

Frog Street Infant Learning Goals

A. PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

1. Health and Well-being

- a. Responds when physical needs are met.**
babbles or coos with caregiver during diaper-changing time (0-8)
- b. Participates in physical care routines.**
plays during bath time (8-18)
- c. Begins to develop self-care skills.**
feeds themselves with some assistance (8-18)
- d. Begins to demonstrate healthy and safe habits.**
anticipates hand washing before and after eating (8-18)
listens to safety warnings and accepts redirection (8-18)

2. Gross Motor Skills

- a. Develops control of large muscles for movement, navigation, and balance.**
turns head from side to side (0-8)
raises head and body against gravity (0-8)
shakes or wiggles arms and legs (0-8)
begins to sit and balance with support (0-8)
sits up and maintains balance while playing with toy (8-18)
- b. Moves body to achieve a goal.**
scoots forward or backwards (0-8)
rocks, rolls, crawls from place to place (0-8)
crawls on hands and knees (8-18)
uses furniture to pull self up and lower self (8-18)
walks on own with increasing speed (8-18)
moves from one position to another while coordinating body movements (8-18)

3. Fine Motor Skills

- a. Develops control of small muscles for manipulation and exploration.**
looks at and follows faces and objects with eyes (0-8)
shakes objects (0-8)
grabs at things with a purpose (0-8)
points to something they find interesting (0-8)
looks at objects while bringing them to mouth (0-8)
sits and uses hands (0-8)
coordinates hand and body movements (8-18)
- b. Coordinates eye and hand movements.**
transfers objects from hand to hand (0-8)
picks up and releases objects (0-8)
uses thumb and index finger to pick up, squeeze, or poke (8-18)
scoops or rakes with hand to pick up objects (8-18)
- c. Uses tools and different actions on objects.**
uses hands to play with tools (8-18)
bangs toys together to make sounds (8-18)

B. SOCIAL AND EMOTIONAL DEVELOPMENT

1. Trust and Emotional Security

- a. Differentiates between familiar and unfamiliar adults.**
shows interest in familiar faces by staring at them (0-8)
imitates familiar adults' body language and sounds (0-8)
responds with smiles and cooing when picked up by a familiar caregiver (0-8)
- b. Shows emotional connections and attachment to others while beginning to show independence.**
shows social interaction with a smile and mutual eye gaze (0-8)

stops crying and calm when comforted by familiar caregiver (0-8)
tries to get help from familiar adults with sounds and body language (8-18)

c. Engages in positive relationships and interactions with adults.

claps and smiles back and forth with familiar adult (8-18)
shows affection (hugs and kisses, leaning in, reaching out) (8-18)

2. Self Awareness

a. Expresses needs and wants through facial expressions, sounds, or gestures.

expresses several clearly different emotions (happiness, sadness, anger) (0-8)
expresses a variety of emotions (8-18)

b. Develops awareness of self as separate from others.

turns and looks at caregiver when their name is called (0-8)
explores own hands and feet (0-8)
points to and names body parts on themselves and others (8-18)

c. Shows confidence in increasing abilities.

makes choices by shaking head “no” or nodding “yes” (8-18)
enjoys praise and clapping to celebrate their accomplishments (8-18)

d. Begins to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.

looks at or smiles at themselves in the mirror (0-8)
enjoys pointing to or naming pictures of family members (8-18)
chooses culturally familiar foods over other foods (8-18)

3. Self-Regulation

a. Shows ability to cope with stress.

allows a trusted adult to help calm them with words and touch (0-8)
self soothes by holding a comforting toy or finger-sucking (0-8)
uses a comfort object (blanket or toy) for security when feeling stressed or upset (8-18)

b. Begins to develop and demonstrate control over some of their feelings and behaviors (self-regulation).

expresses own needs by gesturing or moving toward what they want (8-18)
uses emotional expressions (pouting, whining) to obtain what they want (8-18)

c. Begins to learn and internalize rules, routines, and directions.

anticipates and participates in transitions such as getting a blanket for naptime (8-18)
understands what “no” means (8-18)
walks to changing table for diaper change (8-18)
helps put toys away (8-18)

4. Relationships with Others

a. Shows interest and awareness of others.

watches others and tracks their behavior (0-8)
looks back and forth between adult and toy while playing (8-18)
reaches out to touch another child’s face, hair, or other body part (8-18)

b. Recognizes and responds to the feelings and emotions of others and begins to show concern.

pats a child who is crying on the back (8-18)
calls another child “friend” (8-18)

c. Begins to develop personal relationships with peers.

plays side-by-side with others using the same or similar toy (8-18)
offers a toy to another child (8-18)
babbles to another child (8-18)

C. LANGUAGE AND LITERACY

1. Listening and Understanding

a. Listens with interest to language of others.

turns toward sounds or voice of caregiver (0-8)
enjoys an adult’s singing (0-8)

looks at person who calls their name or is speaking (8-18)

b. Demonstrates receptive language and expressive language skills and communication strategies in their home language/s (may be English or other language/s).

smiles when spoken to (0-8)

responds to caregiver's body language and direction (0-8)

responds to different tones of voice (becoming excited or calm when spoken to) (0-8)

uses hand motions/body movements in response to familiar words and phrases (0-8)

recognizes names of familiar objects (8-18)

follows simple requests (8-18)

responds with body language or words to simple questions (8-18)

begins to use proto words (wa-wa for water) (8-18)

c. Begins to understand the rules of conversation.

watches a person's face and body language when they are talking (0-8)

watches when others speak and then makes sounds themselves (8-18)

2. Communication and Speaking

a. Uses consistent sounds, gestures, or words to communicate for a variety of purposes.

uses variety of sounds to express needs (cooing, babbling) (0-8)

imitates sounds like "da" when caregiver says "da" (0-8)

begins to move mouth while looking at caregiver talking (0-8)

makes sounds or signs to get caregiver's attention (0-8)

responds to caregiver's talk by babbling (8-18)

tries to name familiar objects (8-18)

uses single words combined with hand motions (wave while saying "bye") (8-18)

b. Understands and begins to use oral language for conversation and communication.

takes turns with an adult who is talking with them (0-8)

uses language (or language-like sounds) in "conversations" (0-8)

uses one or two words to communicate (8-18)

c. Develops language skills in structured language contexts, such as through books, finger plays, singing, storytelling, and reenacting.

begins to repeat words in simple songs and rhymes (8-18)

3. Emergent Literacy

a. Engages with stories and books.

looks at pictures in a book (0-8)

responds to adult's excited voice when reading a story (0-8)

points to pictures when named by an adult (8-18)

looks at books on own (8-18)

recognizes a favorite book by its cover (8-18)

enjoys being read to and exploring books (8-18)

points to or names familiar characters or pictures in books (8-18)

b. Understands that pictures can represent real things in the environment.

c. Hears and distinguishes the sounds and rhythms of language.

attends to language spoken around them (0-8)

moves body or makes sounds during familiar songs, fingerplays, rhymes (0-8)

imitate body language/sounds during familiar song, fingerplay, rhymes (8-18)

enjoys playing with language-like sounds (8-18)

participates in activities or songs that require listening (8-18)

d. Begins to learn and demonstrate how print works.

looks at photos as an adult describes (0-8)

explores books by mouthing, patting, banging (0-8)

looks at drawings or writing on paper (0-8)

makes sounds when looking at pictures in books (8-18)

turns pages of a book (8-18)

reach for and hold writing tools (crayons, chalk) (8-18)

marks or scribbles on paper (8-18)

pretends to read environmental print (cereal box) (8-18)

D. COGNITIVE DEVELOPMENT

1. Exploration and Discovery

a. Pays attention and exhibits curiosity in people and objects.

turns head when new person enters the room (0-8)
reaches out to touch objects (0-8)
looks to see where objects go when they are dropped (8-18)
pushes a button on a toy to make pop up or sound over and over (8-18)
sits on rocking horse or toy to move it back and forth (8-18)

b. Uses senses to investigate environment to discover what objects and people do, how things work, and how they can make things happen.

holds, looks at, touches, throws, drops objects (0-8)
moves toward or away from objects or people (0-8)
hit or kick toys to make them move (0-8)
categorizes, matches, orders some objects (8-18)
makes piles by category (animals, socks) (8-18)
organizes three objects from small to large with help (8-18)
uses tools to solve problems (8-18)
touches and feels others' face, skin, or hair (8-18)
plays with objects that make sounds (8-18)
asks to continue a game by saying or signing "more" (8-18)
looks closely at small objects (paper or leaves) (8-18)

c. Shows interest in colors, shapes, patterns, and pictures.

looks at books (8-18)
puts shapes in a shape sorter (8-18)
stacks blocks or objects (8-18)
notices size, shape, and color of objects (8-18)

d. Develops knowledge of the natural environment in the outdoor area of the program.

2. Problem Solving

a. Experiments with different uses for objects.

uses utensils to bang on table and make noise (8-18)

b. Shows imagination, creativity, and uses a variety of strategies to solve problems.

turns objects over to look at and handle from different positions (0-8)
crawls into, around, and over obstacles (8-18)
attempts to nest 3-4 cups of different sizes (8-18)
asks, gestures, or signs to be picked up to reach something (8-18)

c. Applies knowledge to new situations.

begins to repeat actions to get an effect (drop toy to hear it) (0-8)
takes objects out of containers and puts them back in (8-18)

d. Learns and begins to use math concepts during daily routines and experiences.

recognizes the difference in number of small sets of objects (0-8)
uses shape sorting boxes (8-18)
uses words such as big, little, more, and one, two, three (8-18)
notices size, shape, and color of objects (8-18)

3. Memory

a. Recognizes familiar people, places, and things.

looks intently at new faces or objects (0-8)
smiles in recognition of familiar caregiver (0-8)

b. Searches for missing or hidden objects.

looks in right direction for toys dropped or partly hidden by blanket (0-8)
enjoys playing peek-a-boo (8-18)
looks for hidden objects or toys (8-18)
asks for familiar caregiver when not present (8-18)
looks for a favorite toy in usual location (8-18)

c. Develops and demonstrates the ability to remember and connect new and known experiences and information.

remembers that people and objects exist when out of sight (0-8)
uses cause-and-effect to predict events and solve problems (8-18)
recognizes a favorite book when caregiver calls it by name (8-18)
brings familiar people their shoes or other personal objects (8-18)

4. Imitation and Make Believe

a. Uses imitation in pretend play to express creativity and imagination.

copies caregiver's actions (stick out tongue, clapping) (0-8)
imitates playing with toy (banging, shaking) to make toy work (0-8)
coos, giggles, laughs when caregiver plays games with them (0-8)
imitates adult actions (wave, brush hair) (8-18)
plays with toys as intended (drink "tea" from cup) (8-18)
pretends to feed doll or stuffed animal (8-18)

E. APPROACHES TOWARD LEARNING

1. Curiosity

a. Demonstrates interest, curiosity, and eagerness in exploring the world around them.

2. Persistence

a. Demonstrates persistence in learning and discovery.

3. Attention

a. Demonstrates the ability to carry out or follow through simple tasks.

4. Communication

a. Learns and uses words to describe what they are thinking and doing.