

The Creative Curriculum® for Infants, Toddlers & Twos

Scope and Sequence for 0- to 12-Month-Olds

This document shows the scope of the concepts and skills in *The Creative Curriculum® for Infants, Toddlers & Twos* and the sequence in which they are introduced. When you use the complete curriculum (including *Intentional Teaching Cards™*, *Mighty Minutes®*, and *Book Conversation Cards™*, *LearningGames®*, and *Highlights Hello™*), you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

All of the resources in *The Creative Curriculum® for Infants, Toddlers & Twos* are rooted in the 38 research-based objectives described in *Volume 3: Objectives for Development & Learning, Birth Through Third Grade*. Most objectives include progressions that show the typical sequence of milestones that children will reach along the path to mastery. Although the path is predictable, we recognize that young children’s development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping.

Within the progressions, colored bands indicate widely held expectations for development and learning at different ages and classes/grades. Understanding children’s unique strengths, needs, and interests makes it possible to individualize their learning to meet them where they are.

You can use this chart as a starting point for most children in your group and then make adjustments according to the individual strengths and needs identified by your observations and assessment findings. This chart will help you plan experiences thoughtfully and intentionally on the basis of each child’s current levels of development and learning.

Area of Development and Learning: Social–Emotional

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 2 • Goal IT-SE 1, 3, 6, 9, 13 • Goal IT-LC 3 	Self-regulation	<ul style="list-style-type: none"> • Begins to use adult support to calm self • Begins to respond to changes in adult’s tone of voice and expression • Begins to indicate needs and wants 	<ul style="list-style-type: none"> • Uses adult support to calm self • Responds to changes in an adult’s tone of voice and expression • Indicates needs and wants 	<ul style="list-style-type: none"> • Uses adult support to calm self • Responds to changes in an adult’s tone of voice and expression • Begins to seek to do things for self 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE01–SE03, SE11 • <i>Mighty Minutes®</i>: 04, 08, 12, 40, 45 • <i>LearningGames®</i>: 29, 34, 70 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Social–Emotional, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 1, 6, 8 • Goal IT-SE 1, 2, 3, 5, 7, 8, 10, 11 	Positive relationships	<ul style="list-style-type: none"> • Begins to demonstrate a secure attachment to one or more adults 	<ul style="list-style-type: none"> • Begins to use trusted adult as a secure base from which to explore the world • Begins to react to others' emotional expressions 	<ul style="list-style-type: none"> • Uses trusted adult as a secure base from which to explore the world • Reacts to others' emotional expressions • Begins to play near other children; use similar materials or actions 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE04–SE05, SE08–SE10, SE15–SE16 • <i>Mighty Minutes®</i>: 17, 29, 36, 41, 43 • <i>LearningGames®</i>: 07, 20, 22, 26, 50, 59 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4
	Group participation			<ul style="list-style-type: none"> • Begins to respond appropriately to others' expressions of wants • Begins to express feelings during a conflict 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE20, SE24, SE26 • <i>Mighty Minutes®</i>: 06, 11, 19, 86–89 • <i>LearningGames®</i>: 14, 56, 82 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Physical

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-PMP 3, 5	Traveling skills	• Begins to move to explore immediate environment	• Moves to explore immediate environment	• Begins to experiment with different ways of moving	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P03, P20, P24–P25, P28, P34–P35 • <i>Mighty Minutes®</i>: 02, 11, 37, 48, 76 • <i>LearningGames®</i>: 13, 27, 54, 86, 90, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; • <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 4	Balancing skills	• Begins to balance while exploring immediate environment	• Balances while exploring immediate environment	• Begins to experiment with different ways of balancing	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P05, P06, P09, P27, P33 • <i>Mighty Minutes®</i>: 07, 10, 24, 31, 49, 51, 53, 56, 58, 64 • <i>LearningGames®</i>: 16, 17, 27, 47, 64 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; • <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 4	Gross-motor manipulative skills	• Begins to reach, grasp, and release objects	• Reaches, grasps, and releases objects	• Begins to manipulate balls or similar objects with stiff body movements	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P04, P08, P18, P19 • <i>Mighty Minutes®</i>: 12, 18, 20, 23, 26, 71 • <i>LearningGames®</i>: 40, 41, 86 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; • <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 6, 7, 8	Fine-motor skills	• Begins to reach for, touch, and hold objects purposefully	• Reaches for, touches, and holds objects purposefully	• Begins to use fingers and whole-arm movements to manipulate and explore objects	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P01–P03, P08, P30–P32 • <i>Mighty Minutes®</i>: 42, 50, 84 • <i>LearningGames®</i>: 6, 40, 45, 58, 66, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; • <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Language

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-LC 7	Listening to and understanding language	<ul style="list-style-type: none"> • Begins to show an interest in the speech of others 	<ul style="list-style-type: none"> • Shows an interest in the speech of others • Responds to simple verbal requests accompanied by gestures or tone of voice 	<ul style="list-style-type: none"> • Shows an interest in the speech of others • Begins to follow simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL04, LL13, LL19, LL32, LL50, LL56, LL61 • <i>Mighty Minutes®</i>: 03, 19, 20, 73 • <i>LearningGames®</i>: 12, 33, 36, 46, 70, 73, 97 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
• Goal IT-LC 5, 8	Expressive language	<ul style="list-style-type: none"> • Begins to vocalize and gesture to communicate 	<ul style="list-style-type: none"> • Vocalizes and gestures to communicate • Babbles strings of single consonant sounds and combines sounds 	<ul style="list-style-type: none"> • Begins to name familiar people, animals, and objects • Begins to use some words and word-like sounds and is understood by most familiar people • Begins to use one- or two-word sentences or phrases 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL06, LL12, LL18, LL20, LL24, LL33, LL40, LL57 • <i>Mighty Minutes®</i>: 33, 82, 88, 94, 99 • <i>LearningGames®</i>: 18, 39, 61, 71, 77, 93, 95, 96 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
Goal IT-SE 12 Goal IT-LC 1, 2, 4, 6	Conversational and other communication skills	<ul style="list-style-type: none"> • Begins to engage in simple back-and-forth exchanges with others 	<ul style="list-style-type: none"> • Engages in simple back-and-forth exchanges with others 	<ul style="list-style-type: none"> • Engages in simple back-and-forth exchanges with others • Begins to respond to speech by looking toward the speaker; watch for signs of being understood when communicating 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL07, LL11, LL15, LL23, LL30, LL46, LL52, LL60 • <i>Mighty Minutes®</i>: 09, 15, 26, 40, 57, 77 • <i>LearningGames®</i>: 5, 42, 45, 65, 84, 99, 100 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Cognitive

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
Goal IT-ATL 3, 4, 5, 7 Goal IT-C 1, 2, 6, 7, 9, 10, 11 Goal IT-PMP 1, 2	Approaches to learning	<ul style="list-style-type: none"> • Begins to pay attention to sights and sounds • Begins to use senses to explore the immediate environment 	<ul style="list-style-type: none"> • Pays attention to sights and sounds • Begins to repeat actions to obtain similar results • Begins to react to a problem; seek to achieve a specific goal • Uses senses to explore the immediate environment 	<ul style="list-style-type: none"> • Repeats actions to obtain similar results • Reacts to a problem; seeks to achieve a specific goal • Uses senses to explore the immediate environment 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL03, LL06, M13, M14, SE06, SE09, P01, P32 • <i>Mighty Minutes®</i>: 01, 14, 34, 46, 66, 72 • <i>LearningGames®</i>: 6, 42, 45, 46, 50, 53, 63, 95 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
Goal IT-LC 11 Goal IT-C 3, 4	Remembering and connecting experiences		<ul style="list-style-type: none"> • Begins to recognize familiar people, places, and objects; look for hidden object where it was last seen 	<ul style="list-style-type: none"> • Recognizes familiar people, places, and objects; looks for hidden object where it was last seen • Begins to look for familiar persons when they are named; relate objects to events 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL24, LL59, M03, M13, SE14, SE21, P11, P30 • <i>Mighty Minutes®</i>: 06, 57, 63, 68 • <i>LearningGames®</i>: 18, 25, 46, 49, 50, 58, 61, 79 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Classification	<p><i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children's development and learning with regard to this objective.</i></p>			<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL20, LL38, M05, M15 • <i>Mighty Minutes®</i>: 01, 06, 13, 18, 26, 78 • <i>LearningGames®</i>: 4, 24, 93 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Symbolic thinking and representation			<ul style="list-style-type: none"> • Begins to recognize people, objects, and animals in pictures or photographs 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL07, LL53, M15, SE04, SE12, P23, P32 • <i>Mighty Minutes®</i>: 25, 28, 47, 69, 79, 100 • <i>LearningGames®</i>: 4, 6, 16, 25, 59, 63, 84 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
Goal IT-LC 9	Phonological awareness	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL26, LL31, LL55 • <i>Mighty Minutes®</i>: 21, 70 • <i>LearningGames®</i>: 23, 49, 75 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Alphabet knowledge	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL34, LL41, LL42 • <i>Mighty Minutes®</i>: 10, 90 • <i>LearningGames®</i>: 38, 72, 80 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
Goal IT-LC 10, 12	Print concepts		<ul style="list-style-type: none"> • Begins to show interest in books 	<ul style="list-style-type: none"> • Shows interest in books 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL02, LL05, LL25, LL43–LL44, LL47–LL49 • <i>Mighty Minutes®</i>: 28 • <i>LearningGames®</i>: 7, 18, 19, 32, 47, 67, 89, 91 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
	Comprehension	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL17, LL21, LL36, LL45, LL53, LL54, LL58 • <i>Mighty Minutes®</i>: 17, 25, 29, 69 • <i>LearningGames®</i>: 2, 16, 37, 39, 75, 84, 99 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Writing	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL01, LL03, LL37 • <i>Mighty Minutes®</i>: 10, 90, 98 • <i>LearningGames®</i>: 31, 38, 63 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Mathematics

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum</i> [®] for Infants, Toddlers & Twos
		Beginning of the Year	Middle of the Year	End of the Year	
Goal IT-C 8	Number concepts			<ul style="list-style-type: none"> Begins to demonstrate understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards</i>[™]: M02, M09, M11, M17, M28 <i>Mighty Minutes</i>[®]: 30, 38, 55, 91, 96 <i>LearningGames</i>[®]: 21, 76, 89, 91 <i>Highlights Hello</i>[™] <i>Book Conversation Cards</i>[™] <i>The Creative Curriculum</i>[®] for Infants, Toddlers & Twos, <i>Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Spatial relationships and shapes	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards</i>[™]: M01, M04, M06, M12, M19–M21, M23–M24, M26–M27 <i>Mighty Minutes</i>[®]: 22, 23, 44, 62, 95 <i>LearningGames</i>[®]: 9, 15, 28, 37, 57, 60, 69, 78, 87, 88, 90 <i>Highlights Hello</i>[™] <i>Book Conversation Cards</i>[™] <i>The Creative Curriculum</i>[®] for Infants, Toddlers & Twos, <i>Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Measurement	<i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children’s development and learning with regard to this objective.</i>			<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards</i>[™]: M05, M10, M14–M16, M18 <i>Mighty Minutes</i>[®]: 68, 98 <i>LearningGames</i>[®]: 4, 24, 53, 60, 68, 96 <i>Highlights Hello</i>[™] <i>Book Conversation Cards</i>[™] <i>The Creative Curriculum</i>[®] for Infants, Toddlers & Twos, <i>Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Patterns			<ul style="list-style-type: none"> Begins to show interest in simple patterns in everyday life 	<ul style="list-style-type: none"> Mathematics <i>Intentional Teaching Cards</i>[™]: M03, M08, M23 <i>Mighty Minutes</i>[®]: 83, 87, 93 <i>LearningGames</i>[®]: 15, 25, 26 <i>Highlights Hello</i>[™] <i>Book Conversation Cards</i>[™] <i>The Creative Curriculum</i>[®] for Infants, Toddlers & Twos, <i>Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

The Creative Curriculum® for Infants, Toddlers & Twos

Scope and Sequence for 12- to 24-Month-Olds

This document shows the scope of the concepts and skills in *The Creative Curriculum® for Infants, Toddlers & Twos* and the sequence in which they are introduced. When you use the complete curriculum (including *Intentional Teaching Cards™*, *Mighty Minutes®*, and *Book Conversation Cards™*, *LearningGames®*, and *Highlights Hello™*), you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

All of the resources in *The Creative Curriculum® for Infants, Toddlers & Twos* are rooted in the 38 research-based objectives described in *Volume 3: Objectives for Development & Learning, Birth Through Third Grade*. Most objectives include progressions that show the typical sequence of milestones that children will reach along the path to mastery. Although the path is predictable, we recognize that young children’s development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping.

Within the progressions, colored bands indicate widely held expectations for development and learning at different ages and classes/grades. Understanding children’s unique strengths, needs, and interests makes it possible to individualize their learning to meet them where they are.

You can use this chart as a starting point for most children in your group and then make adjustments according to the individual strengths and needs identified by your observations and assessment findings. This chart will help you plan experiences thoughtfully and intentionally on the basis of each child’s current levels of development and learning.

Area of Development and Learning: Social–Emotional

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 1, 2 • Goal IT-SE 6, 9, 10, 12, 13 • Goal IT-PMP 9, 11 	Self-regulation	<ul style="list-style-type: none"> • Uses adult support to calm self • Responds to changes in adult’s tone of voice and expression • Begins to seek to do things for self 	<ul style="list-style-type: none"> • Begins to comfort self by seeking out special object or person • Begins to accept redirection from adults • Seeks to do things for self 	<ul style="list-style-type: none"> • Comforts self by seeking out special object or person • Accepts redirection from adult • Begins to demonstrate confidence in meeting own needs 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE01–SE03, SE11 • <i>Mighty Minutes®</i>: 04, 08, 12, 40, 45 • <i>LearningGames®</i>: 29, 34, 70 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Social–Emotional, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-SE 1, 2, 3, 4, 5, 7, 8 	Positive relationships	<ul style="list-style-type: none"> • Begins to use trusted adult as a secure base from which to explore the world • Begins to react to others' emotional expressions • Begins to play near other children; use similar materials or actions 	<ul style="list-style-type: none"> • Uses trusted adult as a secure base from which to explore the world • Reacts to others' emotional expressions • Plays near other children; uses similar materials or actions • Begins to seek a preferred playmate; show pleasure when seeing a friend 	<ul style="list-style-type: none"> • Begins to manage separations without distress and engages with trusted adults • Begins to demonstrate concern about the feelings of others • Plays near other children; uses similar materials or actions • Seeks a preferred playmate; shows pleasure when seeing a friend 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE04–SE05, SE08–SE10, SE15–SE16 • <i>Mighty Minutes®</i>: 17, 29, 36, 41, 43 • <i>LearningGames®</i>: 07, 20, 22, 26, 50, 59 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4
	Group participation	<ul style="list-style-type: none"> • Begins to respond appropriately to others' expressions of wants • Begins to express feelings during a conflict 	<ul style="list-style-type: none"> • Responds appropriately to others' expressions of wants • Expresses feelings during a conflict 	<ul style="list-style-type: none"> • Responds appropriately to others' expressions of wants • Begins to seek adult help to resolve social problems 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE20, SE24, SE26 • <i>Mighty Minutes®</i>: 06, 11, 19, 86–89 • <i>LearningGames®</i>: 14, 56, 82 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Physical

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-PMP 3, 4, 5	Traveling skills	• Begins to experiment with different ways of moving	• Experiments with different ways of moving	• Experiments with different ways of moving	<ul style="list-style-type: none"> • Physical <i>Intentional Teaching Cards™</i>: P03, P20, P24–P25, P28, P34–P35 • <i>Mighty Minutes®</i>: 02, 11, 37, 48, 76 • <i>LearningGames®</i>: 13, 27, 54, 86, 90, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 4	Balancing skills	• Begins to experiment with different ways of balancing	• Experiments with different ways of balancing	• Experiments with different ways of balancing	<ul style="list-style-type: none"> • Physical <i>Intentional Teaching Cards™</i>: P05, P06, P09, P27, P33 • <i>Mighty Minutes®</i>: 07, 10, 24, 31, 49, 51, 53, 56, 58, 64 • <i>LearningGames®</i>: 16, 17, 27, 47, 64 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 6	Gross-motor manipulative skills	• Begins to manipulate balls or similar objects with stiff body movements	• Manipulates balls or similar objects with stiff body movements	• Manipulates balls or similar objects with stiff body movements	<ul style="list-style-type: none"> • Physical <i>Intentional Teaching Cards™</i>: P04, P08, P18, P19 • <i>Mighty Minutes®</i>: 12, 18, 20, 23, 26, 71 • <i>LearningGames®</i>: 40, 41, 86 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 6, 7, 8	Fine-motor skills	• Begins to use fingers and whole-arm movements to manipulate and explore objects	<ul style="list-style-type: none"> • Uses fingers and whole-arm movements to manipulate and explore objects • Begins to grasp drawing and writing tools, jabbing at paper 	<ul style="list-style-type: none"> • Begins to use refined wrist and finger movements • Grasps drawing and writing tools, jabbing at paper 	<ul style="list-style-type: none"> • Physical <i>Intentional Teaching Cards™</i>: P01–P03, P08, P30–P32 • <i>Mighty Minutes®</i>: 42, 50, 84 • <i>LearningGames®</i>: 6, 40, 45, 58, 66, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Language

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-SE 11 • Goal IT-LC 1, 2, 7 	Listening to and understanding language	<ul style="list-style-type: none"> • Shows an interest in the speech of others • Responds to simple verbal requests accompanied by gestures or tone of voice 	<ul style="list-style-type: none"> • Begins to identify familiar people, animals, and objects when prompted • Begins to follow simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Identifies familiar people, animals, and objects when prompted • Follows simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL04, LL13, LL19, LL32, LL50, LL56, LL61 • <i>Mighty Minutes®</i>: 03, 19, 20, 73 • <i>LearningGames®</i>: 12, 33, 36, 46, 70, 73, 97 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 3, 8 	Expressive language	<ul style="list-style-type: none"> • Begins to name familiar people, animals, and objects • Begins to use some words and word-like sounds and is understood by most familiar people • Begins to use one- or two-word sentences or phrases 	<ul style="list-style-type: none"> • Names familiar people, animals, and objects • Uses some words and word-like sounds and is understood by most familiar people • Uses one- or two-word sentences or phrases • Begins to make simple statements about recent events and familiar people and objects that are not present 	<ul style="list-style-type: none"> • Names familiar people, animals, and objects • Uses some words and word-like sounds and is understood by most familiar people • Begins to use three- or four-word sentences; may omit words or use some words incorrectly • Makes simple statements about recent events and familiar people and objects that are not present 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL06, LL12, LL18, LL20, LL24, LL33, LL40, LL57 • <i>Mighty Minutes®</i>: 33, 82, 88, 94, 99 • <i>LearningGames®</i>: 18, 39, 61, 71, 77, 93, 95, 96 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 4, 5, 6 	Conversational and other communication skills	<ul style="list-style-type: none"> • Engages in simple back-and-forth exchanges with others • Begins to respond to speech by looking toward the speaker; watch for signs of being understood when communicating 	<ul style="list-style-type: none"> • Begins to initiate and attend to brief conversations • Responds to speech by looking toward the speaker; watches for signs of being understood when communicating 	<ul style="list-style-type: none"> • Initiates and attends to brief conversations • Uses appropriate eye contact, pauses, and simple verbal prompts when communicating 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL07, LL11, LL15, LL23, LL30, LL46, LL52, LL60 • <i>Mighty Minutes®</i>: 09, 15, 26, 40, 57, 77 • <i>LearningGames®</i>: 5, 42, 45, 65, 84, 99, 100 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Cognitive

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 3, 4, 5, 7, 8, 9 • Goal IT-C 1, 2, 6, 7, 9 • Goal IT-PMP 1, 2 	Approaches to learning	<ul style="list-style-type: none"> • Pays attention to sights and sounds • Repeats actions to obtain similar results • Begins to react to a problem; seek to achieve a specific goal • Begins to use senses to explore the immediate environment 	<ul style="list-style-type: none"> • Pays attention to sights and sounds • Begins to practice an activity many times until successful • Reacts to a problem; seeks to achieve a specific goal • Uses senses to explore the immediate environment • Begins to imitate others in using objects in new and/or unanticipated ways 	<ul style="list-style-type: none"> • Begins to sustain interest in working on a task, especially when adults offer suggestions, questions, and comments • Practices an activity many times until successful • Begins to observe and imitate how other people solve problems; ask for a solution and use it • Begins to explore and investigate ways to make something happen • Imitates others in using objects in new and/or unanticipated ways 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL03, LL06, M13, M14, SE06, SE09, P01, P32 • <i>Mighty Minutes®</i>: 01, 14, 34, 46, 66, 72 • <i>LearningGames®</i>: 6, 42, 45, 46, 50, 53, 63, 95 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-ATL 6 • Goal IT-C 3, 4, 5 	Remembering and connecting experiences	<ul style="list-style-type: none"> • Begins to recognize familiar people, places, and objects; look for hidden object where it was last seen • Begins to look for familiar persons when they are named; relate objects to events 	<ul style="list-style-type: none"> • Recognizes familiar people, places, and objects; looks for hidden object where it was last seen • Looks for familiar persons when they are named; relates objects to events 	<ul style="list-style-type: none"> • Begins to recall familiar people, places, objects, and actions from the past; recalls one or two items removed from view • Begins to remember the sequence of personal routines and experiences with teacher support 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL24, LL59, M03, M13, SE14, SE21, P11, P30 • <i>Mighty Minutes®</i>: 06, 57, 63, 68 • <i>LearningGames®</i>: 18, 25, 46, 49, 50, 58, 61, 79 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Cognitive, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-C 10 	Classification		<ul style="list-style-type: none"> • Begins to match similar objects 	<ul style="list-style-type: none"> • Matches similar objects 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL20, LL38, M05, M15 • <i>Mighty Minutes®</i>: 01, 06, 13, 18, 26, 78 • <i>LearningGames®</i>: 4, 24, 93 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 11 • Goal IT-C 11, 12, 13 • Goal IT-PMP 1 	Symbolic thinking and representation	<ul style="list-style-type: none"> • Begins to imitate actions of others during play; use real objects as props 	<ul style="list-style-type: none"> • Begins to recognize people, objects, and animals in pictures or photographs • Imitates actions of others during play; uses real objects as props 	<ul style="list-style-type: none"> • Recognizes people, objects, and animals in pictures or photographs • Imitates actions of others during play; uses real objects as props 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL07, LL53, M15, SE04, SE12, P23, P32 • <i>Mighty Minutes®</i>: 25, 28, 47, 69, 79, 100 • <i>LearningGames®</i>: 4, 6, 16, 25, 59, 63, 84 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-LC 9	Phonological awareness		<ul style="list-style-type: none"> • Begins to join in rhyming songs and games • Begins to sing songs and recite rhymes and refrains with repeating initial sounds 	<ul style="list-style-type: none"> • Joins in rhyming songs and games • Begins to sing songs and recite rhymes and refrains with repeating initial sounds 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL26, LL31, LL55 • <i>Mighty Minutes®</i>: 21, 70 • <i>LearningGames®</i>: 23, 49, 75 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Alphabet knowledge	<p><i>This is an unreasonable expectation for children of this age. Consider using the sample resources to promote children's development and learning with regard to this objective.</i></p>			<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL34, LL41, LL42 • <i>Mighty Minutes®</i>: 10, 90 • <i>LearningGames®</i>: 38, 72, 80 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
• Goal IT-LC 10, 12	Print concepts	• Shows interest in books	• Shows interest in books	<ul style="list-style-type: none"> • Begins to orient book correctly; turn pages from the front of book to the back; recognize familiar books by their covers • Begins to show understanding that text is meaningful and can be read 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL02, LL05, LL25, LL43–LL44, LL47–LL49 • <i>Mighty Minutes®</i>: 28 • <i>LearningGames®</i>: 7, 18, 19, 32, 47, 67, 89, 91 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
	Comprehension			<ul style="list-style-type: none"> • Begins to contribute particular language from the book at the appropriate time • Begins to pretend to read a familiar book, treating each page as a separate unit; name and describe what is on each page, using picture as cues 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL17, LL21, LL36, LL45, LL53, LL54, LL58 • <i>Mighty Minutes®</i>: 17, 25, 29, 69 • <i>LearningGames®</i>: 2, 16, 37, 39, 75, 84, 99 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
• Goal IT-LC 13	Writing		<ul style="list-style-type: none"> • Begins to make scribbles or marks • Begins to use drawing, dictation, and scribbles or marks to convey a message 	<ul style="list-style-type: none"> • Make scribbles or marks • Uses drawing, dictation, and scribbles or marks to convey a message 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL01, LL03, LL37 • <i>Mighty Minutes®</i>: 10, 90, 98 • <i>LearningGames®</i>: 31, 38, 63 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Mathematics

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-C 8 	Number concepts	<ul style="list-style-type: none"> • Begins to demonstrate understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> • Begins to verbally count (not always in the correct order) • Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> • Verbally counts (not always in the correct order) • Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M02, M09, M11, M17, M28 • <i>Mighty Minutes®</i>: 30, 38, 55, 91, 96 • <i>LearningGames®</i>: 21, 76, 89, 91 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Spatial relationships and shapes		<ul style="list-style-type: none"> • Begins to follow simple directions related to position (<i>in</i>, <i>on</i>, <i>under</i>, <i>up</i>, <i>down</i>) • Begins to match two identical shapes 	<ul style="list-style-type: none"> • Follows simple directions related to position (<i>in</i>, <i>on</i>, <i>under</i>, <i>up</i>, <i>down</i>) • Matches two identical shapes 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M01, M04, M06, M12, M19–M21, M23–M24, M26–M27 • <i>Mighty Minutes®</i>: 22, 23, 44, 62, 95 • <i>LearningGames®</i>: 9, 15, 28, 37, 57, 60, 69, 78, 87, 88, 90 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Measurement		<ul style="list-style-type: none"> • Begins to make simple comparisons between two objects 	<ul style="list-style-type: none"> • Makes simple comparisons between two objects 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M05, M10, M14–M16, M18 • <i>Mighty Minutes®</i>: 68, 98 • <i>LearningGames®</i>: 4, 24, 53, 60, 68, 96 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Patterns	<ul style="list-style-type: none"> • Begins to show interest in simple patterns in everyday life 	<ul style="list-style-type: none"> • Shows interest in simple patterns in everyday life 	<ul style="list-style-type: none"> • Shows interest in simple patterns in everyday life 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M03, M08, M23 • <i>Mighty Minutes®</i>: 83, 87, 93 • <i>LearningGames®</i>: 15, 25, 26 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

The Creative Curriculum® for Infants, Toddlers & Twos

Scope and Sequence for 24- to 36-Month-Olds

This document shows the scope of the concepts and skills in *The Creative Curriculum® for Infants, Toddlers & Twos* and the sequence in which they are introduced. When you use the complete curriculum (including *Intentional Teaching Cards™*, *Mighty Minutes®*, and *Book Conversation Cards™*, *LearningGames®*, and *Highlights Hello™*), you can be sure that these concepts and skills are introduced and reinforced in a logical, thoughtful, sequential, and coherent order.

All of the resources in *The Creative Curriculum® for Infants, Toddlers & Twos* are rooted in the 38 research-based objectives described in *Volume 3: Objectives for Development & Learning, Birth Through Third Grade*. Most objectives include progressions that show the typical sequence of milestones that children will reach along the path to mastery. Although the path is predictable, we recognize that young children’s development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping.

Within the progressions, colored bands indicate widely held expectations for development and learning at different ages and classes/grades. Understanding children’s unique strengths, needs, and interests makes it possible to individualize their learning to meet them where they are.

You can use this chart as a starting point for most children in your group and then make adjustments according to the individual strengths and needs identified by your observations and assessment findings. This chart will help you plan experiences thoughtfully and intentionally on the basis of each child’s current levels of development and learning.

Area of Development and Learning: Social–Emotional

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 1, 2, 5, 6 • Goal IT-SE 6, 9, 12 • Goal IT-PMP 2, 9, 10, 11 	Self-regulation	<ul style="list-style-type: none"> • Begins to comfort self by seeking out special object or person • Begins to accept redirection from adults • Seeks to do things for self 	<ul style="list-style-type: none"> • Comforts self by seeking out special object or person • Accepts redirection from adult • Begins to demonstrate confidence in meeting own needs 	<ul style="list-style-type: none"> • Begins to be able to look at a situation differently or delay gratification • Begins to manage classroom rules, routines, and transitions with occasional reminders • Demonstrates confidence in meeting own needs 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE01–SE03, SE11 • <i>Mighty Minutes®</i>: 04, 08, 12, 40, 45 • <i>LearningGames®</i>: 29, 34, 70 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Social–Emotional, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-SE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 • Goal IT-ATL 3 	Positive relationships	<ul style="list-style-type: none"> • Uses trusted adult as a secure base from which to explore the world • Reacts to others' emotional expressions • Plays near other children; uses similar materials or actions • Begins to seek a preferred playmate; show pleasure when seeing a friend 	<ul style="list-style-type: none"> • Begins to manage separations without distress and engages with trusted adults • Begins to demonstrate concern about the feelings of others • Plays near other children; uses similar materials or actions • Seeks a preferred playmate; shows pleasure when seeing a friend 	<ul style="list-style-type: none"> • Manages separations without distress and engages with trusted adults • Demonstrates concern about the feelings of others • Begins to use successful strategies for entering groups • Begins to play with one or two preferred playmates 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE04–SE05, SE08–SE10, SE15–SE16 • <i>Mighty Minutes®</i>: 17, 29, 36, 41, 43 • <i>LearningGames®</i>: 07, 20, 22, 26, 50, 59 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4
<ul style="list-style-type: none"> • Goal IT-SE 8 • Goal IT-PMP 1 	Group participation	<ul style="list-style-type: none"> • Responds appropriately to others' expressions of wants • Begins to seek adult help to resolve social problems 	<ul style="list-style-type: none"> • Responds appropriately to others' expressions of wants • Seeks adult help to resolve social problems 	<ul style="list-style-type: none"> • Begins to take turns • Seeks adult help to resolve social problems 	<ul style="list-style-type: none"> • Social–Emotional <i>Intentional Teaching Cards™</i>: SE20, SE24, SE26 • <i>Mighty Minutes®</i>: 06, 11, 19, 86–89 • <i>LearningGames®</i>: 14, 56, 82 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 4

Area of Development and Learning: Physical

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-PMP 2, 3, 4	Traveling skills	• Experiments with different ways of moving	• Experiments with different ways of moving	• Begins to move purposefully from place to place with control	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P03, P20, P24–P25, P28, P34–P35 • <i>Mighty Minutes®</i>: 02, 11, 37, 48, 76 • <i>LearningGames®</i>: 13, 27, 54, 86, 90, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 3, 4, 5	Balancing skills	• Experiments with different ways of balancing	• Begins to sustain balance during simple movement experiences	• Sustains balance during simple movement experiences	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P05, P06, P09, P27, P33 • <i>Mighty Minutes®</i>: 07, 10, 24, 31, 49, 51, 53, 56, 58, 64 • <i>LearningGames®</i>: 16, 17, 27, 47, 64 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 4	Gross-motor manipulative skills	• Manipulates balls or similar objects with stiff body movements	• Manipulates balls or similar objects with stiff body movements	• Begins to manipulate balls or similar objects with flexible body movements	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P04, P08, P18, P19 • <i>Mighty Minutes®</i>: 12, 18, 20, 23, 26, 71 • <i>LearningGames®</i>: 40, 41, 86 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>
• Goal IT-PMP 6, 7, 8	Fine-motor skills	<ul style="list-style-type: none"> • Uses fingers and whole-arm movements to manipulate and explore objects • Grasps drawing and writing tools, jabbing at paper 	<ul style="list-style-type: none"> • Begins to use refined wrist and finger movements • Begins to grip drawing and writing tools with whole hand but may use whole-arm movements to make marks 	<ul style="list-style-type: none"> • Uses refined wrist and finger movements • Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks 	<ul style="list-style-type: none"> • <i>Physical Intentional Teaching Cards™</i>: P01–P03, P08, P30–P32 • <i>Mighty Minutes®</i>: 42, 50, 84 • <i>LearningGames®</i>: 6, 40, 45, 58, 66, 98 • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 2; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Language

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-LC 1.2, 5, 6, 7, 8 	Listening to and understanding language	<ul style="list-style-type: none"> • Begins to identify familiar people, animals, and objects when prompted • Begins to follow simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Identifies familiar people, animals, and objects when prompted • Follows simple requests not accompanied by gestures 	<ul style="list-style-type: none"> • Begins to respond appropriately to specific vocabulary and simple statements, questions, and stories • Follows directions of two or more steps that relate to familiar objects and experiences 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL04, LL13, LL19, LL32, LL50, LL56, LL61 • <i>Mighty Minutes®</i>: 03, 19, 20, 73 • <i>LearningGames®</i>: 12, 33, 36, 46, 70, 73, 97 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 3, 4, 5, 8 	Expressive language	<ul style="list-style-type: none"> • Names familiar people, animals, and objects • Uses some words and word-like sounds and is understood by most familiar people • Uses one- or two-word sentences or phrases • Begins to make simple statements about recent events and familiar people and objects that are not present 	<ul style="list-style-type: none"> • Names familiar people, animals, and objects • Uses some words and word-like sounds and is understood by most familiar people • Begins to use three- or four-word sentences; may omit words or use some words incorrectly • Makes simple statements about recent events and familiar people and objects that are not present 	<ul style="list-style-type: none"> • Begins to describe and tell the use of many familiar items • Begins to be understood by most people; may mispronounce new, long, or unusual words • Uses three- or four-word sentences; may omit words or use some words incorrectly • Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL06, LL12, LL18, LL20, LL24, LL33, LL40, LL57 • <i>Mighty Minutes®</i>: 33, 82, 88, 94, 99 • <i>LearningGames®</i>: 18, 39, 61, 71, 77, 93, 95, 96 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 4, 5 	Conversational and other communication skills	<ul style="list-style-type: none"> • Initiates and attends to brief conversations • Uses appropriate eye contact, pauses, and simple verbal prompts when communicating 	<ul style="list-style-type: none"> • Initiates and attends to brief conversations • Uses appropriate eye contact, pauses, and simple verbal prompts when communicating 	<ul style="list-style-type: none"> • Begins to engage in conversations of at least three exchanges • Begins to use acceptable language and basic social rules while communicating with others; may need reminders 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL07, LL11, LL15, LL23, LL30, LL46, LL52, LL60 • <i>Mighty Minutes®</i>: 09, 15, 26, 40, 57, 77 • <i>LearningGames®</i>: 5, 42, 45, 65, 84, 99, 100 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; Chapter 3; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Cognitive

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-ATL 3, 4, 5, 6, 7, 8, 9 • Goal IT-C 1, 2, 6, 7, 11, 12 • Goal IT-PMP 1, 2 	Approaches to learning	<ul style="list-style-type: none"> • Begins to sustain interest in working on a task, especially when adults offer suggestions, questions, and comments • Begins to practice an activity many times until successful • Begins to observe and imitate how other people solve problems; ask for a solution and use it • Begins to explore and investigate ways to make something happen • Imitates others in using objects in new and/or unanticipated ways 	<ul style="list-style-type: none"> • Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments • Practices an activity many times until successful • Observes and imitates how other people solve problems; asks for a solution and uses it • Explores and investigates ways to make something happen • Begins to use creativity and imagination during play and routine tasks 	<ul style="list-style-type: none"> • Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments • Begins to plan and pursue a variety of appropriately challenging tasks • Observes and imitates how other people solve problems; asks for a solution and uses it • Begins to show eagerness to learn about a variety of topics and ideas • Uses creativity and imagination during play and routine tasks 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL03, LL06, M13, M14, SE06, SE09, P01, P32 • <i>Mighty Minutes®</i>: 01, 14, 34, 46, 66, 72 • <i>LearningGames®</i>: 6, 42, 45, 46, 50, 53, 63, 95 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-SE 13 • Goal IT-C 3, 4, 5 • Goal IT-ATL 5 	Remembering and connecting experiences	<ul style="list-style-type: none"> • Recognizes familiar people, places, and objects; looks for hidden object where it was last seen • Looks for familiar persons when they are named; relates objects to events 	<ul style="list-style-type: none"> • Begins to recall familiar people, places, objects, and actions from the past; recalls one or two items removed from view • Begins to remember the sequence of personal routines and experiences with teacher support 	<ul style="list-style-type: none"> • Recalls familiar people, places, objects, and actions from the past; recalls one or two items removed from view • Remembers the sequence of personal routines and experiences with teacher support 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL24, LL59, M03, M13, SE14, SE21, P11, P30 • <i>Mighty Minutes®</i>: 06, 57, 63, 68 • <i>LearningGames®</i>: 18, 25, 46, 49, 50, 58, 61, 79 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Cognitive, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-C 10 	Classification	<ul style="list-style-type: none"> • Begins to match similar objects 	<ul style="list-style-type: none"> • Matches similar objects 	<ul style="list-style-type: none"> • Begins to place objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL20, LL38, M05, M15 • <i>Mighty Minutes®</i>: 01, 06, 13, 18, 26, 78 • <i>LearningGames®</i>: 4, 24, 93 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-C 11, 12, 13 • Goal IT-ATL 9 • Goal IT-LC 9 	Symbolic thinking and representation	<ul style="list-style-type: none"> • Recognizes people, objects, and animals in pictures or photographs • Imitates actions of others during play; uses real objects as props 	<ul style="list-style-type: none"> • Recognizes people, objects, and animals in pictures or photographs • Imitates actions of others during play; uses real objects as props 	<ul style="list-style-type: none"> • Begins to draw or construct, and then identify what it is • Begins to act out familiar or imaginary scenarios; may use props to stand for something else 	<ul style="list-style-type: none"> • <i>Intentional Teaching Cards™</i>: LL07, LL53, M15, SE04, SE12, P23, P32 • <i>Mighty Minutes®</i>: 25, 28, 47, 69, 79, 100 • <i>LearningGames®</i>: 4, 6, 16, 25, 59, 63, 84 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-LC 9 • Goal IT-ATL 8 	Phonological awareness	<ul style="list-style-type: none"> • Joins in rhyming songs and games • Begins to sing songs and recite rhymes and refrains with repeating initial sounds 	<ul style="list-style-type: none"> • Begins to fill in the missing rhyming word; generate rhyming words spontaneously • Sings songs and recites rhymes and refrains with repeating initial sounds 	<ul style="list-style-type: none"> • Fills in the missing rhyming word; generates rhyming words spontaneously • Sings songs and recites rhymes and refrains with repeating initial sounds 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL26, LL31, LL55 • <i>Mighty Minutes®</i>: 21, 70 • <i>LearningGames®</i>: 23, 49, 75 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 11 	Alphabet knowledge		<ul style="list-style-type: none"> • Begins to recognize and name a few letters in own name 	<ul style="list-style-type: none"> • Recognizes and names a few letters in own name 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL34, LL41, LL42 • <i>Mighty Minutes®</i>: 10, 90 • <i>LearningGames®</i>: 38, 72, 80 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-LC 10, 11 	Print concepts	<ul style="list-style-type: none"> • Shows interest in books • Begins to show understanding that text is meaningful and can be read 	<ul style="list-style-type: none"> • Begins to orient book correctly; turn pages from the front of book to the back; recognize familiar books by their covers • Shows understanding that text is meaningful and can be read 	<ul style="list-style-type: none"> • Orients book correctly; turns pages from the front of book to the back; recognizes familiar books by their covers • Shows understanding that text is meaningful and can be read 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL02, LL05, LL25, LL43–LL44, LL47–LL49 • <i>Mighty Minutes®</i>: 28 • <i>LearningGames®</i>: 7, 18, 19, 32, 47, 67, 89, 91 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Literacy, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
• Goal IT-LC 10, 12	Comprehension	<ul style="list-style-type: none"> • Begins to contribute particular language from the book at the appropriate time • Begins to pretend to read a familiar book, treating each page as a separate unit; name and describe what is on each page, using picture as cues 	<ul style="list-style-type: none"> • Contributes particular language from the book at the appropriate time • Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using picture as cues • Begins to retell some events or information from a familiar story or other text with close adult prompting 	<ul style="list-style-type: none"> • Contributes particular language from the book at the appropriate time • Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using picture as cues • Retells some events or information from a familiar story or other text with close adult prompting 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL17, LL21, LL36, LL45, LL53, LL54, LL58 • <i>Mighty Minutes®</i>: 17, 25, 29, 69 • <i>LearningGames®</i>: 2, 16, 37, 39, 75, 84, 99 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
• Goal IT-LC 11,13	Writing	<ul style="list-style-type: none"> • Makes scribbles or marks • Uses drawing, dictation, and scribbles or marks to convey a message 	<ul style="list-style-type: none"> • Begins to make controlled linear scribbles • Begins to use drawing, dictation, and controlled linear scribbles to convey a message 	<ul style="list-style-type: none"> • Makes controlled linear scribbles • Uses drawing, dictation, and controlled linear scribbles to convey a message 	<ul style="list-style-type: none"> • Language and Literacy <i>Intentional Teaching Cards™</i>: LL01, LL03, LL37 • <i>Mighty Minutes®</i>: 10, 90, 98 • <i>LearningGames®</i>: 31, 38, 63 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Mathematics

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-C 8 	Number concepts	<ul style="list-style-type: none"> • Verbally counts (not always in the correct order) • Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> 	<ul style="list-style-type: none"> • Begins to verbally count to 10; count up to five objects accurately, using one number name for each object • Demonstrates understanding of the concepts of <i>one</i>, <i>two</i>, and <i>more</i> • Begins to recognize and name a few numerals 	<ul style="list-style-type: none"> • Verbally counts to 10; counts up to five objects accurately, using one number name for each object • Begins to recognize and name the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts • Recognizes and names a few numerals 	<ul style="list-style-type: none"> • Mathematics <i>Intentional Teaching Cards™</i>: M02, M09, M11, M17, M28 • <i>Mighty Minutes®</i>: 30, 38, 55, 91, 96 • <i>LearningGames®</i>: 21, 76, 89, 91 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
<ul style="list-style-type: none"> • Goal IT-C 9 • Goal IT-LC 7 	Spatial relationships and shapes	<ul style="list-style-type: none"> • Follows simple directions related to position (<i>in</i>, <i>on</i>, <i>under</i>, <i>up</i>, <i>down</i>) • Matches two identical shapes 	<ul style="list-style-type: none"> • Begins to follow simple directions related to proximity (<i>beside</i>, <i>between</i>, <i>next to</i>) • Matches two identical shapes 	<ul style="list-style-type: none"> • Follows simple directions related to proximity (<i>beside</i>, <i>between</i>, <i>next to</i>) • Begins to identify a few basic shapes (circle, square, triangle) 	<ul style="list-style-type: none"> • Mathematics <i>Intentional Teaching Cards™</i>: M01, M04, M06, M12, M19–M21, M23–M24, M26–M27 • <i>Mighty Minutes®</i>: 22, 23, 44, 62, 95 • <i>LearningGames®</i>: 9, 15, 28, 37, 57, 60, 69, 78, 87, 88, 90 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>

Area of Development and Learning: Mathematics, *continued*

Head Start Early Learning Outcomes Framework	Objective	Progressions of Development and Learning—Sample Indicators			Sample Resources From <i>The Creative Curriculum® for Infants, Toddlers & Twos</i>
		Beginning of the Year	Middle of the Year	End of the Year	
<ul style="list-style-type: none"> • Goal IT-C 9 	Measurement	<ul style="list-style-type: none"> • Begins to make simple comparisons between two objects 	<ul style="list-style-type: none"> • Makes simple comparisons between two objects 	<ul style="list-style-type: none"> • Begins to compare and order a small set of objects as appropriate according to size, length, weight, area, or volume • Begins to know usual sequence of basic daily events • Begins to know a few ordinal numbers 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M05, M10, M14–M16, M18 • <i>Mighty Minutes®</i>: 68, 98 • <i>LearningGames®</i>: 4, 24, 53, 60, 68, 96 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>
	Patterns	<ul style="list-style-type: none"> • Begins to show interest in simple patterns in everyday life 	<ul style="list-style-type: none"> • Shows interest in simple patterns in everyday life 	<ul style="list-style-type: none"> • Begins to copy simple repeating patterns 	<ul style="list-style-type: none"> • <i>Mathematics Intentional Teaching Cards™</i>: M03, M08, M23 • <i>Mighty Minutes®</i>: 83, 87, 93 • <i>LearningGames®</i>: 15, 25, 26 • <i>Highlights Hello™</i> • <i>Book Conversation Cards™</i> • <i>The Creative Curriculum® for Infants, Toddlers & Twos, Volume 1: The Foundation</i>, Chapter 1; <i>Volume 2: Routines and Experiences</i>