Developmental Continuum
for Infants, Toddlers & Twos
Goal 1: To learn about self and others

Objective 1: Trusts known, caring adults

Recognizes and reaches out to familiar adults
Examples:
• Returns your gaze during feeding.
• Smiles when sees his mother at end of day.
• Raises arms toward you when you approach crib.

Seeks to remain in company of familiar adults
Examples:
• Crawls to you when you sit on floor.
• Snuggles closer to you when new teacher reaches out to hold her.
• Protests and tries to follow when you leave room.

Seeks familiar adult as secure base when around new people and in new situations
Examples:
• Explores for a few moments, returns to your lap, goes out to explore again, drops a toy into your lap, and goes out again.
• Walks to you when new visitor arrives.
• Looks at you for reassurance while piling blocks with another child’s parent.

Interacts with new people and situations with increasing comfort when familiar adults are nearby
Examples:
• Plays with substitute teacher, looking over his shoulder occasionally to look at you.
• Plays in new sandbox, but only when you are nearby.
• Takes book to visitor after you help him choose one.

Interacts with new people and situations with increasing comfort when familiar adults are nearby
Examples:
• Carries family photo in pocket during first weeks in program.
• Makes pretend call home after playing with visitor.
• Listens to audiotape of her mother singing lullaby and then lets volunteer tuck her in for nap.

Objective 2: Regulates own behavior

Begins developing own patterns for sleeping, eating, and other basic needs, with adult’s help
Examples:
• Begins needing diaper change on predictable basis.
• Begins getting fussy around 10:00 a.m., letting you know he is ready for his midmorning bottle.
• Relaxes as you rock gently; then falls asleep when you place him in his crib.

Uses others’ facial expressions, gestures, or voices to guide own behavior
Examples:
• Watches you to see whether she should pick up new truck; then does so when you smile encouragingly.
• Drops toy on floor; then drops it again when you laugh and hand it back.
• Tries to climb on shelf until she sees you frowning and shaking your head, “No.”

Begins to respond to verbal redirection
Examples:
• Agrees to stomp in pile of leaves but then returns to stomping in puddle.
• Smiles and crawls into cardboard box house as you suggest, instead of under table where you are wiping up spill.
• Holds carriage handle, as you suggest when he doesn’t want to hold your hand while walking to park.

Follows simple directions and sometimes tests limits
Examples:
• Carries her empty plate to sink after lunch, when asked.
• Runs away when you say it is time to go inside but comes with you when you say, “Please take my hand.”
• Protests; then joins in cleaning up when you begin singing the cleanup song and she sees other children helping.

Understands what behavior is expected, with increasing regularity
Examples:
• Pulls blanket and sleeping toy from cubby when cots are being put out.
• Flips on his jacket when you say, “Let’s go outside.”
• Puts on apron without being reminded, before playing at water table.
Goal 1: To learn about self and others, continued

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**Objective 3: Manages own feelings**

Expresses a variety of emotions and needs, using facial expressions, body movements, and vocalizations

Examples:
- Puts fist in mouth and curls arms and legs when hungry; relaxes and extends arms and legs when full.
- Smiles and kicks when you talk to her.
- Breaks eye contact and arches back when tired of peek-a-boo game.

Uses others’ facial expressions, gestures, or voices to guide own feelings

Examples:
- Tenses when new teacher approaches; then relaxes when you give big smile of recognition.
- Starts to cry when another child takes his toy; then stops when you offer duplicate.
- Startles when door slams; then relaxes when you rub his back and calmly say, “It’s okay. It’s just the door.”

Begins applying strategies to manage feelings by self

Examples:
- Gets favorite stuffed animal when tired.
- Asks for bottle (“Ba-ba”) after crying about father’s departure.
- Stamps foot after dropping one of the boxes she wants to carry to the corner; then goes back to get box.

Begins to use strategies learned from adults

Examples:
- Looks at you to intervene when another child pushes him.
- Says, “No! Mine!” when another child takes his toy; then looks at you.
- Takes out family photo album, as you have often encouraged, after his mother leaves.

Begins to use feeling words

Examples:
- Says, “Uh-oh, a doggie! No!” on walk to park.
- Points to picture of smiling monster in book and says, “He’s happy.”
- Explains, “She’s sad,” when she sees crying child.

**Objective 4: Responds to others’ feelings with growing empathy**

Mirrors others’ expressions of feelings

Examples:
- Smiles back at smiling face.
- Quiets when sees that you have a concerned expression.
- Cries when hears another baby crying.

Becomes aware of others’ expressions of emotion

Examples:
- Looks at group of laughing children; then returns to playing with ball.
- Stops playing and stares at you when you frown about applesauce you spilled.
- Looks up when two children struggle over a toy.

Responds to the emotions of others, sometimes with adult prompting

Examples:
- Approaches a crying child.
- Laughs excitedly when other children laugh.
- Pats other child’s back while you hold other child and say, “She needs some love. She is sad.”

Shows awareness that others’ feelings are separate from own feelings

Examples:
- Points to an infant and says, “Baby crying.”
- Points to picture of pig that is hiding from wolf, when you ask him to find something in the book illustration that is scared.

Responds to others’ feelings with caring behavior, without adult prompting

Examples:
- Kisses your finger after you say it hurts.
- Smiles and claps excitedly when another child exclaims, “I did it!”
- Brings crying child’s blanket to her.
# Goal 1: To learn about self and others, continued

## Objective 5: Plays with other children

### Watches and responds to other children
Examples:
- Turns her head toward toddler who is singing.
- Kicks legs while watching other babies.
- Rolls over to look at another infant lying on nearby blanket.

### Reaches out to and engages momentarily with other children
Examples:
- Pats arm of another infant sitting nearby.
- Squeals and holds out arms as another child crawls to him.
- Pushes musical ball toward another child.

### Has brief play encounters with other children
Examples:
- Goes to child who is holding doll and pats doll's head.
- Sits next to child to whom you are reading; listens briefly; then picks up puppet and moves away.
- Follows another child into rocking boat but climbs out after a few minutes.

### Participates in longer play encounters with children who are engaged with identical or similar activities
Examples:
- Scoops sand in bucket, next to child who is scooping sand in own bucket.
- Sits with children at art table and scribbles on paper with marker.
- Notices children pouring at water table, goes over, and also pours.

### Participates in coordinated play with other children
Examples:
- Runs with another child, shouting, “Go!” when they pass tree.
- Pushes another child in wagon; then exchanges places.
- Joins another child who is pretending to cook breakfast and makes believe she is eating eggs.

## Objective 6: Learns to be a member of a group

### Shows interest in being with others
Examples:
- Kicks his legs with delight when two toddlers sit with you near his blanket.
- Smiles and babbles as you hold him on your lap at lunch table.
- Looks around as you hold him, smiling at familiar adults and children.

### Finds security in being with familiar people
Examples:
- Reaches for you after bumping her head.
- Protests when her father leaves in the morning; then settles into play with your help.
- Reaches for her mother and snuggles, sucking her thumb, after tiring day.

### Begins to participate in group routines
Examples:
- Comes to table when he sees you putting out snacks.
- Pulls blanket off shelf after lunch, in preparation for nap.
- Starts looking toward door as you sing songs each afternoon before pick-up time.

### Begins to accept that others’ needs are important, in addition to own
Examples:
- Gives another child piece of her playdough.
- Stands next to you, waiting for turn with ride-on toy.
- Moves over so another child can fit at sand table.

### Participates actively in group experiences
Examples:
- Shakes tambourine and parades with other children.
- Helps others at table put all the crayons in basket during cleanup.
- Answers questions that you ask as you read to small group.
## Objective 7: Uses personal care skills

### Begins to participate as adult attends to personal needs
Examples:
- Sucks eagerly when offered bottle.
- Closes eyes and extends neck as you pull shirt over her head.
- Raises knees to chest when placed on back on diaper-changing table.

### Attempts simple personal care tasks
Examples:
- Takes own socks off.
- Feeds self finger foods from tray.
- Tries to unfasten diaper tabs after you take her pants off.

### Tries more complex personal care tasks, with limited success
Examples:
- Brings spoon to mouth, frequently turning spoon over as he does so.
- Holds hands under faucet after diaper change, waiting for you to turn on water.
- Places knit cap on top of his head but does not pull it down over his ears.

### Tries more complex personal care tasks, with increasing success
Examples:
- Puts on slip-on shoes, although not always on correct feet.
- Begins to let you know of need to "go potty."
- Washes and then pats hands with paper towel when you say, "Wash your hands for lunch."

### Does many complex personal care tasks successfully
Examples:
- Hangs coat on own hook when arriving in morning.
- Feeds self at lunch, using fingers, spoon, and sometimes fork.
- Pulls pants down and up to help with toileting.
### Objective 8: Demonstrates basic gross motor skills

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<th>Begin moving purposefully</th>
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- Holds head up when you hold her.
- Rolls over when placed on blanket on floor of protected area.
- Holds head and chest up, with weight on forearms.

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<tr>
<th>Step 2</th>
<th>Begin to gain balance and to move from place to place</th>
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<tbody>
<tr>
<td>Example:</td>
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</table>
- Sits steadily without assistance.
- Rocks back and forth on hands and knees; may crawl.
- Pulls self to standing position; cruises while holding onto furniture.

<table>
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<th>Step 3</th>
<th>Walks forward with increasing coordination</th>
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<tr>
<td>Example:</td>
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</table>
- Toddlers without support.
- Walks across room, starting and stopping.
- Walks up and down stairs, with support.

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<tr>
<th>Step 4</th>
<th>Attempts a variety of large-muscle activities</th>
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<tbody>
<tr>
<td>Example:</td>
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</table>
- Moves along obstacle course by crawling, walking, climbing, sliding, and jumping.
- Attempts to pedal and steer riding toy.
- Catches ball with straight arms.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Balances while moving arms and legs in active play</th>
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<tr>
<td>Example:</td>
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</table>
- Holds along obstacle course by crawling, walking, climbing, sliding, and jumping.
- Attempts to pedal and steer riding toy.
- Catches ball with straight arms.

### Objective 9: Demonstrates basic fine motor skills

<table>
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<th>Step 1</th>
<th>Uses whole hand to grasp and drop objects</th>
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<tbody>
<tr>
<td>Example:</td>
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</table>
- Bats at rattle that you hold near him.
- Reaches for toy with whole hand.
- Opens hand to release toy when new toy is offered.

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Uses thumb and index finger to grasp and drop objects</th>
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<tr>
<td>Example:</td>
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</table>
- Pulls your nose, using thumb and index finger.
- Picks up Cheerios® one by one.
- Picks up large bead and hands it to you.

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<thead>
<tr>
<th>Step 3</th>
<th>Uses one hand to hold an object and the other hand to manipulate another object</th>
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<tbody>
<tr>
<td>Example:</td>
<td></td>
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</table>
- Holds sippy cup in one hand and bangs spoon with other hand.
- Dumps pail with one hand and retrieves shovel that fell out with other hand.
- Holds paper in place with one hand while scribbling with other hand.

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Uses eye-hand coordination while doing simple tasks</th>
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<tbody>
<tr>
<td>Example:</td>
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</table>
- Places large pegs into pegboard.
- Makes chain with large snap beads.
- Pours water from small pitcher into cup.

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Uses eye-hand coordination while doing increasingly complex tasks</th>
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<tbody>
<tr>
<td>Example:</td>
<td></td>
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</table>
- Threads shoelace through large bead.
- Begins to button large buttons.
- Begins using scissors to snip edges of paper.
**Goal 3: To learn about the world**

**Objective 10: Sustains attention**

- **Attends to sights and sounds**
  - Turns head toward sound of mother’s voice.
  - Watches you walk across room.
  - Watches leaves moving in wind.

- **Continues an activity when an adult interacts**
  - Takes small block from you and puts it in container.
  - Turns page and studies picture when you read together.
  - Resumes stacking rings when you come over and sit with her.

- **Focuses on activity of choice but is easily distracted**
  - Stops working puzzle when sees you stirring cereal.
  - Stops eating when others leave table to wash hands.
  - Reads book to self but throws it down to join friend at water table.

- **Continues an activity, despite distractions**
  - Looks up from toy when others begin to clean up; then returns to playing with toy.
  - Continues to dig in sand, after glancing at children who are struggling over another shovel.
  - Tells friend, “Wait, wait,” and continues to stack blocks.

- **Continues an activity until own goal is reached, despite distractions**
  - Puts all of blocks in storage container.
  - Completes simple puzzle.
  - Announces, “I used every color!” when he stops painting.

**Objective 11: Understands how objects can be used**

- **Explores objects, using all senses**
  - Reaches for teether; then brings it to mouth.
  - Pats and then mouths soft toy.
  - Looks at spoon; then bangs it on tray.

- **Learns how objects work by handling them and watching others use them**
  - Watches you make soft toy squeak; then squeezes it.
  - Takes large pegs out of pegboard after watching another child do so.
  - Holds empty cup to mouth and imitates way you drink.

- **Uses familiar objects in conventional ways**
  - Puts pieces in simple puzzle.
  - Holds baby doll and feeds him bottle.
  - Picks up shovel to dig in sandbox.

- **Plans ways to use objects to perform one-step tasks**
  - Uses scarf to make dress for stuffed animal.
  - Pulls cushion closer to her, to retrieve doll on top of it.
  - Uses toy broom handle to free ball from corner.

- **Plans ways to use objects to perform multi-step tasks**
  - Moves storage cube; then climbs on it to water plants on windowsill.
  - Gets spoon and apron; then comes to table to help mix playdough.
  - Arranges large blocks, puts on fire hat, and then pretends to drive to fire.
### Objective 12: Shows a beginning understanding of cause and effect

**Explores objects and notices how they react**

Examples:
- Kicks at blanket when in crib.
- Shakes arm when holding rattle.
- Bangs toy on floor.

**Discovers that repeated actions yield similar effects**

Examples:
- Slaps water in shallow pan repeatedly, making it splash.
- Raises bottle as level of milk drops.
- Beats pot with spoon, making clanging sound.

**Explores ways to make something happen**

Examples:
- Bangs and then shakes windup toy, trying to get it to work.
- Requests, “Up, p’ease”; then tugs on your pants when you do not pick him up immediately.
- Turns faucet handle to make water start and stop.

**Exppects people and objects to respond to actions in particular ways**

Examples:
- Darts away and laughs with delight when you swoop her up; then darts away again.
- Says, “Again, again!” and looks at you for response when you reach end of book you are reading together.
- Puts cassette in player and presses Play button.

**Begins to investigate causes when something unexpected happens**

Examples:
- Looks puzzled when block tower falls and asks, “Fell down?”
- Reaches inside shoe when it will not go on and finds sock in toe.
- Smells odor from another room and asks, “Who made popcorn?”

### Objective 13: Shows a beginning understanding that things can be grouped

**Explores objects, using all senses**

Examples:
- Reaches for toy, using whole hand.
- Touches beads of your necklace as you hold him on your lap.
- Grasps object and gums it.

**Notices particular characteristics of objects**

Examples:
- Rubs fingers over soft velvet cushion.
- Makes a face when she first tastes peas; then turns away from spoon.
- Squeals as she mashes piece of banana on plate with her palm.

**Begins to manipulate objects according to particular attributes**

Examples:
- Stacks wooden rings on post.
- Eats all of mandarin orange slices first from fruit salad.
- Nests two measuring cups.

**Begins to match objects by similarities**

Examples:
- Places blue block next to another blue block.
- Sees picture of donkey and says, “Horsie.”
- Plays simple game of matching pictures.

**Groups objects with similar characteristics**

Examples:
- Puts all of red Duplos® in your lap.
- Sorts round beads from pile of assorted beads.
- Puts cars in one labeled box and airplanes in another labeled box during cleanup.
Objective 14: Uses problem-solving strategies

Demonstrates awareness of a problem
Examples:
• Indicates hunger or pain with different cries.
• Kicks foot when it becomes stuck in blanket.
• Grunts when toy rolls out of reach.

Imitates the way others solve problems, immediately after seeing them do so
Examples:
• Holds tissue to own nose after seeing you sneeze and wipe your nose.
• Blows on cereal after seeing you blow on your bowl.
• Tries to pull cover off container after watching you do so.

Experiments with trial-and-error approaches to simple problems
Examples:
• Uses fingers to eat cooked noodles, after trying unsuccessfully to use spoon.
• Tries unsuccessfully to pick up large box; then pushes it to new location.
• Uses spoon; then reaches for shovel when trying to fill large bucket with sand.

Persists with trial-and-error approaches to solving a problem
Examples:
• Experiments with different objects to free ball that rolled under bush.
• Looks in several places until he finds toy that dropped out of sight.
• Moves puzzle piece in various positions until it fits.

Carries out own plan for solving simple problems
Examples:
• Goes to pretend play area, gets large spoon, and takes it to sand table to use as scoop.
• Gets socks and shoes; then sits on floor to put them on.
• Asks you for tape after accidentally tearing page in book she is reading.

Objective 15: Engages in pretend play

Watches the actions of others
Examples:
• Watches your face as you talk with him.
• Follows you with his eyes when you walk across room.
• Stares at other children playing nearby.

Imitates the actions of others
Examples:
• Claps her hands after seeing toddlers clap to music.
• Pats back of doll gently, just as you pat her back.
• Moves spoon in bowl after watching you stir applesauce.

Uses objects in pretend play as they are used in real life
Examples:
• Pulls blanket over self and pretends to sleep; then giggles to let you know she is pretending.
• Gives doll a bottle.
• Picks up toy phone and says, “Hello.”

Substitutes one object for another in pretend play
Examples:
• Pushes block across floor and says, “Vroom.”
• Puts bowl upside down on head to wear as hat.
• Scoots on ride-on toy and says, “My car.”

Uses real and imaginary objects in pretend play
Examples:
• Holds hands as if turning steering wheel and pretends to be driving car.
• Holds empty hand out to doll and says, “Here’s a cookie for you.”
• Uses imaginary hose to put out imaginary fire.
**Objective 16: Develops receptive language**

**Shows interest in speech of others**
- Watches face of person who is speaking to him.
- Turns head toward speaker and smiles.
- Coos as you talk to him while dressing him.

**Responds to simple gestures and to the intonation, pitch, and volume of simple speech**
- Hugs you when you ask, “May I have a hug?”
- Touches your nose when you ask, “Where’s my nose?”
- Points to picture of bananas in book when you say, “Show me the bananas.”

**Demonstrates understanding of simple multiword speech in familiar contexts**
- Stops whimpering when you talk in quiet, soothing manner.
- Releases other child’s shirt when you say firmly, “Gentle touches.”
- Crawls toward door when she hears her father’s voice in hall.

**Demonstrates understanding of simple directions, questions, explanations, and stories**
- Gets special blanket when you say, “It’s nap time. Please get your blanket.”
- Laughs when something silly happens in book you read aloud.
- Says, “My doll,” when you ask, “Whose doll is this?”

**Demonstrates understanding of increasingly complex and abstract spoken language**
- Moves next to you when you tell her, “Sit beside me on the rug, please.”
- Matches actions to story as you describe what characters are doing.
- Gets paper towel after you tell her, “Don’t forget to use a paper towel to turn off the faucet.”

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**Objective 17: Develops expressive language**

**Uses facial expressions, body positions and movements, and distinct cries or other vocalizations to communicate**
- Croons, “M-m-m-m,” while sucking.
- Smiles and squales when you enter room.
- Coos, “A-a-ah,” and kicks while looking at toy.

**Uses gestures, babbles, and combines sounds to communicate, using the rising and falling patterns of adult speech, and produces first words**
- Says, “Uh,” holding arms out to be picked up.
- Points at toy and asks, “Dat?”
- Picks up toy car and says, “Car.”

**Uses gestures, word-like sounds, and single words to communicate**
- Asks for “more juice” for a snack.
- Says, “Mommy bye-bye,” a few minutes after mother leaves.

**Speaks in two-word phrases**
- Says, “Go home now,” when leaving.
- Asks, “What we doing now?” when you open box of new puppets.
- Tells about weekend experiences, saying, “Daddy pushed me on the swing.”

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### Objective 18: Participates in conversations

**Engages in simple, back-and-forth vocalizing**
- Coos as you rock and talk with him.
- Smiles and coos at other babies.
- Gurgles each time you pause as you talk with him.

**Imitates and exchanges sounds and gestures with other people**
- Opens eyes wide and laughs as you play peek-a-boo together.
- Imitates your kissing sound, waits while you kiss again, and then takes turn.
- Waves when you wave at her.

**Exchanges single words, word-like sounds, and gestures with others**
- Says, “Oh-oh,” when you say, “I spilled the juice.”
- Says, “Ba, ba,” when you say, “Go get the ball.”
- Announces, “Hat,” pointing to new hat on head when you greet him in the morning.

**Initiates conversation by using words**
- Asks, “Kyle help?” when you start to wipe lunch table.
- Wraps doll in blanket and says to you, “Baby sleep.”
- Looks around for ball and asks you, “Where ball?”

**Participates in conversations for two or more turns**
- Joins back-and-forth conversation with you and other children at lunch table.
- Picks up toy phone and carries on conversation with another child.
- Talks back and forth with another child as they play in sandbox.

### Objective 19: Enjoys books and being read to

**Manipulates books as adult reads aloud**
- Sucks on pages of board book as you hold child and book.
- Takes book from you; then hangs it on floor.
- Attempts to crumple pages of cloth book while you read to her.

**Engages briefly with books as they are read aloud and finds pleasure in the experience**
- Turns pages of board book, pausing to study a page.
- Vocalizes and smiles when he recognizes picture of familiar object.
- Smiles when he sees cover of familiar book.

**Becomes increasingly engaged with the content of books that are read aloud**
- Points to cow in book illustration when you moo.
- Repeats word from refrain of repetitive story.
- Finds same picture in book about trains, repeatedly.

**Begins to make connections between own life and the stories in books**
- Gets toy tractor from shelf after hearing story about tractors.
- Asks, “Park, p’ese?” when you read story about child who goes to park.
- Points to picture of airplane and says, “Daddy up, up.”

** Pretends to read favorite books**
- Brings book, turns pages, and retells familiar story by using pictures as prompts.
- Recites part of familiar story to another child.
- Completes some of the rhymes as you reread familiar book.
### Objective 20: Shows an awareness of pictures and print

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<th><strong>Notices pictures</strong></th>
<th><strong>Recognizes and shows a beginning understanding of pictures</strong></th>
<th><strong>Recognizes that pictures have meaning and can tell a story</strong></th>
<th><strong>Demonstrates interest in print</strong></th>
<th><strong>Shows beginning understanding that print is useful</strong></th>
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<tbody>
<tr>
<td>Examples:</td>
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<td>Examples:</td>
<td>Examples:</td>
<td>Examples:</td>
</tr>
<tr>
<td>• Gazes at pictures</td>
<td>• Touches pictures in book with various textures.</td>
<td>• Points to picture and asks, “Dat?”</td>
<td>• Points to “Itsy-Bitsy Spider”</td>
<td>• Recognizes some popular logos.</td>
</tr>
<tr>
<td>of faces on mobile.</td>
<td>• Vocalizes when pointing to a picture.</td>
<td>• Says, “Cat’pillar,” when she sees cover of The Very Hungry Caterpillar.</td>
<td>• Turns pages of book to find favorite pictures.</td>
<td>• Scribbles, folds paper, and announces, “Happy birthday!”</td>
</tr>
<tr>
<td>• Looks and coos at photo on wall.</td>
<td>• Points to picture of baby when you ask, “Where is the baby?”</td>
<td></td>
<td>• Points to “Itsy-Bitsy Spider” fingerplay chart on wall and says, “Busy spider.”</td>
<td>• Points to letter on book cover and says, “That’s my letter.”</td>
</tr>
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### Objective 21: Experiments with drawing and writing

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<th><strong>Notices drawing and writing tools</strong></th>
<th><strong>begins to handle drawing and writing tools</strong></th>
<th><strong>Scribbles spontaneously</strong></th>
<th><strong>Experiments with scribbling</strong></th>
<th><strong>Scribbles with intention of communicating</strong></th>
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<tr>
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<td>Examples:</td>
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<tr>
<td>• Bats at pen you are using to write observation notes.</td>
<td>• Picks up crayon and holds it in fist.</td>
<td>• Holds crayon, moving hand all around paper.</td>
<td>• Scribbles on paper, watching lines form as he moves his hands.</td>
<td>• Scribbles picture; then says, “My kitty cat.”</td>
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<tr>
<td>• Reaches for marker on floor, until you offer substitute object.</td>
<td>• Bangs piece of stubby chalk on paper, occasionally making marks.</td>
<td>• Moves paintbrush across paper, making lines.</td>
<td>• Paints, first with paintbrush and then with sponge.</td>
<td>• Scribbles all over paper; then says, “This letter for grandma.”</td>
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<tr>
<td>• Watches as you draw line with marker.</td>
<td>• Runs marker over palm and smiles, before you again encourage writing on paper.</td>
<td>• Fills paper with marks.</td>
<td>• Fills one patch of paper with one kind of mark; then fills another patch with different marks.</td>
<td>• Scribbles several small shapes and says, “That’s my name.”</td>
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References:


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<tr>
<th>SOCIAL/EMOTIONAL DEVELOPMENT</th>
<th>PHYSICAL DEVELOPMENT</th>
<th>COGNITIVE DEVELOPMENT</th>
<th>LANGUAGE DEVELOPMENT</th>
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<tr>
<td><strong>To learn about self and others</strong></td>
<td><strong>To learn about moving</strong></td>
<td><strong>To learn about the world</strong></td>
<td><strong>To learn about communicating</strong></td>
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<td>2. Regulates own behavior</td>
<td>9. Demonstrates basic fine motor skills</td>
<td>11. Understands how objects can be used</td>
<td>17. Develops expressive language</td>
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<td>4. Responds to others’ feelings with growing empathy</td>
<td></td>
<td>13. Shows a beginning understanding that things can be grouped</td>
<td>19. Enjoys books and being read to</td>
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<td>6. Learns to be a member of a group</td>
<td></td>
<td>15. Engages in pretend play</td>
<td>21. Experiments with drawing and writing</td>
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<td>7. Uses personal care skills</td>
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