tree moving in the wind (Block 22) • Pretending to be a tree moving slowly in the wind with music and standing still when music stops (Block 25)
Relationship with Peers and Adults	• Participating in back-and-forth play with a caregiver (Block 2) • Engaging in responsive interactions focused on facial expressions (Block 3) • Interacting with a caregiver while playing with different toys (Block 4) • Engaging in responsive interactions focused on looking at toys and book illustrations (Block 5)	• Engaging in play with a caregiver and taking turns (Block 2) • Noticing what others do during play with play dough (Block 3) • Playing together with different toys (Block 4) • Playing together with blocks (Block 5) • Watching and doing actions of children and teddy bears in a book (Block 6) • Watching and imitating peer actions while playing with toy vehicles (Block 7)	• Taking turns with peers while playing with animal figures (Block 1) • Taking turns and sharing with peers (Block 2) • Watching and imitating actions of a caregiver and peers focused on using play dough (Block 3) • Engaging in pretend play with peers (Block 3) • Engaging in open-ended play with a caregiver and peers focused on telling

	• Engaging in responsive interactions focused on imitating simple actions (Block 6) • Noticing how others play with a toy car (Block 7) • Interacting with a caregiver while playing with a musical instrument (Block 8) • Interacting with a caregiver as part of looking in a mirror (Block 9) • Meeting and greeting infants in our room (Block 10) • Interacting with a caregiver while playing with a ball (Block 11) • Interacting with a caregiver while playing with stacking rings (Block 12) • Participating in responsive interactions	• Playing with peers at the water table and with toy telephones (Block 8) • Exploring how children's activities and actions are the same and different (Block 9) • Talking about our families and friends (Block 10) • Recognizing peers in our room (Block 10) • Saying our name and the names of peers in our room (Block 11) • Participating with others in a shared activity (Block 12) • Helping with tasks in our room (Block 13) • Exploring how different family members do different kinds of activities (Block 15) • Engaging in play with a caregiver and with peers focused on sharing (Block 24)	others what we are doing (Block 4) • Engaging in open-ended pretend play with a caregiver and peers (Block 5) • Imitating actions of staff and peers (Block 6) • Participating with peers in a shared play activity (Block 7) • Engaging in pretend play focused on a bus trip and toy vehicles (Block 8) • Talking about how children can be the same and different (Block 9) • Looking at and describing what children in a book are doing together (Block 10) • Talking about activities and saying our names (Block 11) • Working cooperatively with others (Block 12)

	during routine activities (Block 13) • Engaging in play with teddy bears focused on gentle touches (Block 14) • Interacting with a caregiver while playing with a baby doll (Block 15) • Interacting with a caregiver focused on nurturing actions (Block 16) • Interacting with a caregiver while playing with nesting cups (Block 17) • Looking at our actions in a mirror (Block 18) • Exploring happy and sad feelings described in a book (Block 19) • Interacting with a caregiver focused on music and movement (Block 20)	• Engaging in pretend play with a caregiver and with peers (Block 25)	• Exploring ways to share (Block 13) • Engaging in pretend play with peers (Block 15) • Talking about and using our hands to do good things for ourselves and others (Block 23)

	• Interacting with a caregiver focused on farm animal pictures and figures (Block 21) • Noticing what peers are doing (Block 23) • Noticing a peer's actions while playing alongside each other (Block 24) • Noticing how peers are playing with toys (Block 25)		
	Communication/Language; Social-Emotional, Self-Regulation; Cognitive		
Approaches to Learning	Birth-12 Months	12-24 Months	24-36 Months
Curiosity	**Communication/Language** • Finding forest animals hiding in book pictures (Block 2)	**Cognitive** • Exploring what another person or animal in a peekaboo book sees (Block 3) • Exploring tubes and balls (Block 19)	**Cognitive** • Guessing what is hiding in a picture book and a bag (Block 3) • Exploring different spatial concepts (Block 17) • Exploring identical wooden figure toys that can fit together (Block 19) • Exploring novel fit-together blocks of
	Cognitive • Noticing features of objects and animals in a book (Block 9) • Noticing how others play with a toy car (Block 7)	**Self-Regulation** • Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Block 1)	

	• Finding and moving toward a desired toy (Block 13) • Using our senses to explore toys in different ways (Block 15) • Figuring out how a toy works (Block 19) • Exploring how to take apart toys (Block 24)	• Noticing what others do during play with play dough (Block 3)	different sizes (Block 20)
	Self-Regulation • Persisting in exploration with different toys (Block 15) • Persisting in getting a desired toy (Block 18)	**Social-Emotional** • Exploring how different family members do different kinds of activities (Block 15)	
Persistence	**Self-Regulation** • Focusing on and remembering the location of a rattle (Block 3) • Persisting in reaching for a desired toy (Block 6) • Watching a ball and a cup manipulated by a caregiver (Block 9) • Persisting in play with a novel toy (Block 12)	**Self-Regulation** • Watching and recalling where a hopping toy rabbit hide (Block 3) • Moving parts of our body by watching and listening (Block 6) • Practicing how to freeze our bodies (Block 9) • Remembering where a toy car is hiding (Block 12)	**Self-Regulation** • Watching and remembering where a toy frog is hiding (Block 3) • Taking apart and putting together a puzzle (Block 6) • Moving and freezing our bodies as music plays and stops (Block 9) • Watching and remembering the

	• Persisting in exploration with different toys (Block 15) • Persisting in getting a desired toy (Block 18) • Watching and manipulating a scrunchie and a cup (Block 21) • Persisting in removing toys from a box (Block 24) • Watching a toy being hidden for a caregiver to find (Block 25)	• Looking closely to find pictures that are the same (Block 15) • Watching and making our body move to music and stop when music stops (Block 18) • Watching and remembering the whereabouts of a galloping toy horse (Block 21) • Looking closely to find pictures that are the same (Block 24)	location of a moving toy car (Block 12) • Taking apart and putting together a puzzle (Block 15) • Clapping and freezing our arms and hands in response to an orange circle (Block 19) • Watching and remembering the location of a rabbit that hops and hides (Block 21) • Pretending to sleep, wake, and act like a specific animal in response to the words of a song (Block 24)
Creativity	**Physical/Health** • Manipulating sound-making objects (Block 6)	**Physical/Health** • Making marks with paintbrushes and markers (Block 3) • Making marks on paper with different types of artistic tools (Block 11) • Using fingers and paintbrushes to make marks (Block 25)	**Cognitive** • Building pretend roads with blocks (Block 1) • Building pretend houses and boats with blocks (Block 5) • Building simple houses for different types of toy animals (Block 11)

			• Engaging in different types of pretend roles and play (Block 22) • Talking about and acting out opposites (Block 24)
	Social-Emotional • Interacting with a caregiver while playing with a musical instrument (Block 8) • Interacting with a caregiver as part of looking in a mirror (Block 9) • Looking at our actions in a mirror (Block 18)	**Communication/Language** • Talking about and acting out a story about monkeys jumping on a bed (Block 8) • Talking about and representing wind and rain (Block 9) • Talking about food eaten by a hungry caterpillar and playing with toy food items (Block 15) • Talking about and pretending to be little ducks in a story (Block 16) • Talking about and doing actions that show we are happy (Block 18)	**Social-Emotional** • Watching and imitating actions of a caregiver and peers focused on using play dough (Block 3) • Imitating actions of staff and peers (Block 6) • Engaging in pretend play focused on a bus trip and toy vehicles (Block 8)
	Cognitive	**Social-Emotional** • Watching and doing actions of children	**Physical/Health** • Manipulating sensory materials (Block 3)

	• Using our senses to explore toys in different ways (Block 15)	and teddy bears in a book (Block 6) • Watching and imitating peer actions while playing with toy vehicles (Block 7)	• Making marks and circles with different colors (Block 4) • Manipulating a ball of play dough (Block 6) • Drawing on smooth and textured surfaces (Block 13) • Manipulating and creating with play dough (Block 23)
			Communication/Language • Understanding and enacting actions of characters in a book (Block 8) • Creating sounds and images of items featured in a book (Block 10) • Talking about and showing how construction trucks work (Block 17) • Talking about and acting out speckled frogs eating delicious bugs (Block 20) • Talking about and pretending to be an

			animal inside an egg (Block 23) • Telling stories with a wordless book and props in a "story bag" (Block 24)
Initiative	**Cognitive** • Exploring one or two toys (Block 3) • Choosing toys to play with (Block 6) • Choosing and playing with balls (Block 11) • Choosing one of two toy possibilities (Block 21)	**Social-Emotional** • Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Block 1) • Watching and imitating peer actions while playing with toy vehicles (Block 7) • Playing with peers at the water table and with toy telephones (Block 8) • Imitating different facial expressions (Block 19) • Engaging in play with a caregiver and with peers focused on sharing (Block 24) • Engaging in pretend play with a caregiver	**Social-Emotional** • Taking turns and sharing with peers (Block 2) • Watching and imitating actions of a caregiver and peers focused on using play dough (Block 3) • Engaging in pretend play with peers (Block 3) • Engaging in open-ended play with a caregiver and peers focused on telling others what we are doing (Block 4) • Engaging in open-ended pretend play with a caregiver and peers (Block 5) • Working cooperatively with others (Block 12)

		and with peers (Block 25)	• Exploring ways to share (Block 13) • Caring for items in our room (Block 14) • Engaging in pretend play with peers (Block 15)
	Physical/Health • Reaching for, grasping, and holding different toys (Block 2) • Reaching for, grasping, holding, and moving different toys (Block 5)		**Communication/Language** • Creating sounds and images of items featured in a book (Block 10)
	Self-Regulation • Persisting in reaching for a desired toy (Block 6) • Persisting in getting a desired toy (Block 18)	**Cognitive** • Using familiar items as intended (Block 22)	**Cognitive** • Participating in games that promote the concepts of one and two (Block 21) • Engaging in different types of pretend roles and play (Block 22)
	Social-Emotional • Playing independently as a caregiver watches (Block 22)		
Language Development and Communication	Communication/Language		
	Birth-12 Months	12-24 Months	24-36 Months
Listening and Understanding	• Talking about high contrast pictures in a book (Block 1)	• Listening to and making zoo animal sounds (Block 1)	• Listening to and making zoo animal sounds (Block 1)

	• Finding forest animals hiding in book pictures (Block 2) • Talking about sounds made by items shown in book pictures (Block 3) • Talking about what animals see (Block 4) • Talking about a child's routines (Block 5) • Talking about pictures of animal mothers and babies (Block 6) • Talking about pictures of baby faces (Block 7) • Playing peekaboo with a caregiver (Block 8) • Talking about pictures of babies (Block 9) • Talking about different facial expressions (Block 10) • Talking about pictures of familiar objects (Block 11) • Talking about saying goodnight (Block 12) • Talking about items and feeling textures in book pictures (Block 13)	• Listening to and making farm animal sounds (Block 2) • Identifying the sounds of different things in a book (Block 3) • Talking about pictures of different animals (Block 4) • Talking about pictures of farm animals (Block 5) • Talking about pictures of mother and baby animals at bedtime (Block 6) • Talking about bedtime routines described in a book (Block 7) • Talking about and acting out a story about monkeys jumping on a bed (Block 8) • Talking about and representing wind and rain (Block 9) • Naming children in our room (Block 10)	• Making demonstrated animal sounds (Block 2) • Participating in book sharings focused on how books work (Block 3) • Using book words and pictures to engage in guessing (Block 4) • Using book words and pictures to learn about colors (Block 5) • Using book words and pictures to make predictions and talk about in and out (Block 6) • Connecting book words and pictures to toddlers' experiences (Block 7) • Understanding and enacting actions of characters in a book (Block 8) • Exploring a book about wind (Block 9) • Creating sounds and images of items

	• Talking about different things babies do (Block 14) • Talking about babies playing *Peekaboo* (Block 15) • Participating in a song with hand movements (Block 16) • Talking about pictures of baby fingers and toes (Block 17) • Talking about pictures of families (Block 18) • Talking about pictures of people in our room (Block 19) • Waving hello and goodbye (Block 20) • Talking about fun things babies do with families (Block 21) • Participating in a song with rocking movements (Block 22) • Talking about pictures and sounds of farm animals (Block 23) • Participating in a song and moving a toy spider (Block 24)	• Talking about pictures of facial expressions (Block 10) • Talking about and pointing to our eyes, nose, and toes (Block 11) • Talking about and pointing to our head, shoulders, knees, and toes (Block 12) • Listening to and saying rhyming words in a nursery rhyme (Block 13) • Noticing different kinds of sounds (Block 14) • Talking about food eaten by a hungry caterpillar and playing with toy food items (Block 15) • Talking about and pretending to be little ducks in a story (Block 16) • Talking about different types of trucks and how trucks	featured in a book (Block 10) • Touching, naming, and moving parts of our bodies (Block 11) • Connecting visual symbols to items, activities, and songs (Block 12) • Connecting book text to pictures (Block 13) • Remembering words in a song and rhyme (Block 14) • Talking about the story of a very hungry caterpillar (Block 15) • Talking about the actions of little ducks (Block 16) • Talking about and showing how construction trucks work (Block 17) • Talking about children from different countries singing the same song and saying “hello” in different languages (Block 18)

	• Listening to the sounds of farm animal puppets (Block 25)	get ready to sleep (Block 17) • Talking about and doing actions that show we are happy (Block 18) • Talking about an itsy bitsy spider in a story (Block 19) • Identifying and talking about quiet and loud sounds (Block 20) • Talking about and exploring different ways to carry a baby (Block 21) • Talking about pictures of children doing different activities (Block 22) • Using words for different purposes, including naming items (Block 23) • Talking about saying goodnight to many different things (Block 24) • Talking about pictures in a wordless book (Block 25)	• Pretending to row a boat (Block 19) • Talking about and acting out speckled frogs eating delicious bugs (Block 20) • Talking about and remembering the search for a puppy that is hiding (Block 21) • Connecting a printed word to objects and pictures (Block 22) • Talking about and pretending to be an animal inside an egg (Block 23) • Telling stories with a wordless book and props in a "story bag" (Block 24) • Talking about sounds featured in a book and heard in our room (Block 25)

Communicating and Speaking	**Communication/Language** • Talking about sounds made by items shown in book pictures (Block 3) • Playing peekaboo with a caregiver (Block 8) • Talking about saying goodnight (Block 12) • Talking about babies playing *Peekaboo* (Block 15) • Participating in a song with hand movements (Block 16) • Waving hello and goodbye (Block 20) • Participating in a song with rocking movements (Block 22) • Talking about pictures and sounds of farm animals (Block 23) • Participating in a song and moving a toy spider (Block 24) • Listening to the sounds of farm animal puppets (Block 25)	**Communication/Language** • Listening to and making zoo animal sounds (Block 1) • Listening to and making farm animal sounds (Block 2) • Identifying the sounds of different things in a book (Block 3) • Talking about and acting out a story about monkeys jumping on a bed (Block 8) • Talking about and representing wind and rain (Block 9) • Naming children in our room (Block 10) • Listening to and saying rhyming words in a nursery rhyme (Block 13) • Talking about and pretending to be little ducks in a story (Block 16) • Talking about and doing actions that show we are happy (Block 18) • Identifying and talking about quiet and loud sounds (Block 20)	**Communication/Language** • Listening to and making zoo animal sounds (Block 1) • Making demonstrated animal sounds (Block 2) • Using book words and pictures to engage in guessing (Block 4) • Using book words and pictures to learn about colors (Block 5) • Using book words and pictures to make predictions and talk about in and out (Block 6) • Connecting book words and pictures to toddlers' experiences (Block 7) • Understanding and enacting actions of characters in a book (Block 8) • Creating sounds and images of items featured in a book (Block 10)

		• Using words for different purposes, including naming items (Block 23) • Talking about saying goodnight to many different things (Block 24) • Talking about pictures in a wordless book (Block 25)	• Touching, naming, and moving parts of our bodies (Block 11) • Remembering words in a song and rhyme (Block 14) • Talking about children from different countries singing the same song and saying "hello" in different languages (Block 18) • Talking about and acting out speckled frogs eating delicious bugs (Block 20) • Talking about and pretending to be an animal inside an egg (Block 23) • Telling stories with a wordless book and props in a "story bag" (Block 24) • Talking about sounds featured in a book and heard in our room (Block 25)
	Social-Emotional	**Social-Emotional**	**Social-Emotional**

	• Engaging in responsive interactions focused on smiling (Block 1) • Participating in back-and-forth play with a caregiver (Block 2) • Engaging in responsive interactions focused on imitating simple actions (Block 6) • Participating in responsive interactions during routine activities (Block 13) • Interacting with a caregiver focused on nurturing actions (Block 16)	• Engaging in open-ended play with a caregiver focused on toys of interest to the toddler (Block 1) • Engaging in play with a caregiver and taking turns (Block 2) • Talking about our families and friends (Block 10)	• Talking about loud and quiet voices, and being quiet (Block 25)
Emergent Literacy	**Communication/Language** • Talking about high contrast pictures in a book (Block 1) • Finding forest animals hiding in book pictures (Block 2) • Talking about sounds made by items shown in book pictures (Block 3)	**Communication/Language** • Identifying the sounds of different things in a book (Block 3) • Talking about pictures of different animals (Block 4) • Talking about pictures of farm animals (Block 5)	**Communication/Language** • Participating in book sharings focused on how books work (Block 3) • Using book words and pictures to engage in guessing (Block 4) • Using book words and pictures to learn about colors (Block 5) • Using book words and pictures to make

	• Talking about pictures of animal mothers and babies (Block 6) • Talking about pictures of baby faces (Block 7) • Talking about pictures of babies (Block 9) • Talking about pictures of familiar objects (Block 11) • Talking about items and feeling textures in book pictures (Block 13) • Participating in a song with hand movements (Block 16) • Talking about pictures of baby fingers and toes (Block 17) • Talking about pictures of families (Block 18) • Talking about pictures of people in our room (Block 19) • Participating in a song with rocking movements (Block 22) • Talking about pictures and sounds of farm animals (Block 23)	• Talking about pictures of mother and baby animals at bedtime (Block 6) • Talking about bedtime routines described in a book (Block 7) • Talking about and acting out a story about monkeys jumping on a bed (Block 8) • Talking about pictures of facial expressions (Block 10) • Listening to and saying rhyming words in a nursery rhyme (Block 13) • Noticing different kinds of sounds (Block 14) • Talking about an itsy-bitsy spider in a story (Block 19) • Talking about pictures of children doing different activities (Block 22)	predictions and talk about in and out (Block 6) • Connecting book words and pictures to toddlers' experiences (Block 7) • Understanding and enacting actions of characters in a book (Block 8) • Exploring a book about wind (Block 9) • Creating sounds and images of items featured in a book (Block 10) • Connecting visual symbols to items, activities, and songs (Block 12) • Connecting book text to pictures (Block 13) • Remembering words in a song and rhyme (Block 14) • Talking about the story of a very hungry caterpillar (Block 15) • Talking about children from different countries singing the same song and saying "hello" in different languages (Block 18)

	• Participating in a song and moving a toy spider (Block 24)	• Talking about pictures in a wordless book (Block 25)	• Connecting a printed word to objects and pictures (Block 22) • Telling stories with a wordless book and props in a "story bag" (Block 24) • Talking about sounds featured in a book and heard in our room (Block 25)
	Self-Regulation • Practicing how to calm down after a song with actions (Block 2) • Practicing how to calm down after participating in a rhyme with hand actions (Block 14) • Practicing how to calm down after participating in a rhyme with finger actions (Block 20) • Focusing on a rhyme and finger actions (Block 22)	**Cognitive** • Exploring what another person or animal in a peekaboo book sees (Block 3)	**Self-Regulation** • Coordinating actions with words in a song (Block 1) • Focusing on body movements that correspond to a song (Block 7) • Watching and doing movements suggested in a song (Block 13) • Pretending to sleep, wake, and act like a specific animal in response to the words of a song (Block 24)
	Social-Emotional • Engaging in responsive interactions focused on looking at toys and	**Self-Regulation** • Practicing how to calm down after participating in a	**Physical/Health** • Ringing bells to words in songs (Block 7)

	book illustrations (Block 5)	rhyme with hand actions (Block 2) • Practicing how to calm down after participating in a rhyme with hand actions (Block 8) • Practicing how to calm down after participating in a song with actions (Block 14) • Practicing how to calm down after participating in a song with actions (Block 20)	• Practicing hand movements to a song (Block 11)
	Physical/Health • Doing hand motions with rhymes (Block 18)	**Physical/Health** • Engaging in a finger play (Block 1) • Making marks on paper with different types of artistic tools (Block 11) • Engaging in hand and arm actions with songs (Block 13)	
	Cognitive • Looking closely at pictures (Block 23)		
Cognitive	Cognitive		
	Birth-12 Months	12-24 Months	24-36 Months

Exploration and Discovery	• Looking at and manipulating different types of objects, including soft and hard toys (Block 1) • Looking at and manipulating different types of objects, including water (Block 2) • Exploring one or two toys (Block 3) • Looking at and manipulating different types of objects while playing with a caregiver (Block 4) • Holding and manipulating different toys, including nesting cups (Block 5) • Noticing differences between toys (Block 7) • Feeling and manipulating objects with different textures (Block 8) • Noticing features of objects and animals in a book (Block 9)	• Manipulating dry and wet sand (Block 1) • Taking apart objects that connect (Block 2) • Exploring what another person or animal in a peekaboo book sees (Block 3) • Watching and making water move (Block 8) • Taking toys apart and putting them back together (Block 10) • Putting together and taking apart nesting cups (Block 11) • Finding toys that are the same and different (Block 12) • Exploring spatial relations with shopping carts and small items (Block 13) • Naming and manipulating toy animals (Block 14) • Taking apart and putting together different materials (Block 15)	• Pulling apart and putting together objects that connect (Block 2) • Guessing what is hiding in a picture book and a bag (Block 3) • Sorting and matching by color and type (Block 4) • Pulling apart and putting together play items that connect (Block 10) • Sorting familiar items (Block 12) • Engaging in movements that emphasize different spatial relationships (Block 13) • Putting together different types of blocks (Block 15) • Exploring different spatial concepts (Block 17) • Putting together toy bears that are the

	• Looking at and manipulating high-contrast and cause-and-effect toys (Block 10) • Engaging in play with cause-and-effect toys (Block 12) • Finding and moving toward a desired toy (Block 13) • Finding a hidden toy (Block 14) • Using our senses to explore toys in different ways (Block 15) • Playing with familiar items in different ways (Block 16) • Taking apart a stacking ring toy (Block 17) • Focusing on color differences (Block 18) • Figuring out how a toy works (Block 19) • Watching a caregiver manipulate and hide a toy (Block 20) • Playing with toys of different sizes (Block 22)	• Naming familiar items (Block 16) • Exploring location words (Block 17) • Pouring water into and out of containers (Block 18) • Exploring tubes and balls (Block 19) • Manipulating small toys and different types of containers (Block 20) • Exploring a ball drop toy (Block 24) • Manipulating and putting together items that are the same (Block 25)	same and different (Block 18) • Exploring identical wooden figure toys that can fit together (Block 19) • Exploring novel fit-together blocks of different sizes (Block 20) • Putting together a Potato Head toy (Block 23) • Sorting and matching by color and type (Block 25)

	• Looking closely at pictures (Block 23) • Exploring how to take apart toys (Block 24) • Watching and playing with cause-and-effect toys (Block 25)		
Memory	**Cognitive** • Finding and moving toward a desired toy (Block 13) • Finding a hidden toy (Block 14) • Watching a caregiver manipulate and hide a toy (Block 20) • Looking closely at pictures (Block 23)	**Cognitive** • Exploring what another person or animal in a peekaboo book sees (Block 3) • Finding toys that are the same and different (Block 12) • Finding a toy dog that hides (Block 23) • Manipulating and putting together items that are the same (Block 25)	**Cognitive** • Guessing what is hiding in a picture book and a bag (Block 3) • Finding items that are the same (Block 8) • Matching pictured and real items (Block 16)
	Self-Regulation • Focusing on and remembering the location of a rattle (Block 3) • Watching a toy being hidden for a caregiver to find (Block 25)	**Self-Regulation** • Watching and recalling where a hopping toy rabbit hide (Block 3) • Moving parts of our body by watching and listening (Block 6)	**Self-Regulation** • Watching and remembering where a toy frog is hiding (Block 3) • Watching and remembering the location of a moving toy car (Block 12) • Watching and remembering the location

		• Remembering where a toy car is hiding (Block 12) • Watching and making our body move to music and stop when music stops (Block 18) • Watching and remembering the whereabouts of a galloping toy horse (Block 21)	of a rabbit that hops and hides (Block 21)
Problem Solving	• Looking at and manipulating different types of objects, including soft and hard toys (Block 1) • Looking at and manipulating different types of objects, including water (Block 2) • Exploring one or two toys (Block 3) • Looking at and manipulating different types of objects while playing with a caregiver (Block 4) • Holding and manipulating different	• Manipulating dry and wet sand (Block 1) • Taking apart objects that connect (Block 2) • Exploring what another person or animal in a peekaboo book sees (Block 3) • Making our bodies big and small (Block 4) • Matching big and small things (Block 4) • Holding and carrying items to a destination (Block 6) • Picking one toy for each teddy bear (Block 7)	• Pulling apart and putting together objects that connect (Block 2) • Guessing what is hiding in a picture book and a bag (Block 3) • Sorting and matching by color and type (Block 4) • Carrying balls to and from baskets (Block 6) • Making or distributing one item for each hand or toy (Block 7) • Finding items that are the same (Block 8)

	toys, including nesting cups (Block 5) • Choosing toys to play with (Block 6) • Noticing differences between toys (Block 7) • Feeling and manipulating objects with different textures (Block 8) • Noticing features of objects and animals in a book (Block 9) • Looking at and manipulating high-contrast and cause-and-effect toys (Block 10) • Choosing and playing with balls (Block 11) • Engaging in play with cause-and-effect toys (Block 12) • Finding and moving toward a desired toy (Block 13) • Finding a hidden toy (Block 14) • Using our senses to explore toys in different ways (Block 15)	• Watching and making water move (Block 8) • Describing and manipulating different types of clothes (Block 9) • Taking toys apart and putting them back together (Block 10) • Putting together and taking apart nesting cups (Block 11) • Finding toys that are the same and different (Block 12) • Exploring spatial relations with shopping carts and small items (Block 13) • Naming and manipulating toy animals (Block 14) • Taking apart and putting together different materials (Block 15) • Naming familiar items (Block 16) • Exploring location words (Block 17)	• Identifying and manipulating different types of clothing (Block 9) • Pulling apart and putting together play items that connect (Block 10) • Sorting familiar items (Block 12) • Engaging in movements that emphasize different spatial relationships (Block 13) • Comparing clothes worn by people and by animals (Block 14) • Putting together different types of blocks (Block 15) • Matching pictured and real items (Block 16) • Exploring different spatial concepts (Block 17) • Putting together toy bears that are the same and different (Block 18)

	• Taking apart a stacking ring toy (Block 17) • Focusing on color differences (Block 18) • Figuring out how a toy works (Block 19) • Watching a caregiver manipulate and hide a toy (Block 20) • Choosing one of two toy possibilities (Block 21) • Playing with toys of different sizes (Block 22) • Looking closely at pictures (Block 23) • Exploring how to take apart toys (Block 24) • Watching and playing with cause-and-effect toys (Block 25)	• Pouring water into and out of containers (Block 18) • Exploring tubes and balls (Block 19) • Manipulating small toys and different types of containers (Block 20) • Finding a toy dog that hides (Block 23) • Exploring a ball drop toy (Block 24) • Manipulating and putting together items that are the same (Block 25)	• Exploring identical wooden figure toys that can fit together (Block 19) • Exploring novel fit-together blocks of different sizes (Block 20) • Participating in games that promote the concepts of one and two (Block 21) • Putting together a Potato Head toy (Block 23) • Talking about and acting out opposites (Block 24) • Sorting and matching by color and type (Block 25)
Imitation and Symbolic Play	**Social-Emotional** • Engaging in responsive interactions focused on imitating simple actions (Block 6) • Interacting with a caregiver while playing with a baby doll (Block 15)	**Social-Emotional** • Playing with peers at the water table and with toy telephones (Block 8) • Engaging in pretend play with a caregiver and with peers (Block 25)	**Social-Emotional** • Watching and imitating actions of a caregiver and peers focused on using play dough (Block 3) • Engaging in pretend play with peers (Block 3)

	• Interacting with a caregiver focused on nurturing actions (Block 16)		• Engaging in open-ended pretend play with a caregiver and peers (Block 5) • Imitating actions of staff and peers (Block 6) • Engaging in pretend play focused on a bus trip and toy vehicles (Block 8) • Engaging in pretend play with peers (Block 15)
	Cognitive • Playing with familiar items in different ways (Block 16)	**Cognitive** • Playing and building with blocks (Block 5) • Exploring spatial relations with shopping carts and small items (Block 13) • Pretending a block or box is something else (Block 21) • Using familiar items as intended (Block 22)	**Cognitive** • Building pretend roads with blocks (Block 1) • Building pretend houses and boats with blocks (Block 5) • Building simple houses for different types of toy animals (Block 11) • Engaging in different types of pretend roles and play (Block 22)
Physical and Motor Development			
	Birth-12 Months	12-24 Months	24-36 Months

Gross Motor Development	• Practicing how to move parts of our body (Block 1) • Practicing how to shift positions: rolling over, crawling, sitting (Block 3) • Practicing how to balance our bodies in a sitting position (Block 7) • Practicing how to stand (Block 9) • Touching and rolling a ball (Block 11) • Practicing how to roll over, push up, or crawl during play with toys (Block 13) • Practicing early locomotion, including creeping, crawling, or walking (Block 15) • Practicing how to roll over or crawl under an object during play (Block 17) • Moving our body while pretending to ride (Block 19) • Reaching for and rolling a ball (Block 22)	• Rolling, carrying, and dropping balls (Block 2) • Crawling or stepping up and down stairs (Block 4) • Watching and practicing how we roll our bodies (Block 6) • Doing hand and leg actions with music (Block 7) • Practicing walking (Block 8) • Exploring how to throw a ball (Block 10) • Carrying a bag of items (Block 12) • Balancing and moving parts of our body (Block 14) • Manipulating and throwing balls (Block 16) • Holding and carrying different types of balls (Block 17) • Holding and carrying sensory tubes (Block 20)	• Practicing different physical movements (Block 1) • Stepping up and down (Block 2) • Practicing different movements and stopping upon request (Block 5) • Ringing bells to words in songs (Block 7) • Practicing how to jump (Block 10) • Moving our arms in different ways (Block 12) • Exploring underhand and overhand ball throwing (Block 15) • Tossing and catching colorful scarves (Block 18) • Exploring and practicing how to kick a ball (Block 19) • Engaging in physical movements that include crossing the midline (Block 21)

	• Practicing to sit, stand, and walk (Block 23) • Crawling and walking on different textured surfaces (Block 24) • Moving our arms and legs, including crawling (Block 25)	• Practicing how to use a riding toy (Block 22) • Practicing walking and running (Block 24)	• Practicing different ways to jump (Block 22) • Practicing walking on a low balance beam (Block 25)
Fine Motor Development	• Reaching for, grasping, and holding different toys (Block 2) • Exploring how to hold and shake a sound-making toy (Block 4) • Reaching for, grasping, holding, and moving different toys (Block 5) • Manipulating sound-making objects (Block 6) • Practicing how to hold and release an object (Block 8) • Using both hands at the same time to manipulate a toy (Block 10) • Moving hands and arms to and across the midline (Block 12)	• Engaging in a finger play (Block 1) • Making marks with paintbrushes and markers (Block 3) • Doing hand actions as part of songs (Block 5) • Doing hand and leg actions with music (Block 7) • Practicing how to shake and stop shaking a shaker (Block 9) • Making marks on paper with different types of artistic tools (Block 10) • Engaging in hand and arm actions with songs (Block 13) • Putting buttons into a button box (Block 15)	• Practicing different physical movements (Block 1) • Manipulating sensory materials (Block 3) • Making marks and circles with different colors (Block 4) • Practicing different movements and stopping upon request (Block 5) • Manipulating a ball of play dough (Block 6) • Ringing bells to words in songs (Block 7) • Dressing felt bears and toy dolls (Block 8) • Manipulating water and dry material (Block 9)

	• Practicing eye-hand coordination with novel items, including toys with holes (Block 14) • Coordinating the use of hands, finger and thumb (Block 16) • Doing hand motions with rhymes (Block 18) • Practicing eye-hand coordination using two hands (Block 20) • Moving to music with hands and arms and while being held by a caregiver (Block 21) • Reaching for and rolling a ball (Block 22)	• Holding and carrying different types of balls (Block 17) • Manipulating puzzle pieces (Block 18) • Practicing how to shake and stop shaking bells (Block 19) • Holding and carrying sensory tubes (Block 20) • Manipulating stacking toys and pegs in pegboards (Block 21) • Manipulating toy vehicles (Block 23) • Practicing walking and running (Block 24) • Using fingers and paintbrushes to make marks (Block 25)	• Practicing hand movements to a song (Block 11) • Drawing on smooth and textured surfaces (Block 13) • Putting together materials with both hands (Block 14) • Exploring underhand and overhand ball throwing (Block 15) • Manipulating different types of puzzle pieces (Block 16) • Moving shakers in different ways to music (Block 17) • Tossing and catching colorful scarves (Block 18) • Using tongs to manipulate small blocks (Block 20) • Engaging in physical movements that include crossing the midline (Block 21) • Manipulating and creating with play dough (Block 23)

			• Using fine motor skills to practice pincer grasps, manipulate tongs, and cut with scissors (Block 24)
Physical Health and Well-Being	**Communication/Language** • Talking about a child's routines (Block 5) • Talking about saying goodnight (Block 12)	**Communication/Language** • Talking about pictures of mother and baby animals at bedtime (Block 6) • Talking about bedtime routines described in a book (Block 7) • Talking about food eaten by a hungry caterpillar and playing with toy food items (Block 15) • Talking about different types of trucks and how trucks get ready to sleep (Block 17) • Talking about saying goodnight to many different things (Block 24)	**Physical/Health** • Dressing felt bears and toy dolls (Block 8)
	Social-Emotional • Participating in responsive interactions during routine activities (Block 13)	**Cognitive** • Describing and manipulating different types of clothes (Block 9)	**Cognitive** • Identifying and manipulating different types of clothing (Block 9)

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Engaging in play with teddy bears focused on gentle touches (Block 14)
Interacting with a caregiver focused on nurturing actions (Block 16)

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Comparing clothes worn by people and by animals (Block 14)

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<td>Social-Emotional

Helping with tasks in our room (Block 13)

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<td>Communication/Language

Talking about the story of a very hungry caterpillar (Block 15)

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<td>Physical/Health

Engaging in hand and arm actions with handwashing song (Block 13, Option 1)

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<td rowspan="2">Social-Emotional

Caring for items in our room (Block 14)
Talking about and using our hands to do good things for ourselves and others (Block 23)

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<tr>
<td>Self-Regulation

Focusing on color in sorting different types of pretend foods (Block 25)

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