



**Rhode Island Early Learning and Development Standards (RIELDS) and Parents as Teachers Alignment
Prepared for by the RI Department of Education and the RI Department of Health
2016**

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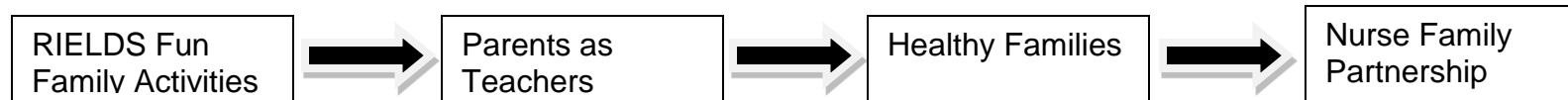
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INTRODUCTION

The Parents as Teachers model is an evidence-based early childhood home visiting program that builds strong communities, thriving families and children who are healthy, safe and ready to learn. Certified parent educators who implement the PAT model emphasize parent-child interaction, development centered parenting and family well-being in their work with families. There are four interrelated and integrated components of the model: personal visits, group connections, screening and resource network. The PAT model has four primary goals:

- Increase parents knowledge of early childhood development and improve parenting practices (Aligned to RIELDS)
- Provide early detection of developmental delays and health issues
- Prevent child abuse and neglect
- Increase children’s school readiness and school success (Aligned to RIELDS)

Parents as Teachers is part of a continuum of supports for families of young children within the state of Rhode Island:



Design and Delivery

Delivery of the PAT model occurs within an organizational context. The model is delivered through partnerships with schools, non-profits etc. The PAT model is designed to serve families from pregnancy to kindergarten although agencies may choose to focus model delivery on a specific age within this range. Each organization defines eligibility criteria for families who receive services.

PAT provides at least two years of service for families with children between prenatal and kindergarten, however the optimal service duration is three years. Organizations work to recruit and enroll families through a centralized intake system. The intake process varies by grantee, however all recruitment entails providing families with written information about the program, screening for eligibility criteria, signing a family agreement and assignment of families to parent educators.

Enrollment and Goal Setting

Once enrolled in the program families complete a Family Centered Assessment with their Parent Educator within 90 days of entering the program. At a minimum, the Family Centered Assessment contains the following: Information on parenting (knowledge, capacity, practices and parent-child relationship), family support systems, parent general health, parent/child access to medical care, adequacy and sustainability of income for food, housing, clothing and other expenses. This information is integrated with the child screening information. Affiliates develop their own survey(s) to gather this information during this period of time although they may also choose to use a specified tool, Life Skills Progression (LSP) which is recommended by the PAT National Center.

During this 90 day period Parent Educators also set goals with families. Goals address at least one of the following areas: parenting behaviors, child development and family well-being. Depending on the families capacity more than one goal can be set at a time. Once goals have been identified, the Parent Educator and parents create and document a plan. The plan includes the timeline, specific steps to accomplish goals, needed resources, and review of progress. As goals are achieved new goals are then set, and reviewed at least quarterly.

Personal Visits

For Personal Visits Parent Educators use the Foundational Curriculum. The Curriculum is used to develop visit plans when delivering personal visits. PAT visits are designed to last approximately one hour, or 75 minutes with multiple children. The majority of home visits take place within the home however, they can occur at a mutually agreed upon site outside the home. Families receive between 12 and 24 Personal Visits depending on high need characteristics.

Group Connections

Group Connections are another element of the PAT model. Group Connections are designed so that families build social connections with each other, engage in parent-child interaction, and increase their knowledge of ways to support children's development. Group Connections are staffed by at least one Parent Educator or Supervisor and encompass family activities, ongoing groups, presentations and community events. The topics and formats are developed based on families' interests, needs and backgrounds. At Group Connections there may be child care, or incentives such as food and transportation depending on the location and organization.

Screening

Screening takes place within 90 days of enrollment for children 4 months of age or older, and annually thereafter. Infants prior to 4 months of age are screened prior to 7 months of age. Developmental Domains that require screening include language, intellectual, social-emotional and motor development. Screening must be conducted with an approved screening tool such as Ages and Stages Questionnaire (ASQ) and ASQ-SE. During the screening a Comprehensive Health Review is also conducted which screens for hearing, vision and general health status.

Resource Network

A resource network is a system of support developed in collaboration with community partners to promote optimal outcomes for families and children. Resource networks create links to community resources and close gaps in service by helping families connect with needed support. "Connect" is defined as: giving detailed, customized information or a specific referral to parent(s), primary caregivers, or families about medical, dental, mental health, educational, social service, recreational, and enrichment resources in the community *or* suggestions that a specific assessment or community service could support the family in addressing and identified need or goal.

RI Early Learning and Development Standards

Domain
Cognitive Development
Social and Emotional Development
Literacy
Language
Physical Health and Motor Development
Social Studies
Math
Science
Creative Arts



Parents as Teachers Curriculum
<p>Parent Educators engage families in their children’s learning and development through partnering, and facilitating.</p>
<p>The curriculum emphasizes:</p>
<p>Parent-Child Interactions</p> <ul style="list-style-type: none"> • Parenting Behaviors • Child Development • Parent-Child Activities
<p>Development-Centered Parenting</p> <ul style="list-style-type: none"> • Link between child development and parenting • Developmental topics (attachment, discipline, health, nutrition, safety, sleep, transitions/routines, healthy births)
<p>Family Well-Being</p> <ul style="list-style-type: none"> • Family strengths, capabilities and skills • Protective factors • Resourcing

PAT Model Outcomes

Below are the outcomes of the PAT model. Outcomes which align to the Rhode Island Early Learning and Development Standards project have been underlined.

Short Term Outcomes:

- Increase in healthy pregnancies and improved birth outcomes (when services are delivered prenatally)
- Increase in parents' knowledge of their child's emerging development and age-appropriate child development
- Parents are knowledgeable about their child's current and emerging language, intellectual, social-emotional, and motor development
- Parents recognize their child's developmental strengths and possible delays
- Parents are familiar with key messages about healthy births, attachment, discipline, health, nutrition, safety, sleep, and transitions/routines
- Improved parenting capacity, parenting practices, and parent-child relationships
- Parents understand that a child's development influences parenting responses
- Parents display more literacy and language promoting behaviors
- Parents demonstrate positive parenting skills, including nurturing and responsive parenting behaviors and positive discipline techniques
- Parents show increased frequency, duration, and quality of parent-child interactions
- Early detection of developmental delays and health issues
- Children will have increased identification and referral to services for possible delays and vision/hearing/health issues Improved family health and functioning
- Improved quality of home environment
- Families link with other families and build social connections
- Parents are more resilient and less stressed
- Parents are empowered to identify and utilize resources and achieve family and child goals
- Families are connected to concrete support in times of need

The Intermediate Outcomes are as follows:

- Improved child health and development
- Prevention of child abuse and neglect
- Increased school readiness
- Increased parent involvement in children's care and education

The Long Term Outcomes are as follows:

Strong communities, thriving families, and children who are healthy, safe, and ready to learn

**Rhode Island’s Early Learning and Development Standards and Parents as Teachers
Curriculum Alignment**

RIELDS	Parents as Teachers Foundational Curriculum and Approach
Physical Health and Motor Development (PH)	<p style="text-align: center;"><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE • Looking at Development (7PERs) • Differences in Delays in Development • Understanding Differences in Development (PH) <p style="text-align: center;"><u>Domain Specific Handouts and Resources</u></p> <ul style="list-style-type: none"> • Developmental Topics: Health Toolkit • Developmental Topics: Nutrition Toolkit • Developmental Topics: Safety (Toolkit) • Developmental Topics: Sleep (Toolkit) • Developmental Topics: promoting Healthy Births (Toolkit) • Medical Home (2 PERs, 8 PHs) • Physical Fitness (1 PER, 2 PHs) • Vision (2 PERs, 3 PHs) • Dental (1 PER, 2 PHs) • Head Shape (1 PER, 1 PH) • Breastfeeding (3 PERs, 10 PHs) • Nutrition (1 PER, 6 PHs) • Home Environment (3 PERs, 11 PHs) • Outdoors (1 PER, 1 PH) • Safe Sleep for Babies (PER) • Safe Sleep for Your Baby (PH) • Sleep and Development (PER)

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- Sleep and Your Baby's Development (PH)
- Prenatal Nutrition (PER)
- Neurotoxins: Substances That Can Harm Your Unborn Baby (PH)
- What is Special About this Age (8 PHs)
- Your Baby's/Child's Motor Development
- Supporting Motor Development in Babies (PH)
- Tummy Time (PH)
- Movement's Role in Learning: Perceptual Development (PER)
- Learning Through Movement (PH)
- Your Capable Baby (PH)
- Fine Motor Skills From 8 to 14 Months (PH)
- Helping Your Baby Crawl Around (PH)
- The Role of Large Muscles in Learning (PER)
- The Role of Small Muscles in Learning (PER)
- Drawing and Writing (PH)
- Motor Development: 24 to 36 months (PER)
- Helping Your Child Learn to Cut (PH)
- Dressing Games (PH)

Selected Parent-Child Activity Pages

- Tummy Time Cloth: Exercising and Seeing
- Infant Massage: getting in Touch and Calming
- Tummy Time: Watching and Building Muscles
- Let's Roll: Reaching and Pushing
- Yoga: Stretching, Relaxing and Connecting
- Grasping and Controlling Arm and Shoulder Movements
- Shake Rattle Roll and Crawl: Building Small Muscles
- Down the Chute: Experimenting and Coordinating Movement
- Obstacle Course: Crawling Over and Around
- Push-Pull Toy: Walking Backwards, Pulling and Pushing
- Drumming Up Fun: Controlling Muscles and Emotions
- Yarn Ball Fun: Catching, Tossing and Rolling
- Bowling: Rolling, Aiming and Making Rules

- Sticky Paper Collage: Creating and Working on Eye-Hand Coordination
- Learning to Cut: Snipping and Strengthening



Physical Health and Motor Development (PH)

Foundational 2 Curriculum

General Developmental Information

- Child Development Chart (PH)
- Fine SMILE
- 3 to 4 Years: What's Special About This Ages (PH)
- 4 to 5 Years: What's Special About This Ages (PH)
- 5 to 6 Years: What's Special About This Ages (PH)
- Understanding How the Young Child Learns (PH)
- Brain Development at Ages 3 Through 6 (PE)
- Your Child's Amazing Brain (PH)
- Helping Your Child's Brain During Sensitive Periods (PH)
- Brain Boosts for Early Learning (PH)
- Executive Function (PE)
- Executive Function: Our Brain's President (PH)

Domain Specific Handouts and Resources

- Developmental Topics: Health Toolkit
 - Medical Home (1 PERs, 9 PHs)
 - Dental (1 PER, 4 PHs)
 - Physical Fitness (1 PERs, 2 PHs)
 - Physical Health of the Family (1 PER, 2 PHs)
- Developmental Topics: Nutrition Toolkit (2 PERs, 9 PHs)
- Developmental Topics: Safety (Toolkit) (4 PERs, 16 PHs)
- Developmental Topics: Sleep (Toolkit) (2 PERs, 11 PHs)
- 3 to 4 Years: Your Child's Gross Motor Development (PH)
- 4 to 5 Years: Your Child's Gross Motor Development (PH)
- 5 to 6 Years: Your Child's Gross Motor Development (PH)
- Gross Motor Abilities (PE)
- Building Bodies: Large Muscles, Strength and Endurance (PH)



- Encouraging Gross Motor Mastery and Coordination (PH)
- Motor Drive (PH)
- 3 to 4 Years: Your Child's Fine Motor Development (PH)
- 4 to 5 Years: Your Child's Fine Motor Development (PH)
- 5 to 6 Years: Your Child's Fine Motor Development (PH)
- Fine Motor Skills (PE)
- Encouraging Fine Motor Coordination and Mastery (PH)
- Strength and Endurance for Fingers and Hands (PH)
- Hand Dominance: Left Versus Right (PH)
- Developmental Stages of Block (PH)
- Music in the Air (PH)
- Bringing All the Senses Together (PH)
- Perceptual Development (PE)
- Sensation, Perception and Action: Your Child's Body in Motion (PH)
- Sexual Identity and Body Awareness (PE)
- Positive Messages About Your Child's Body (PH)

Developmental Concerns

- Physical Disabilities (PE)
- Hearing Impairments (PE)
- Vision Impairments (PE)
- Following Up With Your Child's Doctor

Play

- Using Activity Pages Around Motor Development (PER)
- Learning Through Play (PER)
- Play and Your Child (PH)
- Why Play Is Important (PH)
- Balancing Play Time and Screen Time (PH)
- Pretend Play Experiences: Why, What and How? (PER)
- Pretending in the Great Outdoors (PH)
- Playing Games (PER)
- Let's Play Games (PH)

Rhode Island Early Learning Development Standards			Parent as Teacher Foundational Curriculum		
Domains	Components	Learning Goals	Months	Activities	
 Physical Health and Motor Development (PH) 	PH 1: Health and safety practice	PH 1.a: Children Engagement in structured and unstructured.	0 - 1.5	- Dancing Ribbons: Stimulating the Senses and Observing Your Baby	
			1.5 - 3.5	- Dance to Music dipping and swaying - Acting It Out: Moving, Rolling	
			3.5 - 5.5	- Bubbles for Baby: Watching and Popping	
			5.5 - 8	- Baby Games: Anticipating, Interacting, and Taking Turns	
			8 - 14	- Roller Book: Learning Words and Moving	
			14 - 24	- Body Parts: Looking and Listening - Here is the Beehive: Repeating and Rhyming - Playing Catch: Tossing and Taking Turns - Yarn Ball Fun: Catching, Tossing, and Rolling	
			24 - 36	- My Space: Self-Calming and Making Choices - Racquet Play: Aiming, Swinging, and Hitting	
				Foundational 2 Curriculum Activities	
			36	- Aiming and Throwing: Practicing Coordination and Playing - Movin' and Groovin': Dancing and Exploring Movement	
			48	- Making Dough: Measuring and Kneading	
			60	- Creative Movement: Exploring Movement and Dancing	
			PH 1.b: Children Become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	0 - 1.5	- Blanket Swing: Singing and Swaying to Rhythm
				1.5 - 3.5	- Looking at Faces: Looking and Loving
				3.5 - 5.5	- I Am Special: Stretching and Relaxing
		5.5 - 8		- Causing Effects: Controlling Balance, Sitting, and Dropping	
		8 - 14		- Chase the Can: Being Curious and Crawling	
		14 - 24		- March to the Drummer: Marching, Rocking, and Swinging	
		24 - 36		- Nature Walk: Enjoying Nature	
				Foundational 2 Curriculum Activities	
		36		- Movin' and Groovin': Dancing and Exploring Movement	
		48		- Freeze Dance: Starting and Stopping	
		PH 1.c: Children develop self-help skills.	0 - 1.5	- Infant Massage: Getting in Touch and Calming	
			1.5 - 3.5	- Baby's First Feely Book: Touching, Tasting and Seeing - Let's Go on Picnic: Eating Together	
			3.5 - 5.5	- Fascinating Fingers: Watching and Discovering - Vision Screening: Seeing and Learning	
			5.5 - 8	- Let's Go on Picnic: Choosing Healthy Foods and Eating Together	
			8 - 14	- Snack Time: Using Small Muscles and Self-Help	

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			14 - 24	<ul style="list-style-type: none"> - Parallel Talk and Self Talk: Listening and Learning New Words - Pretend Picnic: Imagining and Showing Understanding - Puzzle Box: Gaining Self-Confidence and Solving Problems 		
			24 - 36	<ul style="list-style-type: none"> - Blowing Bubbles: Exploring Materials and Actions - Blowing in the Band: Playing Together and Using Small Muscles - Dressing Teddy: Putting on Clothes and Pretending - Pretend Play: Dressing Up and Acting Out Stories - Pretend Tea Party: Sharing, Learning Manners, and Taking Turns - Shape Hop: Controlling Movement and Imagining - What My Body Can Do: Controlling Movement and Labeling 		
				Foundational 2 Curriculum Activities		
			36	- Raining Grains: Scooping and Pouring		
			48	<ul style="list-style-type: none"> - Clean It Up! Picking Up and Helping Out - Keep It Up: Blowing and Making Connections 		
			60	<ul style="list-style-type: none"> - Drawing to Music: Listening and Making Marks - Music to My Ears: Making and Shaking Maracas 		
			PH 2: Gross Motor Development	PH 2.a: Children develop large-muscle control, strength, and coordination.	0 - 1.5	<ul style="list-style-type: none"> - Let's All Sing: Enjoying Music and Using Large Muscles - Blanket Swing: Singing and Swaying to Rhythm - Tummy Time Cloth: Exercising and Seeing
					1.5 - 3.5	<ul style="list-style-type: none"> - Tummy Time: Watching and Building Muscles - Roll the Baby: Exercising and Strengthening Core Muscles
					3.5 - 5.5	<ul style="list-style-type: none"> - Kick the Can: Seeing and Moving - Play to Learn: Observing and Responding During Floor Time - Rhyme and Rhythm: Bouncing, Clapping, and Marching - Shadow Play: Moving - I am Special: Stretching and Relaxing - Let's Roll: Reaching and Pushing - Music and Me: Moving and Match Beats to Actions
					5.5 - 8	<ul style="list-style-type: none"> - Boxes Are Fun! Using Large Muscles and Learning Words - Let's All Sing: Enjoying Music and Using Large Muscles - Play to Learn: Observing and Responding During Floor Time - Causing Effects: Controlling Balance, Sitting, and Dropping - Clap to the Music: Sitting, Clapping, and Singing - Cushion Mountain: Balancing and Strengthening Muscles - Helping Your Baby Move: Exploring and Gaining Strength - Wave Bottle: Experimenting and Turning


			8 - 14	<ul style="list-style-type: none"> - Ball Play: Social Turn – Taking and Rolling - Blanket Pull: Planning and Coordinating Movement - Down the Chute: Experimenting and Coordinating Movement. - Promoting Walking: Pushing and Cruising - Push-Pull Toy: Walking Backwards, Pulling, and Pushing - Sing a Song: Learning Rhyme, Rhythm, and movement - Over and Under: Learning Positional Words and Playing Together
			14 - 24	<ul style="list-style-type: none"> - Body Parts: Looking and Listening - Making Instruments: Listening and Moving to the Beat - Playing Catch: Tossing and Taking Turns - Rainmaker: Experimenting and Touching - Step Aerobics: Using Large Muscles for Physical Activity - Sweeping Into a Square: Helping and Aiming a Tool - Train Ride: Pretending and Lining Up - Yarn Ball Fun: Catching, Tossing and Rolling - Boxes Are Fun! Using Large Muscles and Learning Words - Over and Under: Learning Positional Words and Playing Together - Rhyme and Rhythm: Bouncing, Clapping, and Marching
			24 - 36	<ul style="list-style-type: none"> - Ball Play: Kicking, Tossing, and Catching - Basket of Balls: Controlling Actions and Matching - Bowling: Rolling, Aiming, and Making Rules - My Space: Self-Calming and Making Choices - Parachute Play: Controlling Large Muscles and Experimenting - Tool Time: Aiming, Turning Bolts, and Hammering
				Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Aiming and Throwing: Practicing Coordination and Playing - Jump and Count: Exercising and Taking Turns - Mother, May I? Moving and Following Directions
			48	<ul style="list-style-type: none"> - Animals on the Move: Imitating and Expressing - Balloon Tennis: Stepping and Swinging - Challenge Course: Moving and Developing Coordination - Circle Jump: Noticing Colors and Making Big Movements - Knock ‘Em Down: Aiming and Rolling - Paper Plate Play: Jumping and Grabbing



			60	<ul style="list-style-type: none"> - Bowling: Aiming and Rolling - Get Up and Move Dice: Cutting, Writing and Doing Action Words - How can You...? Moving and Challenging Our Bodies - It takes Two: Throwing and Catching - Junk in The Trunk: Controlling Muscles and Moving - Making Dough: Measuring and Kneading - Milk Jug Mitts: Tossing and Catching 	
	PH 2.b: Children develop traveling skills.		0 - 1.5	NA	
			1.5 - 3.5	- Outdoor Exploration: Discovering and Observing	
			3.5 - 5.5	<ul style="list-style-type: none"> - Shadow Play: Moving and Experimenting - Kick the Can: Seeing and Moving - Rolls Over and Sit Up: Practicing and Strengthening Muscles 	
			5.5 - 8	<ul style="list-style-type: none"> - Acting It Out: Moving, Rolling, and Crawling - Outdoor Exploration: Discovering and Observing - Bang, Bang, Bang! Grasping and Controlling Arm and Shoulder Movement - Find the Toy: Seeking and Hiding - Shake, Rattle, Roll, and Crawl: Building Muscles and Moving Independently 	
			8 - 14	<ul style="list-style-type: none"> - Chase the Can: Being Curious and Crawling - Obstacle Course: Crawling Over and Around - Pulling up: Stooping and Cruising - Roller Book: Learning Words and Moving - Where's the Block? Looking for Hidden Objects 	
			14 - 24	<ul style="list-style-type: none"> - March to the Drummer: Marching, Rocking, and Swinging - Pull Toys: Walking and Using Large Muscles - Step Aerobics: Using Large Muscles for Physical Activity - Shadow Play: Moving and Experimenting 	
			24 - 36	- Nature Walk: Classifying	
				Foundational 2 Curriculum Activities	
				36	<ul style="list-style-type: none"> - Can You Move Like This? Stretching and Balancing - Circle Jump: Noticing Colors and Making Big Movements - Jump and Count: Exercising and Taking Turns - Walk the Line: Balancing and Learning



	PH 3: Fine Motor Development	PH 3.a: Children develop small-muscle control, strength and coordination.	48	<ul style="list-style-type: none"> - Bowling: Aiming and Rolling - Challenge Course: Moving and Developing Coordination - Creative Movement: Exploring Movement and Dancing - Play Ball: Batting and Hitting a Ball
			60	<ul style="list-style-type: none"> - Balloon Tennis: Stepping and Swinging - Freeze Dance: Starting and Stopping - High Wire Act: Balancing and Pretending
			0 - 1.5	- Let's All Sing: Enjoying Music and Using Large Muscles and Small Muscles
			1.5 - 3.5	<ul style="list-style-type: none"> - Accordion Book Communicate and responding - Tracking Toy: Watching and Learning. - Our Families: Looking, Recognizing, and Building Attachment
			3.5 - 5.5	<ul style="list-style-type: none"> - Book Walk: Talking About Pictures, Words, and Meanings - Feely Socks: Touching, Tasting, Seeing, Hearing - Grab it: Using Eyes and Hands Together Grabbing, and Batting
			5.5 - 8	<ul style="list-style-type: none"> - Block Play: Solving Problems, Using Small Muscles, and Building - Our Families: Looking, Recognizing, and Building Attachment - Sticky Fun: Strengthening Small Muscles and Creating - Balls in a Bowl: Understanding Causes and Effect and Words - Causing Effects: Controlling Balance, Sitting, and Dropping - Hi and Bye: Listening and Learning
			8 - 14	<ul style="list-style-type: none"> - Down the Chute: Experimenting and Coordinating Movement. - Fill the Jug: Picking Up and Turning - Lid Pictures: Naming and Stacking - Unwrapping a Toy: Being Curious and Exploring - Touch Textures: Using Senses and Fine Motor Skills - Where Did it Go? Looking and Touching - Zip-Top Bag Book: Reading Together - Let's All Sing: Enjoying Music and Using Large Muscles and Small Muscles - Sticky Fun: Strengthening Small Muscles and Creating

			<p>14 - 24</p>	<ul style="list-style-type: none"> - Chips in a can: Problem Solving and Practicing Eye-Hand Coordination - Crazy cups: Stacking and Unstacking - Drumming Up Fun: Controlling muscles and Emotions - Egg Carton Game: Picking Up and Placing - Here is the Beehive: Repeating and Rhyming - Hinging on Play: Using Small Muscles and Being Curious - Imitation Play: Leading and Following - Nesting Cans: Planning, Experimenting, Learning - Paper Play: Crumpling and Filling - Tennis Ball Puzzle: Dumping, Matching, and Thinking - Pretend Picnic: Imagining and Showing Understanding - Puzzle Box: Gaining Self-Confidence and Solving Problems - Sensory Box: Filling, Sharing, Pouring, and Exploring - Shape Sorter Box: Using Small Muscles and Trying Again - Sock Puppet: Taking Turns and Pretending - Stacking and Building: Using Small Muscles and Discovering Shapes - Zip and Open: Using Fingers and Controlling Small Muscles - Block Play: Solving Problems, Using Small Muscles, and Building - Book Walk: Talking About Pictures, Words, and Meanings
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			24 - 36	<ul style="list-style-type: none"> - Beading: Using Finger Muscles and Making Patterns - Blocks: Talking About Building - Blowing in the Band: Playing Together and Using Small Muscles - Blowing in the Wind: Developing Small Muscles and Experimenting - Clips and Tongs: Pinching and Squeezing - Dressing Teddy: Putting on Clothes and Pretending - Finding Colors: Learning Words and Matching - Fishing: Using Eyes and Hands Together - Hidden Object Game: Feeling, Noticing, and Describing - In the Kitchen: Helping and Learning - I Spy Bottle: Recognizing and Remembering - Learning Finger-plays: Imitating and Listening - Memory Games: Matching and Playing Cards Together - No-Cook Dough: Experimenting and Exercising Small Muscles - Matching Games: Noticing Patterns and Differences - Play Sets: Talking, Creating, and Imagining - Pretend Tea Party: Sharing, Learning Manners, and Taking Turns - Putting Things in Order: Sorting and Making Patterns - Shaving Cream Play: Smelling, Touching, and Experimenting - Sorting: Noticing Differences and Pretending - Tool Time: Aiming, Turning Bolts, and Hammering - Two Halves Make a Whole: Matching and Solving Problems - Word Books: Learning Language and Enjoying Reading Together
			Foundational 2 Curriculum Activities	
			36	<ul style="list-style-type: none"> - Clean It Up! Picking Up and Helping Out - Picking Up Pompoms: Squeezing and Sorting - Thread Hunt: Finding and Threading
			48	<ul style="list-style-type: none"> - Block City: Using Hands and Pretending - Keep It Up: Blowing and Making Connections - Making Dough: Measuring and Kneading - Mats of Color: Cutting and Weaving - Scissors Station: Cutting and Snipping Practice - Torn-Paper Collage: Tearing and Gluing

			60	<ul style="list-style-type: none"> - Color Drop: Matching and Maneuvering - Music to My Ears: Making and Shaking Maracas - Newspaper Nonsense: Exploring and Manipulating - Scrap Art: Developing Eye-Hand Coordination and Making a Collage - Sew Fun! Squeezing and Lacing - Zigzag Race: Twisting and Turning
		PH 3.b: Children develops writing and drawing skills.	0 - 1.5	NA
			1.5 - 3.5	- Accordion Book: Communicating and Responding
			3.5 - 5.5	- Grab It: Using Eyes and Hands Together, Grabbing, and Batting
			5.5 - 8	- Balls in a Bowl: Understanding Cause and Effect and Words
			8 - 14	<ul style="list-style-type: none"> - Mirror Play: Looking and Finding - Paper Pull: Using Small Muscles and Understanding Cause and Effect - Snack Time: Using Small Muscles and Self-Help - Using Fingers: Picking Up and Observing Objects
			14 - 24	<ul style="list-style-type: none"> - Note Card Book: Using Small muscles and Telling Stories - Painting in a Bag: Exploring Textures and Using Small Muscles - Scribbling With Crayons: Taking Turns and Creating - Write a Letter: Playing With Language and Using Small Muscles
			24 - 36	<ul style="list-style-type: none"> - Drawing and Writing: Making Marks and Learning About Language - Paper Bag Road: Using Small Muscles and Planning Play - Finger-painting: Using Small Muscles and Experimenting - Tie-Dye Fun: Pinching, Experimenting, and Learning Colors
			Foundational 2 Curriculum Activities	
			36	<ul style="list-style-type: none"> - Colander Chaos: Using Fingers and Practicing Pincer Grip - Hands and Fingers Frenzy: Exercising Small Muscle and Finger Painting
			48	<ul style="list-style-type: none"> - Drawing to Music: Listening and Making Marks - Milk Jug Mitts: Tossing and Catching - Paper Bag Puppet: Creating and Storytelling
			60	<ul style="list-style-type: none"> - Get Up and Move Dice: Cutting, Writing and Doing Action Words - Knock 'Em Down: Aiming and Rolling - Making Dough: Measuring and Kneading

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RIELDS

Parents as Teachers Foundational Curriculum and Approach

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Social and Emotional Development (SE)

General Developmental Information

- Child Development Chart (PH)
- Looking at Development (7 PERs, one for every phase)
- Differences and Delays in Development (PER)
- Understanding Differences in Development (PH)
- Fine SMILE (PH)

Domain-Specific Handouts & Resources

- Social-Emotional Development: 8 to 14 Months (PER)
- Social Emotional Development: 24-36 Months (PER)
- Parent-Child Interaction (1 PER, 1 PH)
- Infant Massage (1 PER, 2 PHs)
- Sensory Systems (1 PER, 2 PHs)
- Crying (1 PER, 2 PHs)
- Attachment (2 PERs, 3 PHs)
- Discipline (3 PERs, 7 PHs)
- Child Stress (2 PERs, 2 PHs)
- Temperament (1 PER, 2 PHs)
- Supporting Prenatal Attachment (PER)
- Prenatal Attachment (PH)
- Attachment and Brain Development (PER)
- Your Baby's/Child's Social-Emotional Development (8 PHs)
- Understanding Stranger and Separation Anxiety (PH)
- Nurturing Self-Esteem (PER)

Domain-Specific Handouts & Resources

- Your Child's Developing Self-Esteem (PH)
- Understanding Negativism (PER)
- When "No" is Your Child's Favorite Word (PH)
- When Your Child Says "I'm Scared" (PH)
- The Importance of Pretend Play (PER)
- Pretend Play With Your Child (PER)
- The Value of Play (PER)
- Young Sibling Relationships (PER)
- It's MINE! (PH)
- Nurturing Self-Esteem (PER)
- Your Child's Developing Self-Esteem (PH)
- Teaching Children to Solve Problems (PER)
- Helping Your Child Learn to Solve Problems (PH)
- Using Books to Explore Your Child's Emotions (PH)
- Parenting Behaviors (PER)
- Developmental Topics: Transitions/Routines (Toolkit)



Foundational 2 Curriculum

Social and Emotional Development (SE)			General Developmental Information	
Rhode Island Early Learning Development Standards			Parent as Teacher Foundational Curriculum	
Domains	Components	Learning goals	Months	Activities
 Social Emotional Development (SE)	SE 1: Relationships with Others	SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.	0 - 1.5	<ul style="list-style-type: none"> - Talks about: Listening and Connecting (PAT) - Caregiver routines: Trusting and Comforting - Face Pattern: Visual Tracking and Focusing - Face-to-Face Talking: Communicating and Looking - Hush, Little Baby: Holding and Soothing - Looking at Faces: Looking and Loving - Talk About: Listening and Connecting
			1.5 - 3.5	<ul style="list-style-type: none"> - In Sync With Massage: Communicating and Responding - Roll the Baby: Exercising and Strengthening Core Muscle - A Soft, Gentle Breeze: Feeling and Listening
			3.5 - 5.5	<ul style="list-style-type: none"> - I Am Special: Stretching and Relaxing - Music and Me: Moving and Matching Beats to Action - Our Families: Looking, Recognizing, and Building Attachment
			5.5 - 8	<ul style="list-style-type: none"> - Caregiving Interaction: Talking and Playing - Family Faces: Looking at Photos and Socializing - Hi and Bye: Listening and Learning - Pop Up: Listening and Anticipating
			8 - 14	<ul style="list-style-type: none"> - Fill the Jug: Picking Up and Turning - Water Tray: Splashing and Learning New Words - Acting Out: Moving, Rolling, and Crawling
			14 - 24	<ul style="list-style-type: none"> - Egg Carton Game: Picking Up and Placing - Homemade Guitar: Strumming and Plucking - Playing Catch: Tossing and Taking Turns
			24 - 36	<ul style="list-style-type: none"> - Ball Play: Kicking, Tossing, and Catching - Favorite Foods Matching Book: Observing and Shopping - Pretend Play: Dressing Up and Acting Out Stories - Remember When Box: Sharing and Recalling Past Events - Washcloth Puppet: Talking and Pretending - Family Traditions: Communicating, Creating, and Sharing - Our Families: Looking, Recognizing, and Building Attachment



		Foundational 2 Curriculum Activities			
			36	- Cooking Together: Making and Sharing Recipe - Memory Box: Remembering and Sharing Family Stories - Strolling Side By Side: Walking and Connecting	
			48	- Block Fun: Building and Playing Together - Family Quilt: Identifying With a Group and Creating	
			60	- Family Post Office: Communicating and Building Relationships - Paper Plate Family: Representing, Describing and Pretending	
	SE 1.b: Children engage in positive relationships and interactions with other children.		0 - 1.5	Not Applicable as children this age do not interact with other children in a home visit.	
			1.5 - 3.5	NA	
			3.5 - 5.5	NA	
			5.5 - 8	- Family Faces: Looking at Photos and Socializing	
			8 - 14	- Sing a Song	
			14 - 24	- Imitation Play: Leading and Following	
			24 - 36	- Bowling: Rolling, Aiming, and Making Rules - Pretend Tea Party: Sharing, Learning Manners, and Taking Turns	
				Foundational 2 Curriculum Activities	
	SE 2: Sense of Self		SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	36	- Circle Time: Pretending and Preparing for School - Wait It Out: Practicing Patience and Taking Turns
				48	- Cheer Up Game: Understanding and Growing Empathy - Path Games: Making Games and Taking Turns
				60	- Guessing Faces: Understanding and Expressing Emotions - My Favorite Things: Understanding Feelings and Appreciating Others.
				0 - 1.5	- Face to Face Talking: Communicating and Looking.
1.5 - 3.5				- Dance to the Music: Dipping and Swaying	
			3.5 - 5.5	- Hearing Games: Listening and Speaking - I See Me: Seeing Reflections - Yoga: Stretching, Relaxing, and Connecting	
			5.5 - 8	- Flip Flap: Looking and Remembering	
			8 - 14	- Boxed Play Space: Seeing and Touching - Mirror Play: Looking and Finding	



			14 - 24	<ul style="list-style-type: none"> - Hat Head: Choosing, Describing, and Pretending - Imitation Play: Leading and Following - Sensory Box: Filling, Sharing, Pouring, and Exploring - Train Ride: Pretending and Lining Up - Turn-Taking Tub: Giving and Playing 	
			24 - 36	<ul style="list-style-type: none"> - Bears With Feeling: Pretending and Talking About Emotions - Fishing: Using Eyes and Hands Together - How Do I sound? Talking and Taking Turns in Conversations - Racquet Play: Aiming, Swinging, and Hitting - Washcloth Puppet: Talking and Pretending - Boxes Are Fun! Using Large Muscles and Learning Words - Motivating Learning: Praising Actions, Boosting Confidence, and Sharing Ideas 	
				Foundational 2 Curriculum Activities	
			36	<ul style="list-style-type: none"> - Fishing for Faces: Naming and Mimicking Expressions - Monoprints: Creating and Expressing 	
			48	<ul style="list-style-type: none"> - Bubble Paint: Blowing and Printing - Me Poster! Identifying and Celebrating Abilities and Traits - This is Me! Talking About Family and Tracing Hand People 	
			60	<ul style="list-style-type: none"> - I Like Me Because: Recognizing Strengths and Building Self-Esteem - Sharing Circle: Talking About and Understanding Feelings 	
			0 - 1.5	- Face-to-Face Talking: Communicating and Looking	
			1.5 - 3.5	- Tracking Toy: Watching and Learning	
			3.5 - 5.5	- Fascinating Fingers: Watching and Discovering	
			5.5 - 8	<ul style="list-style-type: none"> - Roll Over and Sit Up: Practicing and Strengthening Muscles - Bang, Bang, Bang! Grasping and Controlling Arm and Shoulder Movement - Cushion Mountain: Balancing and Strengthening Muscles - Helping Your Baby Move: Exploring and Gaining Strength - Shared Attention With a Pat Mat: Touching and Observing 	
			8 - 14	- Ball Play: Social Turn-Taking and Rolling	
			14 - 24	<ul style="list-style-type: none"> - March to the Drummer: Marching, Rocking, and Swinging - Sweeping Into a Square: Helping and Aiming a Tool 	
			<p>SE 2.b: Children develop the confidence to complete an action successfully or independently.</p>		



			24 - 36	<ul style="list-style-type: none"> - Blowing Bubbles: Exploring Materials and Actions - Dressing Teddy: Putting on Clothes and Pretending - Block Play: Solving Problems, Using Small Muscles, and Building - Let's Go on a Picnic: Choosing Healthy Foods and Eating Together 	
			Foundational 2 Curriculum Activities		
			36	<ul style="list-style-type: none"> - Clothes Relay: Zipping and Fastening - Ready for School! Preparing for Kindergarten and Making a Book 	
			48	<ul style="list-style-type: none"> - Block Fun: Building and Playing Together - Cooking Together: Making and Sharing Recipe 	
			60	<ul style="list-style-type: none"> - Brush Your Teeth: Caring for Your Body and Singing - Caring for Teddy: Dressing and Learning Self-Help Skills 	
	SE 3: Self-regulation	SE 3.a: Children develop the ability to express and regulate their own emotions.	0 - 1.5	- Infant Massage: Getting in Touch and Calming	
			1.5 - 3.5	- In Sync with Massage	
			3.5 - 5.5	- Caregiving Routines	
			5.5 - 8	- Caregiving Interaction: Talking and Playing	
			8 - 14	- Sing a Song: Learning Rhyme, Rhythm, and Movement	
			14 - 24	- Take Care: Imitating and Caring	
			24 - 36	<ul style="list-style-type: none"> - People Pictures: Talking About Feelings and Fears - Pretend Play: Dressing up and Acting Out Stories 	
			Foundational 2 Curriculum Activities		
			36	<ul style="list-style-type: none"> - Be Like a Frog: Breathing and Observing - Getting Started With Paint: Mixing Colors and Painting - Monoprints: Creating and Expressing - Same Time Game: Waiting and Practicing Self-Regulation 	
			48	<ul style="list-style-type: none"> - Don't Blow Down the Joker: Blowing and Controlling Emotions - Feelings Center: Exploring and Expressing Emotions - Journaling Together: Expressing and Sharing Feelings - Paper Plates Masks: Drawing and Talking About Feelings and Expressions - Say Ah! Pretending and Managing Anxiety 	

		SE 3.b: Children develop the ability to control impulses.	60	<ul style="list-style-type: none"> - Family Charades: Pretending and Exploring Perspectives - Guessing Faces: Understanding and Expressing Emotions - How's Your Motor Running? Moving Your Body and Exploring Emotions - Pause Button: Stopping and Breathing
			0 - 1.5	- Blanket Swing:
			1.5 - 3.5	- Dance to the Music: Dipping and Swaying
			3.5 - 5.5	- I am Special: Stretching and Relaxing
			5.5 - 8	- Cushion Mountain: Balancing and Strengthening
			8 - 14	- Ball Play: Social Turn-Taking and Rolling
			14 - 24	<ul style="list-style-type: none"> - Crazy Cups: Stacking and Unstacking - Drumming Up Fun: Controlling Muscles and Emotions - Paper Clay: Crumpling and Filling
			24 - 36	- My Space: Self Calming and Making Choices
				Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Child Massage: Nurturing and Relaxing - Relaxation Socks: Massaging and Calming Down
			48	- Family Quilt: Identifying With a Group and Creating
			60	- Nature Prints: Regulating Pressure and Creating

RIELDS	Parents as Teachers Foundational Curriculum and Approach
<p style="text-align: center;">Language Development (LD)</p>	<p><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE (PH) • Looking at Development (7 PERs) • Differences and Delays in Development (PER) • Understanding Differences in Development (PH) <p><u>Domain-Specific Handouts & Resources</u></p> <ul style="list-style-type: none"> • Baby Signs (1 PER, 1 PH) • Music (1 PER, 2 PHs) • Rhymes and Songs (2 PERs, 6 PHs) • Hearing (2 PERs, 3 PHs) • What Is Special About This Age? all phases (8 PHs) • Your Baby Is Learning to Communicate (PH) • Babbling (PH) • Language Development During the Middle of the First Year (PER) • Language Development: 8 to 14 Months (PER) • Language Development in Infants (PER) • Language in the Second Year of Life (PER) • Language in the Third Year of Life: 24 to 36 Months (PER) • Birth to 1½ Months: Your Baby’s Language Development (PH) • 1½ to 3½ Months: Your Baby’s Language Development (PH) • 3½ to 5½ Months: Your Baby’s Language Development (PH) • 5½ to 8 Months: Your Baby’s Language Development (PH)

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- 8 to 14 Months: Your Baby's Language Development (PH)
- What to Expect When Your Baby Talks to You (PH)
- Different Approaches to Language Learning (PH)
- Words Your Child Understands (PH)
- Your Child's First Words (PH)
- 14 to 24 Months: Your Child's Language Development (PH)
- 24 to 36 Months: Your Child's Language Development (PH)
- Developing Speech Sounds (PH)
- Speech Development and Common Problems (PER)
- Early Identification of Speech-Language Disorders (PH)
- Bilingual Families: A Special Advantage (PER)
- Bilingual Toddlers (PH)
- Your Toddler Knows Two Languages (PH)
- Bilingualism Support in Early Care and Education Programs (PER)
- Bilingualism (2 PERs, 5 PHs)


Relevant Parent-Child Activity Pages

- Your Baby Can Hear: Listening to the Family
- Face-to-Face Talking: Communicating and Looking
- Talk About: Listening and Connecting
- In Sync With Massage: Communicating and Responding
- Accordion Book: Communicating and Responding
- Hearing Games: Listening and Speaking
- Nursery Rhymes: Listening and Feeling Rhythm
- Hi and Bye: Listening and Learning
- Baby Games: Anticipating, Interacting, and Taking Turns
- Caregiving Routines: Talking and Playing
- Sing a Song: Learning Rhyme, Rhythm, and Movement
- Roller Book: Learning Words and Moving
- Book of Sounds: Relating Sounds to Objects
- Note Card Book: Using Small Muscles and Telling Stories
- Parallel Talk and Self Talk: Listening and Learning New Words
- How Do I Sound? Talking and Taking Turns in Conversation
- Drawing and Writing: Making Marks and Learning About Language

	<ul style="list-style-type: none"> • Learning Finger plays: Imitating and Listening • Word Book: Learning Language and Enjoying Reading Together • People Pictures: Talking About Feelings and Fears • Play Sets: Talking, Creating and Imagining • Rhyme and Rhythm: Bouncing, Clapping, and Marching • Book Walk: Talking About Pictures, Words, and Meanings • Motivating Learning: Praising Actions, Boosting Confidence, and • Sharing Ideas
	<p style="text-align: center;">Foundational 2 Curriculum</p>
<p style="text-align: center;">Language Development (LD)</p>	<p style="text-align: center;"><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE • 3 to 4 Years: What’s Special About This Ages (PH) • 4 to 5 Years: What’s Special About This Ages (PH) • 5 to 6 Years: What’s Special About This Ages (PH) • Understanding How the Young Child Learns (PH) • Brain Development at Ages 3 Through 6 (PE) • Your Child’s Amazing Brain (PH) • Helping Your Child’s Brain During Sensitive Periods (PH) • Brain Boosts for Early Learning (PH) • Developmental Sequences in Art (PH) • Music in the Air (PH) • Executive Function (PE) • Executive Function: Our Brain’s President (PH) • Sensory Processing: Integrating Info from All the Senses (PH) • That’s Using Your Senses (PH) • Pictures Are Worth a Thousand Words (PH) <p style="text-align: center;"><u>Domain Specific Handouts and Resources</u></p> <ul style="list-style-type: none"> • 3 to 4 Years: Your Child’s Language Development (PH) • 4 to 5 Years: Your Child’s Language Development (PH) • 5 to 6 Years: Your Child’s Language Development (PH) • Listening, Understanding, Talking and Expressing (PER)

- Helping Your Child Understand and Use Language (PH)
- Patterns in Speech Development (PH)
- Getting the Words Out (PH)
- Everyday Puppet Play (PH)
- Math Words to Know (PH)
- Rhyme Time: Playing With the Sounds of Language (PH)
- Early Reading (PER)
- Ready for Reading (or Not) (PH)
- Developmental Stages of Reading (PH)
- Learning Letters (PH)
- Environmental Print in the Kitchen (PH)
- Books in Your Home (PH)
- No-Cook Play Dough Recipe (PH)
- Sight Words: One of Many Elements in Developing Literacy (PE)
- Figuring Out Sight Words (PH)
- Early Writing (PER)
- Understanding How Your Child Learns to Write (PH)
- Developmental Stages of Writing (PH)
- Supporting Your Child's Writing (PH)
- Bilingual Language Development (PER)
- Learning More than One Language (PH)
- Print in Two Languages (PH)
- Rhymes and Songs (PH)
- Early Care and Education
 - Kindergarten Readiness Starts Early (PER)
 - When Your Child's Teacher Doesn't Speak Your Language (PH)
- Developmental Concerns
- Language Disorders (PER)
- Speech Disorders (PER)
- Learning Disabilities (PER)
- Physical Disabilities (PE)
- Hearing Impairments (PER)
- Vision Impairments (PER)

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- Following Up With Your Child’s Doctor (PH)
Play
 - Using Activity Pages Around Language Development (PER)
 - Learning Through Play (PER)
 - Play and Your Child (PH)
 - Why Play Is Important (PH)
 - Balancing Play Time and Screen Time (PH)
 - Pretend Play Experiences: Why, What and How? (PER)
 - Pretending in the Great Outdoors (PH)
 - The Day We Stayed Indoors (PH)
 - Playing Games (PER)
 - Let’s Play Games (PH)
 - Electronic Entertainment and Plugged-In Families (PER)
 - Your Plugged-In-Child (PH)
 - Making the Most of Digital Play (PH)

Rhode Island Early Learning Development Standards			Parent as Teacher Foundational Curriculum	
Domains	Components	Learning goals	Months	Activities
 Language Development (LD)	LD 1: Receptive Language	LD 1.a: Young children attend to understand, and respond to increasingly complex language.	0 - 1.5	<ul style="list-style-type: none"> - Blanket Swing: Singing and swaying to rhythm - Caregiving Routines: Trusting and Comforting - Face-to-face Talking: Communicating and Looking - Talk About: Listening and Connecting - Tummy Time Cloth: Exercising and Seeing
			1.5 - 3.5	<ul style="list-style-type: none"> - Accordion Book: Communicating and Responding - Football Baby: Rhyming and Calming - Read to Me: Interacting and Setting a Routine
			3.5 - 5.5	<ul style="list-style-type: none"> - Hearing Games: Listening and Speaking - Let's Roll: Reaching and Pushing - Music and Me: Moving and Matching Beats to Actions - Nursery Rhymes: Listening and Feeling Rhythm
			5.5 - 8	<ul style="list-style-type: none"> - Ball In A Box: Exploring and Solving a Problem - Caregiving Interaction: Talking and Playing - Pop Up: Listening and Anticipating
			8 - 14	<ul style="list-style-type: none"> - Baby Discovery Jug: Dropping and Retrieving - Boxed Play Space: Seeing and Touching - Obstacle Course: Crawling Over and Around - Roller Book: Learning Words and Moving - Sing a Song: Learning Rhyme, Rhythm, and Movement - Family Traditions: Communicating, Crating, and Sharing - Storytelling: Imagining, Creating, and Communicating Ideas
			14 - 24	<ul style="list-style-type: none"> - Body Parts: Looking and Listening - Homemade Guitar: Strumming and Plucking - Loud and Soft Sounds: Listening to and Creating Sounds - Rainmaker: Experimenting and Touching - Sensor Box: Filling, Sharing, Pouring, and Exploring - Step Aerobics: Using Large Muscles for Physical Activity - Take Care: Imitating and Caring - Acting It Out: Moving, Rolling, and Crawling





			24 - 36	<ul style="list-style-type: none"> - Bears With Feelings: Pretending and Talking About Emotions - Blocks: Talking About Building - Counting: Learning Numbers and Understanding Small Quantities - In the Kitchen: Helping and Learning - Learning Finger plays: Imitating and Listening - Make Your Own Snacks: Measuring, Stirring, Talking, and Tasting - Mystery Match: Naming and Matching - Nature Walk: Classifying and Enjoying Nature - Remember When Box: Sharing and Recalling Past Events - Size Sort: Collecting and Comparing - Word Book: Learning Language and Enjoying Reading Together - Family Traditions: Communicating, Crating, and Sharing
			Foundational 2 Curriculum Activities	
			36	<ul style="list-style-type: none"> - Food Wall: Tasting and Choosing Food - Making Letters: Noticing Shapes and Playing Together - Memory Map: Exploring and Remembering - Name Game: Playing with Letter Sounds and Rhyming - Print Walk: Finding Print and Playing Indoors - Story Order: Reading and Sequencing Books
			48	<ul style="list-style-type: none"> - Act It Out: Storytelling and Playing Together - Book of Words: Learning Words and Reading - Letter Sort: Exploring and Arranging Letters - Picture Pond: Fishing and Saying Words - Rhyme Time: Making a Lift-the-Flap Book and Reading - Steady Beat: Listening and Understanding Rhythm - Word Play: Experimenting With Sounds and Rhyming
			60	<ul style="list-style-type: none"> - Book Nook: Making a List and Creating a Reading Area - Language and Lemonade: Talking and Tasting - Let's Make a Book! Writing and Storytelling - Naming Opposites: Pausing and Thinking - Shadow Letters: Making Shapes and Guessing - Word Search: Finding Sight Words and Counting
LD 2: Expressive Language	LD 2.a: Young children use increasingly complex, vocabulary, grammar, and	0 - 1.5	- Hush, Little Baby: Holding and Soothing	
		1.5 - 3.5	- Night Sounds: Listening and Responding	
		3.5 - 5.5	- Let's Roll: Reaching and Pushing	



syntax to express thoughts and needs.

5.5 - 8	<ul style="list-style-type: none"> - Clap to the Music: Sitting, Clapping, and Singing - Hi and Bye: Listening and Learning - Boxes Are Fun! Using Large Muscles and Learning Words
8 - 14	<ul style="list-style-type: none"> - Water Tray: Splashing and Learning New Words - Over and Under: Learning Positional Words and Playing Together
14 - 24	<ul style="list-style-type: none"> - Grab It and Name It: Recognizing Objects by Touch - Hat Head: Choosing, Describing, and Pretending - Note Card Book: Using Small Muscles and Telling Stories - Painting in a Bag: Exploring Textures and Using Small Muscles - Parallel Talk and Self Talk: Listening and Learning New Words - Write a Letter: Playing With Language and Using Small Muscles - Family TV Time: Talking, Interacting, and Recalling - Over and Under: Learning Positional Words and Playing Together
24 - 36	<ul style="list-style-type: none"> - Bears With Feelings: Pretending and Talking About Emotions - Hidden Object Game: Feeling, Noticing, and Describing - Make Your Own Snacks: Measuring, Stirring, Talking, and Tasting - People Pictures: Talking About Feelings and Fears - What My Body Can Do: Controlling Movement and Labeling - Book Walk: Talking About Pictures, Words, and Meanings - Boxes Are Fun! Using Large Muscles and Learning Words
Foundational 2 Curriculum Activities	
36	<ul style="list-style-type: none"> - Banjo Magic: Strumming and Singing Rhymes - Finger paint Creations: Painting and Storytelling - Object Box: Identifying and Matching Letter Sounds - Story Stones: Creating and Telling Stories - Symbol Story: Making and Reading a Rebus Book
48	<ul style="list-style-type: none"> -Dough Letters: Recognizing and Making Letters - Language and Lemonade: Talking and Tasting - Letter Tube: Matching and Naming Letters - Making Rainbow: Repeated Writing and Tracing - Picture Pond: Fishing and Saying Words - Wordless Picture Book: Creating and Telling Stories - Yarn Letters: Gluing and Tracing

			60	<ul style="list-style-type: none"> - Buried Letters: Searching and Identifying - Experimenting With Writing: Making Notes and Discovering Textures - Grocery Store: Writing and Pretending - Let's Make a Book! Writing and Storytelling - Magic Words: Painting and Revealing Words - Picture Story: Listening and Imagining - Predictable Picture Book: Learning About and Making Books - Storytelling Box: Creating and Enacting a Scene
	LD 3: Pragmatics	LD 3.a: Young children understand, follow, and use appropriated social and conversational rules.	0 - 1.5	- Blanket Swing: Swinging and Swaying to Rhythm
			1.5 - 3.5	- Read to Me: Interacting and Setting a Routine
			3.5 - 5.5	- Hearing Games: Listening and Speaking
			5.5 - 8	<ul style="list-style-type: none"> - Baby Games: Anticipating, Interacting, and Taking Turns - Balls in a Bowl: Understanding Cause and Effect and Words
			8 - 14	<ul style="list-style-type: none"> - Cereal Box Road: Stopping, Going, and Listening - Zip-Top Bag Book: Reading Together
			14 - 24	<ul style="list-style-type: none"> - Book of Sounds: Relating Sounds to Objects - Here Is the Beehive: Repeating and Rhyming - Parallel Talk and Self Talk: Listening and Learning New Words - Sock Puppet: Taking Turns and Pretending - Sweeping Into a Square: Helping and Aiming a Tool
			24 - 36	<ul style="list-style-type: none"> - Drawing and Writing: Making Marks and Learning About Language - How Do I Sound? Talking and Taking Turns in Conversations - Pretend Tea Party: Sharing, Learning Manners, and Taking Turns - Washcloth Puppet: Talking and Pretending - Play to Learn: Observing and Responding
				Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Not Like the Other: Categorizing and Explaining - Stretch Talk: Building and Expanding Vocabulary
			48	<ul style="list-style-type: none"> - I Spy: Describing Objects and Practicing Conversation - paint Me a Story: Painting and Storytelling - Stick Puppets: Imagining and Telling Stories

			60	<ul style="list-style-type: none"> - Menu Planning: Choosing Foods and Preparing a List - Position Words: Listening and Acting on Instructions - You've Got Mail: Writing and Understanding Parts of a Letter
	LD 4: Language Development of Dual Language Learners	LD 4.a: Young children attend to, understand, and respond to increasingly complex language as a as a range of topics and types of texts (including digital texts) in English.	Best practice and research recommend that parents maintain their native language in their homes. The PAT curriculum encourages parents to speak and read to their children in their native language. There are PERs and Parent Handouts that explain the importance of children developing a strong foundational language. Parents are encouraged to use and assist their children with understanding increasingly complex language in their foundational language.	
		LD 4.b.: Young children become increasingly proficient in expressing their thoughts and ideas in English	See above	

RIELDS	Parents as Teachers Foundational Curriculum and Approach
<p style="text-align: center;">Literacy (L)</p>	<p>General Developmental Information</p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE (PH) • Looking at Development (7 PERs) • Differences and Delays in Development (PER) • Understanding Differences in Development (PH) <p>Domain-Specific Handouts & Resources</p> <ul style="list-style-type: none"> • Baby Signs (1 PER, 1 PH) • Books (2 PERs, 7 PHs) • Music (1 PER, 2 PHs) • Rhymes and Songs (2 PERs, 6 PHs) • Hearing (2 PERs, 3 PHs) • What Is Special About This Age? all phases (8 PHs) • Your Baby Is Learning to Communicate (PH) • Words Your Child Understands (PH) • Your Child’s First Words (PH) • Developing Speech Sounds (PH) • Speech Development and Common Problems (PER) • Bilingual Families: A Special Advantage (PER) • Bilingual Toddlers (PH)

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- Your Toddler Knows Two Languages (PH)
- Bilingualism Support in Early Care and Education Programs (PER)
- Bilingualism (2 PERs, 5 PHs)

Relevant Parent-Child Activity Pages

- Book sharing on all Activity Pages
- Your Baby Can Hear: Listening to the Family
- Face-to-Face Talking: Communicating and Looking
- Talk About: Listening and Connecting
- Hush, Little Baby: Holding and Soothing
- In Sync With Massage: Communicating and Responding
- Accordion Book: Communicating and Responding
- Hearing Games: Listening and Speaking
- Nursery Rhymes: Listening and Feeling Rhythm
- Hi and Bye: Listening and Learning
- Baby Games: Anticipating, Interacting, and Taking Turns
- Sing a Song: Learning Rhyme, Rhythm, and Movement
- Zip-Top Bag Book: Reading Together
- Roller Book: Learning Words and Moving
- Book of Sounds: Relating Sounds to Objects
- Parallel Talk and Self Talk: Listening and Learning New Words
- How Do I Sound? Talking and Taking Turns in Conversation
- Drawing and Writing: Making Marks and Learning About Language
- Learning Finger plays: Imitating and Listening
- Word Book: Learning Language and Enjoying Reading Together
- People Pictures: Talking About Feelings and Fears
- Play Sets: Talking, Creating and Imagining
- Book Walk: Talking About Pictures, Words, and Meanings
- Motivating Learning: Praising Actions, Boosting Confidence, and Sharing Ideas



Literacy (L)

Foundational 2 Curriculum

General Developmental Information

- Child Development Chart (PH)
- Fine SMILE
- 3 to 4 Years: What's Special About This Ages (PH)
- 4 to 5 Years: What's Special About This Ages (PH)
- 5 to 6 Years: What's Special About This Ages (PH)
- Understanding How the Young Child Learns (PH)
- Brain Development at Ages 3 Through 6 (PE)
- Your Child's Amazing Brain (PH)
- Helping Your Child's Brain During Sensitive Periods (PH)
- Brain Boosts for Early Learning (PH)
- Developmental Sequences in Art (PH)
- Music in the Air (PH)
- Executive Function (PE)
- Executive Function: Our Brain's President (PH)
- Pictures Are Worth a Thousand Words (PH)

Domain Specific Handouts and Resources

- Listening, Understanding, Talking and Expressing (PER)
- Helping Your Child Understand and Use Language (PH)


- Patterns in Speech Development (PH)
 - Getting the Words Out (PH)
 - Everyday Puppet Play (PH)
 - Rhyme Time: Playing With the Sounds of Language (PH)
 - Early Reading (PER)
 - Ready for Reading (or Not) (PH)
 - Developmental Stages of Reading (PH)
 - Learning Letters (PH)
 - Environmental Print in the Kitchen (PH)
 - Books in Your Home (PH)
 - No-Cook Play Dough Recipe (PH)
 - Sight Words: One of Many Elements in Developing Literacy (PE)
 - Figuring Out Sight Words (PH)
 - Early Writing (PER)
 - Understanding How Your Child Learns to Write (PH)
 - Developmental Stages of Writing (PH)
 - Supporting Your Child's Writing (PH)
 - Bilingual Language Development (PER)
 - Learning More than One Language (PH)
 - Print in Two Languages (PH)
 - Rhymes and Songs (PH)
 - Early Care and Education
 - Kindergarten Readiness Starts Early (PER)
 - When Your Child's Teacher Doesn't Speak Your Language (PH)
 - Parent-Child Interaction
 - Sharing Books Through Conversation
 - Talking About Books
 - Reading Together
 - Talking More About Books: Recall and Distancing
 - Using the Public Library
- Developmental Concerns
- Language Disorders (PER)

Rhode Island Early Learning Development Standards			Parent as Teacher Foundational Curriculum	
Domains	Components	Learning goals	Months	Activities
Literacy (L)	L 1: Phonological Awareness	L 1.a: Children notice and discriminate the sounds of spoken language.	0 - 1.5	<ul style="list-style-type: none"> - Blanket Swing: Swinging and Swaying to Rhythm - Caregiving Routines: Trusting and Comforting - Face-to-Face Talking: Communicating and Looking - Hush, Little Baby: Holding and Soothing - Talk About: Listening and Connecting - Tummy Time Cloth: Exercising and Seeing

			1.5 - 3.5	<ul style="list-style-type: none"> - Football Baby: Rhyming and Calming - Night Sounds: Listening and Responding - Play to Learn: Observing and Responding During Floor Time - Rhyme and Rhythm: Bouncing, Clapping, and Marching
			3.5 - 5.5	<ul style="list-style-type: none"> - Hearing Games: Listening and Speaking - Music and Me: Moving and Matching Beats to Actions - Over and Under: Learning Positional Words and Playing Together
			5.5 - 8	<ul style="list-style-type: none"> - Caregiving Interaction: Talking and Playing - Pop Up: Listening and Anticipating - Boxes are Fun! Using Large Muscles and Learning Words - Rhyme and Rhythm: Bouncing, Clapping, and Marching
			8 - 14	<ul style="list-style-type: none"> - Cereal Box Road: Stopping, Going, and Listening - Sing a Song: Learning Rhyme, Rhythm, and Movement - Boxes are Fun! Using Large Muscles and Learning Words - Over and Under: Learning Positional Words and Playing Together - Play to Learn: Observing and Responding During Floor Time
			14 - 24	<ul style="list-style-type: none"> - Book of Sounds: Relating Sounds to Object - Grab It and Name It: Recognizing Objects by Touch - Hat Head: Choosing, Describing, and Pretending - Parallel Talk and Self Talk: Listening and Learning New Words - Rainmaker: Experimenting and Touching - Sensory Box: Filling, Sharing, Pouring, and Exploring - Sock Puppet: Taking Turns and Pretending - Sweeping Into a Square: Helping and Aiming a Tool - Rhyme and Rhythm: Bouncing, Clapping, and Marching




			24 - 36	<ul style="list-style-type: none"> - Bears With Feelings: Pretending and Talking About Emotions - Blocks: Talking About Building - Finding Colors: Learning Words and Matching - Learning Finger plays: Imitating and Listening - Make Your Own Snacks: Measuring, Stirring, Talking, and Tasting - Nature Walk: Classifying and Enjoying Nature - Pretend Tea Party: Sharing, Learning Manners, and Taking Turns - Size Sort: Collecting and Comparing - What My Body Can Do: Controlling Movement and Labeling
			Foundational 2 Curriculum Activities	
			36	<ul style="list-style-type: none"> - Act It Out: Storytelling and Playing Together - Food Wall: Tasting and Choosing Food - Rhyme Time: Making a Lift-the-Flap Book and Reading - Steady Beat: Listening and Understanding Rhythm - Stretch Talk: Building and Expanding Vocabulary
			48	<ul style="list-style-type: none"> - Banjo Magic: Strumming and Singing Rhymes - Book of Words: Learning Words and Reading - I Spy: Describing Objects and Practicing Conversation - Name Game: Playing with Letter Sounds and Rhyming - Word Play: Experimenting With Sounds and Rhyming
			60	<ul style="list-style-type: none"> - Buried Letters: Searching and Identifying - Letter Tube: Matching and Naming Letters - Memory Map: Exploring and Remembering - Naming Opposites: Pausing and Thinking - Word Search: Finding Sight Words and Counting
L 2: Alphabet Knowledge	L 2.a: Children recognize and identify letters and make letter sound connections.	0 - 1.5	<ul style="list-style-type: none"> - Talk About: Listening and Connecting - Face to Face Talking: Communicating 	
		1.5 - 3.5	- Read to Me: Interacting and Setting Routine	
		3.5 - 5.5	- Nursery Rhymes: Listening and Feeling	
		5.5 - 8	- Caregiving Interaction: Talking and Playing	
		8 - 14	- Roller Book: Learning Words and Moving	
		14 - 24	<ul style="list-style-type: none"> - Here Is the Beehive: Repeating and Rhyming - Loud and Soft Sounds: Listening to and Creating Sounds - Note Card Book: Using Small Muscles and Telling Stories 	
		24 - 36	<ul style="list-style-type: none"> - People Pictures: Talking About Feelings and Fears - Word Book: Learning Language and Enjoying Reading Together 	

				Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Magic Words: Painting and Revealing Words - Object Box: Identifying and Matching Letter Sounds
			48	<ul style="list-style-type: none"> - Dough Letters: Recognizing and Making Letters - Letter Tube: Matching and Naming Letters - Making Letters: Noticing Shapes and Playing Together - Shadow Letters: Making Shapes and Guessing - Word Play: Experimenting With Sounds and Rhyming
			60	<ul style="list-style-type: none"> - Book of Words: Learning Words and Reading - Buried Letters: Searching and Identifying - Letter Sort: Exploring and Arranging Letters - Print Walk: Finding Print and Playing Indoors
			0 - 1.5	NA
			1.5 - 3.5	- Accordion Book: Communicating and Responding
			3.5 - 5.5	- Baby's First Feely Book: Touching, Tasting, and Seeing
			5.5 - 8	- Book Walk: Talking About Pictures, Words, and Meanings
			8 - 14	- Zip-Top Bag Book: Reading Together
			14 - 24	<ul style="list-style-type: none"> - Book of Sounds: Relating Sounds to Object - Note Card Book: Using Small Muscles and Telling Stories - Painting in a Bag: Exploring Textures and Using Small Muscles
24 - 36	<ul style="list-style-type: none"> - Paper Bag Road: Using Small Muscles and Planning Play - People Pictures: Talking About Feelings and Fears - Word Book: Learning Language and Enjoying Reading Together - Book Walk: Talking About Pictures, Words, and Meanings 			
				Foundational 2 Curriculum Activities
36	<ul style="list-style-type: none"> - Book Nook: Making a List and Creating a Reading Area - Picture Pond: Fishing and Saying Words - Pictures Story: Listening and Imagining 			
48	<ul style="list-style-type: none"> - Book of Words: Learning Words and Reading - Grocery Store: Writing and Pretending - Making Rainbows: Repeated Writing and Tracing - Predictable Picture Book: Learning About and Making Books 			



			60	<ul style="list-style-type: none"> - Dough Letters: Recognizing and Making Letters - Let's Make a Book! Writing and Storytelling - Memory Map: Exploring and Remembering - Menu Planning: Choosing Foods and Preparing a List - Story Order: Reading and Sequencing Books - That's My Name! Spelling and Writing
L 4: Comprehension and Interest	L 4.a: Children show interest in and an understanding of a variety of literacy experiences.	0 - 1.5	- Talk About: Listening and Connecting	
		1.5 - 3.5	- Accordion Book: Communicating and Responding	
		3.5 - 5.5	- Nursery Rhymes: Listening and Feeling Rhythm	
		5.5 - 8	- Book Walk: Talking About Pictures, Words, and Meanings	
		8 - 14	- Zip-Top Bag Book: Reading Together	
		14 - 24	- Loud and Soft Sounds: Listening to and Creating Sounds - Storytelling: Imagining, Creating, and Communicating Ideas	
		24 - 36	- Beading: Using Finger Muscles and Making Patterns - In the Kitchen: Helping and Learning - Washcloth Puppet: Talking and Pretending - Book Walk: Talking About Pictures, Words, and Meanings - Family Traditions: Communicating, Creating, and Sharing	
		Foundational 2 Curriculum Activities		
		36	- Finger paint Creations: Painting and Storytelling - Storytelling Box: Creating and Enacting a Scene - Symbol Story: Making and Reading a Rebus Book	
		48	- Food Wall: Tasting and Choosing Food - Let's Make a Book! Writing and Storytelling - Making Letters: Noticing Shapes and Playing Together - Stick Puppets: Imagining and Telling Stories - Story Order: Reading and Sequencing Books	
60	- Act It Out: Storytelling and Playing Together - Language and Lemonade: Talking and Tasting - Position Word: Listening and Acting on Instructions - Stick Puppets: Imagining and Telling Stories - Wordless Picture Book: Creating and Telling Stories			

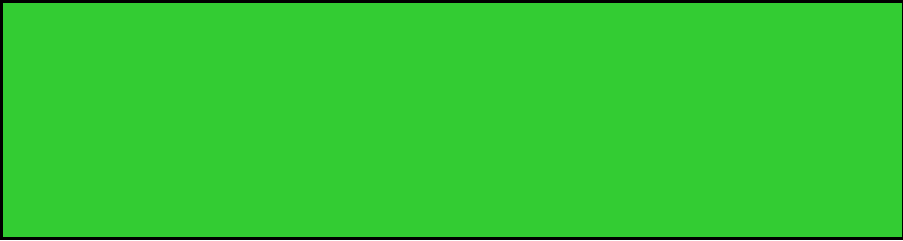
	L 5: Literacy Development for Dual Language Learners	L 5.a: Children become increasingly engaged in literacy experiences in English	For the reasons stated above in LD4: parents are encouraged to read to their children in their native language. * Parents As Teachers curriculum recommends to read on each home visit	
	L 6: Emergent Writing	L 6.a: Children learn writing skills and show knowledge of writing conventions: they demonstrate an understanding of writing as a means of communication	0 - 1.5	NA
			1.5 - 3.5	NA
			3.5 - 5.5	NA
			5.5 - 8	- Family Faces: Looking at Photos and Socializing
			8 - 14	- Lid Pictures: Naming and Stacking
			14 - 24	- Scribbling With Crayons: Taking Turns and Creating
			24 - 36	- Finger-painting: Using Small Muscles and Experimenting - Learning Finger plays: Imitating and Listening
			Foundational 2 Curriculum Activities	
		36	- Finger paint Creations: Painting and Storytelling -Yarn Letters: Gluing and Tracing	
		48	- Let's Make a Book! Writing and Storytelling - That's My Name! Spelling and Writing	
		60	- Grocery Store: Writing and Pretending - Symbol Story: Making and Reading a Rebus Book - Wordless Picture Book: Creating and Telling Stories	
	L 6.b: Children use writing to represent and communicate ideas in a variety of contexts: they use a combination of drawing, dictating, and writing to communicate: they participate in shared writing.	0 - 1.5	NA	
		1.5 - 3.5	NA	
		3.5 - 5.5	NA	
		5.5 - 8	NA	
		8 - 14	- Cereal Box Road: Stopping, Going, and Listening	
		14 - 24	- Painting in a Bag: Exploring Textures and Using Small Muscles - Write a Letter: Playing With Language and Using Small Muscles - Note Card Book: Using Small Muscles and Telling Histories - Scribbling With Crayons: Taking Turns and Creating	

RIELDS	Parents as Teachers Foundational Curriculum and Approach
<p>Cognitive Development (CD)</p>	<p><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE (PH) • Looking at Development (7 PERs) • Differences and Delays in Development (PER) • Understanding Differences in Development (PH) • Developmental Topics (2 PERs, 2 PHs) <p>Domain-Specific Handouts & Resources</p> <ul style="list-style-type: none"> • Books (2 PERs, 7 PHs) • Games (1 PER, 5 PHs) • Music (1 PER, 2 PHs) • Parent-Child Interaction (1 PER, 1 PH) • Parenting Behaviors (1 PER, 1 PH) • Play (2 PERs, 3 PHs) • Rhymes and Songs (2 PERs, 6 PHs) • Toys (2 PERs, 6 PHs) <p><u>Domain-Specific Handouts & Resources</u></p> <ul style="list-style-type: none"> • Sleep (5 PERs, 7 PHs) • Child Stress (2 PERs, 2 PHs) • Toilet Learning (1 PER, 2 PHs) • 24 to 36 Months: What Is Special About This Age? (PH) • Intellectual Development: Birth to 8 Months (PH) • Birth to 1 ½ Months: Your Child’s Intellectual Development (PH) • 1 ½ to 3 ½ Months: Your Child’s Intellectual Development (PH) • 3 ½ to 5 ½ Months: Your Child’s Intellectual Development (PH) • 5 ½ to 8 Months: Your Child’s Intellectual Development (PH) • 8 to 14 Months: Your Child’s Intellectual Development (PH) • 14 to 24 Months: Your Child’s Intellectual Development (PH) • 24 to 36 Months: Your Child’s Intellectual Development (PH) • Protecting Your Child From Lead (PH) • Beginning to Understand Number Concepts (PER) • Beginning to Count (PH)

- Let's Learn Colors (PH)
- Thinking Skills: Dynamic Systems of Attention, Memory, and Strategies (PER)
- Thinking Skills: Matching, Sorting, and Classifying (PH)
- More Thinking Skills: Learning the Rules (PH)
- 3 Years: What Is Special About This Age? (PH)
- 3 Years: Your Child's Intellectual Development (PH)
- Brain Development (2 PERs, 3 PHs) • Are You Helping Your Child Too Much? (PH)
- Bilingual Families: A Special Advantage (PER)
- Bilingual Toddlers (PH)
- Your Toddler Knows Two Languages (PH)
- Bilingualism Support in Early Care and Education Programs (PER)
- Sexuality Awareness (1 PER, 1 PH)
- Media (2 PERs, 4 PHs)
- Teaching Children to Solve Problems (PER)
- Helping Your Child Learn to Solve Problems (PH)
- Supporting Parents With Intellectual Disabilities (PER)
- Talking to Your Child About Your Disability (PH)

Relevant Parent-Child Activity Pages

- Face Pattern: Visual tracking and focusing
- Tracking Toy: Tracking and Learning
- Find the Toy: Seeking and Hiding
- Balls in a Bowl: Understanding Cause and Effect and Words
- Flip Flap: Looking and Remembering
- Where's the Block: Looking for Hidden Objects
- Unwrapping a Toy: Being Curious and Exploring
- Chase the Can: Being Curious and Crawling
- Rainmaker: Experimenting and Touching
- Nesting Cans: Planning, Experimenting, Learning
- Puzzle Box: Gaining Self-confidence and Solving Problems
- Shape Sorter Box: Using Small Muscles and Trying Again
- Tennis Ball Puzzle: Dumping, Matching and Thinking

- 
- Sorting: Noticing Differences and Pretending
 - Counting: Learning Numbers and Understanding Small Quantities
 - Finding Colors: Learning Words and Matching
 - Two Halves Make a Whole: Matching and Solving Problems
 - Make Your Own Snacks: Measuring, Stirring, Talking and Tasting



Foundational 2 Curriculum

Cognitive Development (CD)

General Developmental Information

- Child Development Chart (PH)
- Fine SMILE
- 3 to 4 Years: What's Special About This Ages (PH)
- 4 to 5 Years: What's Special About This Ages (PH)
- 5 to 6 Years: What's Special About This Ages (PH)
- Understanding How the Young Child Learns (PH)
- Brain Development at Ages 3 Through 6 (PE)
- Your Child's Amazing Brain (PH)
- Helping Your Child's Brain During Sensitive Periods (PH)
- Brain Boosts for Early Learning (PH)
- Developmental Stages of Blocks (PH)
- Bunches of Blocks (PH)
- Executive Function (PE)
- Executive Function: Our Brain's President (PH)
- Sensory Processing: Integrating Info from All the Senses (PH)
- That's Using Your Senses (PH)

Domain Specific Handouts and Resources

- 3 to 4 Years: Your Child's Cognitive Development (PH)
- 4 to 5 Years: Your Child's Cognitive Development (PH)
- 5 to 6 Years: Your Child's Cognitive Development (PH)
- Attention and Memory (PER)
- Paying Attention and Remembering (PH)
- Matching, Sorting and Classifying (PH)
- Sorting It Out (PH)
- Making Comparisons and Noticing Patterns (PH)
- Creating Collections: Button Boxes and Beyond (PH)
- Everyday Math (PH)
- Numbers: Counting, Ordering and Measuring Quantity (PH)
- Counting (PH)

- Learning Math and Measurement in the Kitchen (PH)
- Dishing Out Math Experiences (PH)
- Reasoning: An Important Scientific Tool (PER)
- Building Reasoning Skills (PH)
- Experimenting With Everyday Objects (PH)
- Scientific Knowledge: Concepts in the World (PER)
- Learning About Concepts (PH)
- Helping Your Child Learn About Shapes and Space (PH)
- Playing Games to Learn About Shapes and Space (PH)

Developmental Concerns

- Learning Disabilities (PER)
- Cognitive Disabilities (PER)
- Following Up With Your Child’s Doctor (PH)
- Balancing Play Time and Screen Time (PH)
- Pretend Play Experiences: Why, What and How? (PER)
- Pretending in the Great Outdoors (PH)
- The Day We Stayed Indoors (PH)
- Playing Games (PER)

Play


- Using Activity Pages Around Cognitive Development (PER)
- Learning Through Play (PER)
- Play and Your Child (PH)
- Why Play Is Important (PH)



Domains	Components	Learning goals	Months	Activities
Cognitive Development (CD)	CD 1: Logic and Reasoning	1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	0 - 1.5	<ul style="list-style-type: none"> - Blanket Swing: Singing and Swaying to Rhythm - Caregiving Routines: Trusting and Comforting
			1.5 - 3.5	<ul style="list-style-type: none"> - Baby's First Feely Book: Touching, Tasting, and Seeing - A Soft, Gentle Breeze: Feeling and Listening
			3.5 - 5.5	<ul style="list-style-type: none"> - Bubbles for Baby: Watching and Popping - Fascinating Fingers: Watching and Discovering - Kick the Can: Seeing and Moving
			5.5 - 8	<ul style="list-style-type: none"> - Balls in a Bowl: Understanding Cause and Effect and Words - Helping Your Baby Move: Exploring and Gaining Strength - Shake, Rattle, Roll, and Crawl: Building Muscles and Moving Independently - Shared Attention With a Pat Mat: Touching and Observing - Wave Bottle: Experimenting and Turning
			8 - 14	<ul style="list-style-type: none"> - Baby Discovery Jug: Dropping and Retrieving - Blanket Pull: Planning and Coordinating Movement - Down the Chute: Experimenting and Coordinating Movement - Fill the Jug: Picking Up and Turning - Lid Pictures: Naming and Stacking - Paper Pull: Using Small Muscles and Understanding Cause and Effect - Push-Pull Toy: Walking Backwards, Pulling, and Pushing - Touch Textures: Using Senses and Fine Motor Skills - Unwrapping a Toy: Being Curious and Exploring - Using Fingers: Picking Up and Observing Objects - Where Did It Go? Looking and Touching - Where's the Block? Looking for Hidden Objects

			<p>14 - 24</p>	<ul style="list-style-type: none"> - Chips in a Can: Problem Solving and Practicing Eye-Hand Coordination - Crazy Cups: Stacking and Unstacking - Egg Carton Game: Picking Up and Placing - Grab It and Name It: Recognizing Objects by Touch - Hinging on Play: Using Small Muscles and Being Curious - Homemade Guitar: Strumming and Plucking - Loud and Soft Sounds: Listening and Creating Sounds - Making Instruments: Listening and Moving to the Beat - Nesting Cans: Planning, Experimenting, Learning - Paper Play: Crumpling and Filling - Puzzle Box: Gaining Self-Confidence and Solving Problems - Scribbling With Crayons: Taking Turns and Creating - Sensory Box: Filling, Sharing, Pouring, and Exploring - Shape Sorter Box: Using Small Muscles and Trying Again - Stacking and Building: Using Small Muscles and Discovering Shapes - Tennis Ball Puzzle: Dumping, Matching, and Thinking
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			24 - 36	<ul style="list-style-type: none"> - Basket of Balls: Controlling Actions and Matching - Beading: Using Finger Muscles and Making Patterns - Blowing Bubbles: Exploring Materials and Actions - Blowing in the Band: Playing Together and Using Small Muscles - Blowing in the Wind: Developing Small Muscles and Experimenting - Bowling: Rolling, Aiming, and Making Rules - Clips and Tongs: Pinching and Squeezing - Counting: Learning Numbers and Understanding Small Quantities - Dressing Teddy: Putting on Clothes and Pretending - Favorite Foods Matching Book: Observing and Shopping - Finding Colors: Learning Words and Matching - Finger Painting: Using Small Muscles and Experimenting - In the Kitchen: Helping and Learning - Matching Games: Noticing Patterns and Differences - Mystery Match: Naming and Matching - Play Sets: Talking, Creating, and Imagining - Pretend Play: Dressing Up and Acting Out Stories - Putting Things in Order: Sorting and Making Patterns - Size Sort: Collecting and Comparing - Sticky Paper Collage: Creating and Working on Eye-Hand Coordination - Two Halves Make a Whole: Matching and Solving Problems - Block Play: Solving Problems, Using Small Muscles, and Building
			36	<p style="text-align: center;">Foundational 2 Curriculum Activities</p> <ul style="list-style-type: none"> - Awesome Air: Experimenting and Evaluating - Bubble-ology: Problem Solving and Comparing - Exploring Hike: Observing Nature and Pretending - Filling and Draining: Experimenting and Observing - Let's Play School: Pretending and Role Playing - Scents and Sounds: Sorting, Matching and Using Senses - Scrap Sculpture: Solving Problems and Creating - Sink or Float: Predicting and Exploring Physical Properties

			48	<ul style="list-style-type: none"> - All Gone Game: Understanding One-to-one Correspondence and Counting - Around the House: Sorting and Classifying - Box Play: Building and Pretending - Cornstarch Ooze: Cooking and Observing Changes - Crazy Coins: Counting and Sorting - Mysterious Magnets: Exploring Magnetic Attraction and Sorting - Scents and Sounds: Sorting, Matching and Using Senses - Venn Diagram: Comparing Features and Sorting
			60	<ul style="list-style-type: none"> - Cup Stacking: Problem Solving and Balancing - Does it Roll? Understanding Shapes and Playing Games - Egg Carton Mancala: Counting and Problem Solving - Magnet Busy Jar: Questioning and Experimenting - Marble Run: Building and Problem Solving - Pendulum Play: Swinging and Experimenting
	CD 2: Memory and Working Memory	2. a: Children hold information in their mind and manipulate it to perform tasks.	0 - 1.5	<ul style="list-style-type: none"> - Dancing Ribbons: Stimulating the Senses and Observing Your Baby - Face Pattern: Visual Tracking and Focusing - Looking at Faces: Looking and Loving
			1.5 - 3.5	<ul style="list-style-type: none"> - Tracking Toy: Watching and Learning
			3.5 - 5.5	<ul style="list-style-type: none"> - I See Me: Seeing Reflections
			5.5 - 8	<ul style="list-style-type: none"> - Ball in Box: Exploring and Solving Problem - Causing Effects: Controlling Balance, Sitting, and Dropping - Family Faces: Looking at Photos and Socializing - Find the Toy: Seeking and Hiding - Flip Flap: Looking and Remembering - Pop Up: Listening and Anticipating
			8 - 14	<ul style="list-style-type: none"> - Mirror Play: Looking and Finding - Pulling Up: Stooping and Cruising - Where Did It Go? Looking and Touching - Where's the Block? Looking for Hidden Objects
			14 - 24	<ul style="list-style-type: none"> - Loud and Soft Sounds: Listening and Creating Sounds - Making Instruments: Listening and Moving to the Beat - Painting in a Bag: Exploring Textures and Using Small Muscles - Pretend Picnic: Imagining and Showing Understanding - Rainmaker: Experimenting and Touching - Tennis Ball Puzzle: Dumping, Matching, and Thinking



CD 3: C Attention and Inhibitory	3.a: Children skills increase in filtering impulses and sustaining attention on a task.	24 – 36	<ul style="list-style-type: none"> - Dressing Teddy: Putting on Clothes and Pretending - Beading: Using Finger Muscles and Making Patterns - Finding Colors: Learning Words and Matching - Hidden Object Game: Feeling, Noticing, and Describing - I Spy Bottle: Recognizing and Remembering - Learning Finger plays: Imitating and Listening - Matching Games: Noticing Patterns and Differences - Pretend Play: Dressing Up and Acting Out Stories - Remember When Box: Sharing and Recalling Past Events - Shaving Cream Play: Smelling, Touching, and Experimenting - Sorting: Noticing Differences and Pretending - Tie-Dye Fun: Pinching, Experimenting, and Learning Colors - Two Halves Make a Whole: Matching and Solving Problems - Block Play: Solving Problems, Using Small Muscles, and Building
		Foundational 2 Curriculum Activities	
		36	<ul style="list-style-type: none"> - Clap, Tap, Rap: Repeating and Ordering - Exploration Hike: Observing Nature and Pretending - Grab Bag: Observing and Remembering - Hanging Out the Wash: Matching and Ordering - Memory Match Game: Looking, Concentrating and Remembering - Shape Hide and Seek: Identifying and Matching - Spot the Difference: Concentrating and Remembering
		48	<ul style="list-style-type: none"> - Crazy Coins: Counting and Sorting - Do Three Things: Practicing Active Listening and Remembering - Hide and Seek: Visual Mapping and Remembering - High-Low: Guessing and Developing Number Sense - Shape Skyscraper: Recognizing and Matching Shapes
		60	<ul style="list-style-type: none"> - All Gone Game: Understanding One-to-one Correspondence and Counting - Around the House: Sorting and Classifying - The Echo Game: Listening, Remembering and Repeating - The Interview: Remembering and Speaking - Me and My Shadow: Finding and Exploring Changes - What's that Sound? Listening and Describing
		0 - 1.5	NA
		1.5 - 3.5	NA
		3.5 - 5.5	NA

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	Control		5.5 - 8	<ul style="list-style-type: none"> - Balls in a Bowl: Understanding Cause and Effect and Words - Flip Flap: Looking and Remembering - Shake, Rattle, Roll, and Crawl: Building Muscles and Moving Independently - Wave Bottle: Experimenting and Turning
			8 - 14	<ul style="list-style-type: none"> - Boxed Play Space: Seeing and Touching - Cereal Box Road: Stopping, Going, and Listening - Chase the Can: Being Curious and Crawling - Obstacle Course: Crawling Over and Around - Zip-Top Bag Book: Reading Together
			14 - 24	- Book of Sounds: Relating Sounds to Objects
			24 - 36	<ul style="list-style-type: none"> - Blowing in the Band: Playing Together and Using Small Muscles - Blowing in the Wind: Developing Small Muscles and Experimenting - Favorite Foods Matching Book: Observing and Shopping - Finger Painting: Using Small Muscles and Experimenting - Beading: Using Finger Muscles and Making Patterns - In the Kitchen: Helping and Learning - Nature Walk: Classifying and Enjoying Nature - No-Cook Dough: Experimenting and Exercising Small Muscles - Putting Things in Order: Sorting and Making Patterns - Sticky Paper Collage: Creating and Working on Eye-Hand Coordination - Tie-Dye Fun: Pinching, Experimenting, and Learning Colors - Word Book: Learning Language and Enjoying Reading Together - Sticky Fun: Strengthening Small Muscles and Creating - Storytelling: Imagining, Creating, and Communicating Ideas
			Months	Foundational 2 Curriculum Activities
		36	<ul style="list-style-type: none"> - Fit It In: Making Puzzle and Solving Problems - Measure Up Trail Mix: Counting, Scooping and Writing 	



			48	<ul style="list-style-type: none"> - Creating a Picture Schedule: Labeling and Understanding Order - Elapsed Tome: Exploring and Understanding Time - Estimation Station: Guessing and Counting - High-Low: Guessing and Developing Number Sense - Me and My Shadow: Finding and Exploring Changes - Measure Up Trail Mix: Counting, Scooping and Writing - Pattern Bracelets: Stringing and Making Patterns - Ramp Rolling: Building and Experimenting - Roll and Build: Counting and Making Builds
			60	<ul style="list-style-type: none"> - Does it Roll? Understanding Shapes and Playing Games - Elapsed Tome: Exploring and Understanding Tim - Hide and Seek: Visual Mapping and Remembering - Puzzle Time: Recognizing Shapes and Connecting Pieces - Shape Hide and Seek: Identifying and Matching - Shape Skyscraper: Recognizing and Matching Shapes
	CD 4: Cognitive Flexibility	4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives	0 - 1.5	- Infant Massage: Getting in Touch and Calming
1.5 - 3.5			NA	
3.5 - 5.5			NA	
5.5 - 8			<ul style="list-style-type: none"> - Shake, Rattle, Roll, and Crawl: Building Muscles and Moving Independently - Shared Attention With a Pat Mat: Touching and Observing 	
8 - 14			<ul style="list-style-type: none"> - Blanket Pull: Planning and Coordinating Movement - Chase the Can: Being Curious and Crawling - Paper Pull: Using Small Muscles and Understanding Cause and Effect - Unwrapping a Toy: Being Curious and Exploring 	
14 - 24			<ul style="list-style-type: none"> - Hinging on Play: Using Small Muscles and Being Curious - Nesting Cans: Planning, Experimenting, Learning - Pull Toys: Walking and Using Large Muscles - Scribbling With Crayons: Taking Turns and Creating - Step Aerobics: Using Large Muscles for Physical Activity 	
24 - 36			<ul style="list-style-type: none"> - Blowing in the Wind: Developing Small Muscles and Experimenting - No-Cook Dough: Experimenting and Exercising Small Muscles - Paper Bag Road: Using Small Muscles and Planning Play - Parachute Play: Controlling Large Muscles and Experimenting - Shadow Play: Moving and Experimenting 	



RIELDS			Parents as Teachers Foundational Curriculum and Approach	
Mathematics (M)			General Developmental Information	
			• Child Development Chart (PH)	
				<ul style="list-style-type: none"> - Estimation Station: Guessing and Counting - Number Bonds: Counting Objects and Combining Numbers - One, Two, Three, a Book For Me: Counting and Making a Book - Paper Tube Numbers: Recognizing and Ordering - Ramp Rolling: Building and Experimenting - Roll and Build: Counting and Making Builds
			60	<ul style="list-style-type: none"> - Awesome Air: Experimenting and Evaluating - Box Play: Building and Pretending - Bubble-ology: Problem Solving and Comparing - Magnet Busy Jar: Questioning and Experimenting - Mysterious Magnets: Exploring Magnetic Attraction and Sorting - Noticing Differences: Sorting and Grouping Objects - Pattern Bracelets: Stringing and Making Patterns - Scents and Sounds: Sorting, Matching and Using Senses - Sink or Float: Predicting and Exploring Physical Properties - Sound Science: Hearing and Experimenting - Venn Diagram: Comparing Features and Sorting

- Looking at Development (7 PERs)
 - The Amazing Brain of a Baby (PH)
 - Visual Experience Center: Multiple Views (PH)
 - Developmental Topics (2 PERs, 2 PHs)
- Domain-Specific Handouts & Resources
- Games (1 PER, 5 PHs)
 - Parent-Child Interaction (1 PER, 1 PH)
 - Parenting Behaviors (1 PER, 1 PH)
 - Play (2 PERs, 3 PHs)
 - Toys (2 PERs, 6 PHs)

Domain-Specific Handouts & Resources

- Discovering, Understanding, Experimenting, Adjusting (1 PH)
- What Is Special About This Age? (7 PH)
- Intellectual Development: Birth to 8 Months (PH)
- Birth to 1 ½ Months: Your Child’s Intellectual Development (PH)
- 1 ½ to 3 ½ Months: Your Child’s Intellectual Development (PH)
- 3 ½ to 5 ½ Months: Your Child’s Intellectual Development (PH)
- 5 ½ to 8 Months: Your Child’s Intellectual Development (PH)
- 8 to 14 Months: Your Child’s Intellectual Development (PH)
- 14 to 24 Months: Your Child’s Intellectual Development (PH)
- 24 to 36 Months: Your Child’s Intellectual Development (PH)
- Playing with Blocks (PH)
- Beginning to Understand Number Concepts (PER)
- Beginning to Count (PH)
- Thinking Skills: Dynamic Systems of Attention, Memory, and Strategies (PER)
- Thinking Skills: Matching, Sorting, and Classifying (PH)
- 3 Years: What Is Special About This Age? (PH)
- 3 Years: Your Child’s Intellectual Development (PH)
- Brain Development (2 PERs, 3 PHs)
- Are You Helping Your Child Too Much? (PH)
- Puzzle Play (PH)
- Teaching Children to Solve Problems (PER)

- Helping Your Child Learn to Solve Problems (PH)
- Supporting Parents With Intellectual Disabilities (PER)

Relevant Parent-Child Activity Pages

- Block Play: Solving Problems, Using Small Muscles, and Building
- Tracking Toy: Tracking and Learning
- Find the Toy: Seeking and Hiding
- Balls in a Bowl: Understanding Cause and Effect and Words
- Boxes are Fun! Using Large Muscles and Learning Words
- Where's the Block: Looking for Hidden Objects
- Nesting Cans: Planning, Experimenting, Learning
- Puzzle Box: Gaining Self-confidence and Solving Problems
- Shape Sorter Box: Using Small Muscles and Trying Again
- Tennis Ball Puzzle: Dumping, Matching and Thinking
- Sorting: Noticing Differences and Pretending
- Counting: Learning Numbers and Understanding Small Quantities
- Finding Colors: Learning Words and Matching
- Two Halves Make a Whole: Matching and Solving Problems
- Make Your Own Snacks: Measuring, Stirring, Talking and Tasting



Foundational 2 Curriculum

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Mathematics (M)

General Developmental Information

- Child Development Chart (PH)
- Fine SMILE
- 3 to 4 Years: What's Special About This Ages (PH)
- 4 to 5 Years: What's Special About This Ages (PH)
- 5 to 6 Years: What's Special About This Ages (PH)
- Understanding How the Young Child Learns (PH)
- Brain Development at Ages 3 Through 6 (PE)
- Your Child's Amazing Brain (PH)
- Helping Your Child's Brain During Sensitive Periods (PH)
- Brain Boosts for Early Learning (PH)
- Developmental Stages of Blocks (PH)
- Bunches of Blocks (PH)
- Executive Function (PE)
- Executive Function: Our Brain's President (PH)
- Sensory Processing: Integrating Info from All the Senses (PH)
- That's Using Your Senses (PH)

Domain Specific Handouts and Resources

- 3 to 4 Years: Your Child's Language Development (PH)
- 4 to 5 Years: Your Child's Language Development (PH)
- 5 to 6 Years: Your Child's Language Development (PH)
- Math Words to Know (PH)
- Environmental Print in the Kitchen (PH)
- No Cook Play Dough Recipe (PH)
- 3 to 4 Years: Your Child's Cognitive Development (PH)
- 4 to 5 Years: Your Child's Cognitive Development (PH)
- 5 to 6 Years: Your Child's Cognitive Development (PH)
- Attention and Memory (PER)
- Paying Attention and Remembering (PH)
- Matching, Sorting and Classifying (PH)
- Sorting It Out (PH)
- Making Comparisons and Noticing Patterns (PH)
- Creating Collections: Button Boxes and Beyond (PH)



- Everyday Math (PH)
- Numbers: Counting, Ordering and Measuring Quantity (PH)
- Counting (PH)
- Learning Math and Measurement in the Kitchen (PH)
- Dishing Out Math Experiences (PH)
- Reasoning: An Important Scientific Tool (PER)
- Building Reasoning Skills (PH)
- Experimenting With Everyday Objects (PH)
- Scientific Knowledge: Concepts in the World (PER)
- Learning About Concepts (PH)
- Helping Your Child Learn About Shapes and Space (PH)
- Playing Games to Learn About Shapes and Space (PH)
- 3 to 4 Years: Your Child’s Motor Development (PH)
- 4 to 5 Years: Your Child’s Motor Development (PH)
- 5 to 6 Years: Your Child’s Motor Development (PH)
- Gross Motor Abilities (PER)
- Encouraging Gross Motor Mastery and Coordination (PH)
- Motor Drive (PH)
- Fine Motor Skills (PER)
- Encouraging Fine Motor Coordination and Mastery (PH)

- Developmental Concerns
- Learning Disabilities (PER)
- Cognitive Disabilities (PER)

- Play
- Using Activity Pages Around Cognitive Development (PER)
- Learning Through Play (PER)
- Play and Your Child (PH)
- Why Play Is Important (PH)

Rhode Island Early Learning Development Standards			Parent as Teacher Foundational Curriculum	
Domains	Components	Learning goals	Activities	
Mathematics (M)	M 1: Number Sense	M 1.a: Children develop number recognition and	0 - 1.5	NA
			1.5 - 3.5	NA

	and Quantity	counting skills and learn the relationship between numbers and the quantity they represent.	3.5 - 5.5	- Grab It: Using Eyes and Hands Together and Grabbing
			5.5 - 8	- Ball in a Bowl: Understanding Cause and Effect and Words
			8 - 14	- Fill the Jug: Picking Up and Turning
			14 - 24	- Chips in a Can: Problem Solving and Practicing Eye-Hand Coordination - Egg Carton Game: Picking Up and Placing - Pretend Picnic: Imagining and Showing Understanding - Tennis Ball Puzzle: Dumping, Matching, and Thinking
			24 - 36	- Basket of Balls: Controlling Actions and Matching - Counting: Learning Numbers and Understanding Small Quantities - Favorite Foods Matching Book: Observing and Shopping - In the Kitchen: Helping and Learning - Matching Games: Noticing Patterns and Differences - Memory Games: Matching and Playing Cards Together - Mystery Match: Naming and Matching - Sorting: Noticing Differences and Pretending
				Foundational 2 Curriculum Activities
			36	- Grocery Store: Writing and Pretending (LD) - Does It Roll? Understanding Shapes and Playing Games - Measure Up Trail Mix: Counting, Scooping and Writing (CD) - One, Two, Three, a Book For Me: Counting and Making a Book (CD) - Brush Your Teeth: Caring for Your Body and Singing (SE) - It Takes Two: Throwing and Catching (PH)



			48	<ul style="list-style-type: none"> - That's My Name! Spelling and Writing (LD) - All Gone Game: Understanding One-to-one Correspondence and Counting (CD) - Cup Stacking: Problem Solving and Balancing (CD) - Egg Carton Mancala: Counting and Problem Solving (CD) - Paper Tube Numbers: Recognizing and Ordering (CD) - Roll and Build: Counting and Making Buildings (CD) - My Favorite Things: Understanding Feelings and Appreciating Others (SE) - Path Games: Making Games and Taking Turns (SE) - Jump and Count: Exercising and Taking Turns (PH)
			60	<ul style="list-style-type: none"> - Making Rainbows: Repeated Writing and Tracing (LD) - Word Search: Finding Sight Words and Counting (LD) - Crazy Coins: Counting and Sorting (CD) - Elapsed Time: Exploring and Understanding Time (CD) - Hanging Out the Wash: Matching and Ordering (CD) - How Many Hands? Predicting and Measuring (CD) - Number Bonds: Counting Objects and Combining Numbers (CD) - Paper Tube Numbers: Recognizing and Ordering (CD) - Paper Plate Family: Representing, Describing and Pretending (SE) - Picking Up Pompoms: Squeezing and Sorting (PH)
M 2: Number Relationships and Operations	M 2.a: Children learn to use numbers to compare quantities and solve problems.	0 - 1.5	NA	
		1.5 - 3.5	NA	
		3.5 - 5.5	- Grab It: Using Eyes and Hands Together, Grabbing, and Batting	
		5.5 - 8	- Bang, Bang! Grasping and Controlling Arm and Shoulder	
		8 - 14	- Baby Discovery Jug: Dropping and Retrieving	
		14 - 24	<ul style="list-style-type: none"> - Chips in a Can: Problem Solving and Practicing Eye-Hand Coordination - Egg Carton Game: Picking Up and Placing - Imitation Play: Leading and Following - Pretend Picnic: Imagining and Showing Understanding - Tennis Ball Puzzle: Dumping, Matching, and Thinking 	
		24 - 36	<ul style="list-style-type: none"> - Bowling: Rolling, Aiming, and Making Rules - Counting: Learning Numbers and Understanding Small Quantities - Make Your Own Snacks: Measuring, Stirring, Talking, and Tasting - Putting Things in Order: Sorting and Making Patterns 	
Foundational 2 Curriculum Activities				

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			36	- Stick Puppets: Imagining and Telling Stories (LD)
			48	- Buried Letters: Searching and Identifying (LD) - All Gone Game: Understanding One-to-one Correspondence and Counting (CD) - Balloon Tennis: Stepping and Swinging (PH)
			60	- Print Walk: Finding Print and Playing Indoors (LD) - Estimation Station: Guessing and Counting (CD) - High-Low: Guessing and Developing Number Sense (CD) - Number Bonds: Counting Objects and Combining Numbers (CD) - Aiming and Throwing: Practicing Coordination and Playing Together (PH)
M 3: Classification and Patterning	M 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	0 - 1.5	- Blanket Swing: Singing and Swaying to Rhythm - Dancing Ribbons: Stimulating the Senses and Observing Your Baby - Tummy Time Cloth: Exercising and Seeing	
		1.5 - 3.5	- Accordion Book: Communicating and Responding - Read to Me: Interacting and Setting a Routine	
		3.5 - 5.5	- Fascinating Fingers: Watching and Discovering - Nursery Rhymes: Listening and Feeling Rhythm	
		5.5 - 8	- Caregiving Interaction: Talking and Playing - Shake, Rattle, Roll and Crawl: Building Muscles and Moving Independently	
		8 - 14	- Baby Discovery Jug: Dropping and Retrieving - Unwrapping a Toy: Being Curious and Exploring	
		14 - 24	- Chips in a Can: Problem Solving and Practicing Eye-Hand Coordination - Drumming Up Fun: Controlling Muscles and Emotions - Egg Carton Game: Picking Up and Placing - Homemade Guitar: Strumming and Plucking - Imitation Play: Leading and Following - March to the Drummer: Marching, Rocking, and Swinging - Sensory Box: Filling, Sharing, Pouring, and Exploring - Tennis Ball Puzzle: Dumping, Matching, and Thinking	



			24 - 36	<ul style="list-style-type: none"> - Basket of Balls: Controlling Actions and Matching - Beading: Using Finger Muscles and Making Patterns - Finding Colors: Learning Words and Matching - Matching Games: Noticing Patterns and Differences - Nature Walk: Classifying and Enjoying Nature - Putting Things in Order: Sorting and Making Patterns - Sorting: Noticing Differences and Pretending - Two Halves Make a Whole: Matching and Solving Problems
			Foundational 2 Curriculum Activities	
			36	<ul style="list-style-type: none"> - Act It Out: Storytelling and Playing Together (LD) - Banjo Magic: Strumming and Singing Rhymes (LD) - Name Game: Playing with Letter Sounds and Rhyming (LD) - Steady Beat: Listening and Understanding Rhythm (LD) - The Echo Game: Listening, Remembering and Repeating (LD) - Memory Match Game: Looking, Concentrating and Remembering (CD)
			48	<ul style="list-style-type: none"> - Let's Make a Book! Writing and Storytelling (LD) - Making Letters: Noticing Shapes and Playing Together (LD) - Menu Planning: Choosing Foods and Preparing a List (LD) - Story Order: Reading and Sequencing Books (LD) - Around the House: Sorting and Classifying (CD) - Crazy Coins: Counting and Sorting (CD) - Mysterious Magnets: Exploring Magnetic Attraction and Sorting (CD) - Pattern Bracelets: Stringing and Making Patterns (CD) - Clothes Relay: Zipping and Fastening (SE) - Movin' and Grooving': Dancing and Exploring Movement (PH)
			60	<ul style="list-style-type: none"> - Letter Sort: Exploring and Arranging Letters (LD) - Making Rainbows: Repeated Writing and Tracing (LD) - Not Like the Other: Categorizing and Explaining (LD) - Predictable Picture Book: Learning About and Making Books (LD) - Hanging Out the Wash: Matching and Ordering (CD) - Noticing Differences: Sorting and Grouping Objects (CD) - Scents and Sounds: Sorting, Matching and Using Senses (CD)



**M 4:
Measurement,
Comparison,
and Ordering**

M 4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

0 - 1.5	NA
1.5 - 3.5	<ul style="list-style-type: none"> - Accordion Book: Communicating and Responding - Baby's First Feely Book: Touching, Tasting and Seeing - Tracking Toy: Watching and Learning
3.5 - 5.5	<ul style="list-style-type: none"> - Grab It: Using Eyes and Hands Together, Grabbing, and Batting - Kick the Can: Seeing and Moving
5.5 - 8	<ul style="list-style-type: none"> - Balls in a Bowl: Understanding Cause and Effect and Words - Bang, Bang, Bang! Grasping and Controlling Arm and Shoulder Movements - Causing Effects: Controlling Balance, Sitting, and Dropping - Shake, Rattle, Roll and Crawl: Building Muscles and Moving Independently - Boxes are Fun! Using Large Muscles and Learning Words
8 - 14	<ul style="list-style-type: none"> - Baby Discovery Jug: Dropping and Retrieving - Chase the Can: Being Curious and Crawling - Promoting Walking: Pushing and Cruising
14 - 24	<ul style="list-style-type: none"> - Hinging on Play: Using Small Muscles and Being Curious - Nesting Cans: Planning, Experimenting, Learning - Paper Play: Crumpling and Filling - Pretend Picnic: Imagining and Showing Understanding - Sensory Box: Filling, Sharing, Pouring, and Exploring - Stacking and Building: Using Small Muscles and Discovering Shapes - Sweeping Into a Square: Helping and Aiming a Tool - Boxes are Fun! Using Large Muscles and Learning Words
24 - 36	<ul style="list-style-type: none"> - Basket of Balls: Controlling Actions and Matching - Beading: Using Finger Muscles and Making Patterns - In the Kitchen: Helping and Learning - Make Your Own Snacks: Measuring, Stirring, Talking, and Tasting - Matching Games: Noticing Patterns and Differences - Nature Walk: Classifying and Enjoying Nature - No-Cook Dough: Experimenting and Exercising Small Muscles - Size Sort: Collecting and Comparing - Two Halves Make a Whole: Matching and Solving Problems - Let's Go on a Picnic: Choosing Healthy Foods and Eating Together
Months	Foundational 2 Curriculum Activities



		36	<ul style="list-style-type: none"> - Dough Letters: Recognizing and Making Letters (LD) - Clap, Tap, Rap: Repeating and Ordering (LD) - Cooking Together: Making and Sharing a Recipe (SE) - Knock 'Em Down: Aiming and Rolling (PH) - Raining Grains: Scooping and Pouring (PH) 	
		48	<ul style="list-style-type: none"> - Language and Lemonade: Talking and Tasting (LD) - Naming Opposites: Pausing and Thinking (LD) - Bubble-ology: Problem Solving and Comparing (CD) - Cornstarch Ooze: Cooking and Observing Changes (CD) - Filling and Draining: Experimenting and Observing (CD) - Color Drop: Matching and Maneuvering (PH) - Making Dough: Measuring and Kneading (PH) 	
		60	<ul style="list-style-type: none"> - Book of Words: Learning Words and Reading (LD) - High-Low: Guessing and Developing Number Sense (CD) - How Many Hands? Predicting and Measuring (CD) - Measure Up Trail Mix: Counting, Scooping and Writing (CD) - Bowling: Aiming and Rolling (PH) - Paper Plate Play: Jumping and Grabbing (PH) 	
	M 5: Geometry and Spatial Sense	M 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.	0 - 1.5	NA
			1.5 - 3.5	- Tummy Time Cloth: Exercising and Seeing
			3.5 - 5.5	- Grab It: Using Eyes and Hands Together, Grabbing, and Batting
			5.5 - 8	<ul style="list-style-type: none"> - Balls in a Bowl: Understanding Cause and Effect and Words - Bang, Bang, Bang! Grasping and Controlling Arm and Shoulder Movements - Cushion Mountain: Balancing and Strengthening Muscles - Helping Your Baby Move: Exploring and Gaining Strength - Shake, Rattle, Roll and Crawl: Building Muscles and Moving Independently - Block Play: Solving Problems, Using Small Muscles, and Building
			8 - 14	<ul style="list-style-type: none"> - Baby Discovery Jug: Dropping and Retrieving - Blanket Pull: Planning and Coordinating Movement - Boxed Play Space: Seeing and Touching - Cereal Box Road: Stopping, Going, and Listening - Obstacle Course: Crawling Over and Around - Where's the Block? Looking for Hidden Objects



			14 - 24	<ul style="list-style-type: none"> - Egg Carton Game: Picking Up and Placing - Paper Play: Crumpling and Filling - Pretend Picnic: Imagining and Showing Understanding - Pull Toys: Walking and Using Large Muscles - Puzzle Box: Gaining Self-Confidence and Solving Problem - Sensory Box: Filling, Sharing, Pouring, and Exploring - Shape Sorter Box: Using Small Muscles and Trying Again - Stacking and Building: Using Small Muscles and Discovering Shapes - Sweeping Into a Square: Helping and Aiming a Tool - Shadow Play: Moving and Experimenting
			24 - 36	<ul style="list-style-type: none"> - Basket of Balls: Controlling Actions and Matching - Blocks: Talking About Building - Blowing Bubbles: Exploring Materials and Action - Mystery Match: Naming and Matching - Parachute Play: Controlling Large Muscles and Experimenting - Shape Hop: Controlling Movement and Imagining - Size Sort: Collecting and Comparing - Block Play: Solving Problems, Using Small Muscles, and Building
			Months	Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Ramp Rolling: Building and Experimenting (CD) - Roll and Build: Counting and Making Buildings (CD) - Shape Hide and Seek: Identifying and Matching (CD) - Block Fun: Building and Playing Together (SE) - Circle Jump: Noticing Colors and Making Big Movements (PH) - Mother May I? Moving and Following Directions (PH) - Zigzag Race: Twisting and Turning (PH)
			48	<ul style="list-style-type: none"> - Memory Map: Exploring and Remembering (LD) - Awesome Air: Experimenting and Evaluating (CD) - Fit It In: Making Puzzles and Solving Problems (CD) - Puzzle Time: Recognizing Shapes and Connecting Pieces (CD) - Family Quilt: Identifying With a Group and Creating (SE) - Challenge Course: Moving and Developing Coordination (PH) - Milk Jug Mitts: Tossing and Catching (PH)

			60	<ul style="list-style-type: none"> - Making Letters: Noticing Shapes and Playing Together (LD) - Shadow Letters: Making Shapes and Guessing (LD) - Does It Roll? Understanding Shapes and Playing Games (CD) - Grab Bag: Observing and Remembering (CD) - Marble Run: Building and Problem Solving (CD) - Venn Diagram: Comparing Features and Sorting (CD) - Getting Started With Paint: Mixing Colors and Painting (SE) - Nature Prints: Regulating Pressure and Creating (SE) - What's in Our Community? Creating Awareness and Mapping Places (SE) - Drawing to Music: Listening and Making Marks (PH) - Scrap Art: Developing Eye-Hand Coordination and Making a Collage (PE) - Sew Fun! Squeezing and Lacing (PH)
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RIELDS	Parents as Teachers Foundational Curriculum and Approach
<p>Science (S)</p>	<p><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Looking at Development: Birth to 3 years (7 PERs) • Fine SMILE (PH) <p>The Amazing Brain of a Baby (PER) Your Baby’s Amazing Brain (PH) Visual Experience Center: Multiple Views (PH) Visual Experience Center: Shades of Darkness (PH) Making Sense of Your Baby’s Senses (PH)</p> <ul style="list-style-type: none"> • Looking at Development (7 PERs) • Developmental Topics (2 PERs, 2 PHs) <p>Domain-Specific Handouts & Resources</p> <ul style="list-style-type: none"> • Books (2 PERs, 7 PHs) • Games (1 PER, 5 PHs) • Parent-Child Interaction (1 PER, 1 PH) • Parenting Behaviors (1 PER, 1 PH) • Play (2 PERs, 4 PHs) <p><u>Domain-Specific Handouts & Resources</u></p> <ul style="list-style-type: none"> • Learning through Touch (PER) • Your Baby Experiences With Touch (PH) • 24 to 36 Months: What Is Special About This Age? (PH) • Cognitive Development: Birth to 8 Months (PH) • Birth to 1 ½ Months: Your Child’s Cognitive Development (PH) • 1 ½ to 3 ½ Months: Your Child’s Cognitive Development (PH) • 3 ½ to 5 ½ Months: Your Child’s Cognitive Development (PH) • 5 ½ to 8 Months: Your Child’s Cognitive Development (PH) • 8 to 14 Months: Your Child’s Cognitive Development (PH) • 14 to 24 Months: Your Child’s Cognitive Development (PH) • 24 to 36 Months: Your Child’s Cognitive Development (PH) • Supporting Motor Development in Babies (PH) • 1 ½ to 3 ½ Months: Your Child’s Motor Development (PH) • Motor Development: A Process of Discovery

- Movement's Role in Learning: Perceptual Motor Development (PER)
- 3 ½ to 5 ½ Months: Your Child's Motor Development (PH)
- 5 ½ to 8 Months: Your Child's Motor Development (PH)
- Fine Motor Skills From 8 to 14 Months (PH)
- Helping You Baby Around (PH)
- Discovering, Understanding, Experimenting, Adjusting (PH)
- The Role of Large Muscles in Learning (PER)
- The Role of Small Muscles in Learning (PH)
- Thinking Skills: Dynamic Systems of Attention, Memory, and Strategies (PER)
- Thinking Skills: Matching, Sorting, and Classifying (PH)
- More Thinking Skills: Learning the Rules (PH)
- Motor Development: 24 to 36 Months (PER)
- 24 to 36 Months: Your Child's Motor Development (PH)
- 3 Years: What Is Special About This Age? (PH)
- 3 Years: Your Child's Cognitive Development (PH)
- 3 Years: Your Child's Motor Development
- Brain Development (2 PERs, 3 PHs)
- How Young Children Approach Learning (PER)
- Approaches to Learning in the Early Years (PH)
- Space and Structure for Your Little Explorer (PH)
- Teaching Children to Solve Problems (PER)
- Helping Your Child Learn to Solve Problems (PH)
- Supporting Parents With Intellectual Disabilities (PER)
- Relevant Parent-Child Activity Pages
- Face Pattern: Visual tracking and focusing
- Tracking Toy: Tracking and Learning
- Find the Toy: Seeking and Hiding
- Balls in a Bowl: Understanding Cause and Effect and Words
- Flip Flap: Looking and Remembering
- Where's the Block: Looking for Hidden Objects
- Unwrapping a Toy: Being Curious and Exploring
- Chase the Can: Being Curious and Crawling
- Rainmaker: Experimenting and Touching

- Nesting Cans: Planning, Experimenting, Learning
- Puzzle Box: Gaining Self-confidence and Solving Problems
- Tennis Ball Puzzle: Dumping, Matching and Thinking
- Sorting: Noticing Differences and Pretending
- Counting: Learning Numbers and Understanding Small Quantities
- Finding Colors: Learning Words and Matching
- Two Halves Make a Whole: Matching and Solving Problems
- Make Your Own Snacks: Measuring, Stirring, Talking and Tasting
- Boxes are Fun
- Block Play
- Let's go on a Picnic
- Outdoor Exploration
- Over and Under
- Play to Learn
- Shadow Play



Foundational 2 Curriculum

Science (S)

General Developmental Information

- Child Development Chart (PH)
- Fine SMILE
- 3 to 4 Years: What's Special About This Ages (PH)
- 4 to 5 Years: What's Special About This Ages (PH)
- 5 to 6 Years: What's Special About This Ages (PH)
- Understanding How the Young Child Learns (PH)
- Brain Development at Ages 3 Through 6 (PE)
- Your Child's Amazing Brain (PH)
- Helping Your Child's Brain During Sensitive Periods (PH)
- Brain Boosts for Early Learning (PH)
- Developmental Stages of Blocks (PH)
- Bunches of Blocks (PH)
- Executive Function (PE)
- Executive Function: Our Brain's President (PH)
- Sensory Processing: Integrating Info from All the Senses (PH)
- That's Using Your Senses (PH)
- Perceptual Development (PER)
- Sensation, Perception and Action: Your Child's Body in Motion
- Positive Messages About Your Child's Body (PH)

Domain Specific Handouts and Resources

- 3 to 4 Years: Your Child's Cognitive Development (PH)
- 4 to 5 Years: Your Child's Cognitive Development (PH)
- 5 to 6 Years: Your Child's Cognitive Development (PH)
- 3 to 4 Years: Your Child's Motor Development (PH)
- 4 to 5 Years: Your Child's Motor Development (PH)
- 5 to 6 Years: Your Child's Motor Development (PH)
- No-Cook Play Dough Recipe (PH)
- Attention and Memory (PER)
- Paying Attention and Remembering (PH)

- Matching, Sorting and Classifying (PH)
- Sorting It Out (PH)
- Making Comparisons and Noticing Patterns (PH)
- Creating Collections: Button Boxes and Beyond (PH)
- Everyday Math (PH)
- Numbers: Counting, Ordering and Measuring Quantity (PH)
- Counting (PH)
- Learning Math and Measurement in the Kitchen (PH)
- Reasoning: An Important Scientific Tool (PER)
- Building Reasoning Skills (PH)
- Experimenting With Everyday Objects (PH)
- Scientific Knowledge: Concepts in the World (PER)
- Learning About Concepts (PH)
- Helping Your Child Learn About Shapes and Space (PH)
- Playing Games to Learn About Shapes and Space (PH)
- On Time
- Gross Motor Abilities (PER)
- Motor Drive (PH)
- Raising a Risk-Taker (PER)
- Experiences That Enhance School Readiness

Developmental Concerns

- Cognitive Disabilities (PER)
- Pretend Play Experiences: Why, What and How? (PER)
- Pretending in the Great Outdoors (PH)
- Playing Games (PER)

Play

- Using Activity Pages Around Cognitive Development (PER)
- Learning Through Play (PER)
- Play and Your Child (PH)
- Why Play Is Important (PH)
- Playing Games (PER)
- Let's Play Games (PH)

Rhode Island Early Learning Development Standards			Parent as Teacher Foundational Curriculum	
Domains	Components	Learning goals	Months	Motor Drive Activities
Science (S)	S 1: Scientific Inquiry and	S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate	0 - 1.5	<ul style="list-style-type: none"> - Caregiving Routines: Trusting and Comforting - Dancing Ribbons: Stimulating the Senses and Observing Your Baby - Infant Massage: Getting in Touch and Calming - Looking at Faces: Looking and Loving

	Application	information.	1.5 - 3.5	<ul style="list-style-type: none"> - A Soft, Gentle Breeze: Feeling and Listening - Tracking Toy: Watching and Learning - Acting It Out: Moving, Rolling, and Crawling - Let's All Sing: Enjoying Music and Using Large and Small Muscles
			3.5 - 5.5	<ul style="list-style-type: none"> -Bubbles for Baby: Watching and Popping - Grab It: Using Eyes and Hands Together, Grabbing, and Batting - Kick the Can: Seeing and Moving - Let's Roll: Reaching and Pushing - Yoga: Stretching, Relaxing and Connecting
			5.5 - 8	<ul style="list-style-type: none"> - Balls in a Bowl: Understanding Cause and Effect and Words - Bang, Bang, Bang! Grasping and Controlling Arm and Shoulder Movements - Causing Effects: Controlling Balance, Sitting, and Dropping - Shake, Rattle, Roll, and Crawl: Building Muscles and Moving Independently - Wave Bottle: Experimenting and Turning
			8 - 14	<ul style="list-style-type: none"> - Ball Play: Social Turn-Taking and Rolling - Boxed Play Space: Seeing and Touching - Chase the Can: Being Curious and Crawling - Paper Pull: Using Small Muscles and Understanding Cause and Effect - Promoting Walking: Pushing and Cruising - Push-Pull Toy: Walking Backwards, Pulling, and Pushing - Acting It Out: Moving, Rolling, and Crawling - Block Play: Solving Problems, Using Small Muscles, and Building - Let's All Sing: Enjoying Music and Using Large and Small Muscles
			14 - 24	<ul style="list-style-type: none"> - Book of Sounds: Relating Sounds to Object - Drumming Up Fun: Controlling Muscles and Emotions - Hinging on Play: Using Small Muscles and Being Curious - Loud and Soft Sounds: Listening to and Creating Sounds - Paper Play: Crumpling and Filling - Rain maker: Experimenting and Touching - Scribbling With Crayons: Taking Turns and Creating - Shape Sorter Box: Using Small Muscles and Trying Again - Stacking and Building: Using Small Muscles and Discovering Shapes - Yarn Ball Fund: Catching, Tossing, and Rolling

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			24 - 36	<ul style="list-style-type: none"> - Blocks: Talking About Building - Bowling: Rolling, Aiming, and Making Rules - Finding Colors: Learning Words and Matching - Finger painting: Using Small Muscles and Experimenting - No-Cook Dough: Experimenting and Exercising Small Muscles - Parachute Play: Controlling Large Muscles and Experimenting - Shape Hop: Controlling Movement and Imagining - Sticky Paper Collage: Creating and Working on Eye-Hand Coordination - Tie-Dye Fun: Pinching, Experimenting, and Learning Colors - Tool Time: Aiming, Turning Bolts, and Hammering - Shadow Play: Moving and Experimenting
			Months	Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Dough Letters: Recognizing and Making Letters (LD) - Grocery Store: Writing and Pretending (LD) - Box Play: Building and Pretending (CD) - Bubble-ology: Problem Solving and Comparing (CD) - Roll and Build: Counting and Making Buildings (CD) - Bubble Paint: Blowing and Printing (SE) - Colander Chaos: Using Fingers and Practicing Pincer Grip (PH) - Picking Up Pompoms: Squeezing and Sorting (PH)



			48	<ul style="list-style-type: none"> - Language and Lemonade: Talking and Tasting (LD) - Awesome Air: Experimenting and Evaluating (CD) - Cup Stacking: Problem Solving and Balancing (CD) - Magnets Busy Jar: Questioning and Experimenting (CD) - Me and My Shadow: Finding and Exploring Changes (CD) - Mysterious Magnets: Exploring Magnetic Attraction and Sorting (CD) - Ramp Rolling: Building and Experimenting (CD) - Sound Science: Hearing and Experimenting (CD) - Wonderful Water: Comparing and Exploring Physical Properties (CD) - Be like a Frog: Breathing and Observing (SE) - Getting Started With Paint: Mixing Colors and Painting (SE) - Monoprints: Crating and Expressing (SE) - Bowling: Aiming and Rolling (PH) - Can You Move Like This? Stretching and Balancing (PH) - High Wire Act: Balancing and Pretending (PH) - Knock 'Em Down: Aiming and Rolling (PH) - Zigzag Race: Twisting and Turning (PH)
			60	<ul style="list-style-type: none"> - Picture Pond: Fishing and Saying Words (LD) - Cornstarch Ooze: Cooking and Observing Changes (CD) - Elapsed Time: Exploring and Understanding Time (CD) - Filling and Draining: Experimenting and Observing (CD) - How Many Hands: Predicting and Measuring (CD) - Marble Run: Building and Problem Solving (CD) - Measure Up Trail Mix: Counting, Scooping and Writing (CD) - Pendulum Play: Swinging and Experimenting (CD) - Cooking Together: Making and Sharing a Recipe (SE) - Hands and Fingers Frenzy: Exercising Small Muscles and Finger Painting (PH) - Keep It Up: Blowing and Making Connections (PH) - Making Dough: Measuring and Kneading (PH)
	S 2: Knowledge of	S 2.a: Children explore the characteristic of object and materials that are living, non-	0 - 1.5	- Outdoor Exploration: Discovering and Observing
			1.5 - 3.5	<ul style="list-style-type: none"> - Baby's First Feely Book: Touching, Tasting, and Seeing - Sticky Fun: Strengthening Small Muscles and Creating

	Science Concepts	living, man-made, or naturally occurring.	3.5 - 5.5	<ul style="list-style-type: none"> - Fascinating Fingers: Watching and Discovering - Feely Socks: Touching, Tasting, Seeing, Hearing - I See Me: Seeing Reflections
			5.5 - 8	<ul style="list-style-type: none"> - Family Faces: Looking at Photos and Socializing - Find the Toy: Seeking and Hiding - Helping Your Baby Move: exploring and Gaining Strength (MD) (CD) (SE) - Shared Attention With a Pat Mat: Touching and Observing - Outdoor Exploration: Discovering and Observing - Shadow Play: Moving and Experimenting
			8 - 14	<ul style="list-style-type: none"> - Down the Chute: Experimenting and Coordinating Movement - Touch Textures: Using Senses and Fine Motor Skills - Unwrapping a Toy: Being Curious and Exploring - Using Fingers: Picking Up and Observing Objects - Water Tray: Splashing and Learning New Words - Sticky Fun: Strengthening Small Muscles and Creating
			14 - 24	<ul style="list-style-type: none"> - Crazy Cups: Stacking and Unstacking - Homemade Guitar: Strumming and Plucking - Making Instruments: Listening and Moving the Beat - Nesting Cans: Planning, Experimenting, Learning - Painting in a Bag: Exploring Textures and Using Small Muscles - Playing Catch: Tossing and Taking Turns - Rain maker: Experimenting and Touching - Sensory Box: Filling, Sharing, Pouring, and Exploring - Stacking and Building: Using Small Muscles and Discovering Shapes - Outdoor Exploration: Discovering and Observing

			24 – 36	<ul style="list-style-type: none"> - Basket of Balls: Controlling Actions and Matching - Blowing Bubbles: Exploring Materials and Actions - Blowing in the Wind: Developing Small Muscles and Experimenting - Clips and Tongs: Pinching and Squeezing - Finger painting: Using Small Muscles and Experimenting - Hidden Object Game: Feeling, Noticing, and Describing - In the Kitchen: Helping and Learning - Make your Own Snacks: Measuring, Stirring , Talking, and Tasting - Nature Walk: Classifying and Enjoying Nature - Putting Things in Order: Sorting and Making Patterns - Shaving Cream Play: Smelling, Touching, and Experimenting - Size Sort: Collecting and Comparing - Sorting: Noticing Differences and Pretending - Tool Time: Aiming, Turning Bolts, and Hammering
			Months	Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Experimenting With Writing: Making Notes and Discovering Textures (LD) - Print Walk: Finding Print and Playing Indoors (LD) - Grab Bag: Observing and Remembering (CD) - Noticing Differences: Sorting and Grouping Objects (CD) - Mono prints: Crating and Expressing (SE) - Animals on the Move: Imitating and Expressing (PH) - Music to My Ears: Making and Shaking Maracas (PH) - Torn-Paper Collage: Tearing and Gluing (PH)

RIELDS			Parents as Teachers Foundational Curriculum and Approach	
Social Studies (SE)			<u>General Developmental Information</u> <ul style="list-style-type: none"> • Child Development Chart (PH) • Looking at Development (7 PERs, one for every phase) • Differences and Delays in Development (PER) • Understanding Differences in Development (PH) • Fine SMILE (PH) 	
				<ul style="list-style-type: none"> - Venn Diagram: Comparing Features and Sorting (CD) - Say Ah! Pretending and Managing Anxiety (SE) - Strolling Side By Side: Walking and Connecting (SE) - Color Drop: Matching and Maneuvering (PH)
		60	<ul style="list-style-type: none"> - Shadow Letters: Making Shapes and Guessing (LD) - Around the House: Sorting and Classifying (CD) - Cornstarch Ooze: Cooking and Observing Changes (CD) - Does It Roll: Understanding Shapes and Playing Games (CD) - Exploration Hike: Observing Natures and Pretending (CD) - Me and My Shadow: Finding and Exploring Changes (CD) - Ramp Rolling: Building and Experimenting (CD) - Scents and Sounds: Sorting, Matching and Using Senses (CD) - Sink or Float: Predicting and Exploring Physical Properties (CD) - Wonderful Water: Comparing and Exploring Physical Properties (CD) - How's Your Motor Running? Moving Your Body and Exploring Emotions (SE) - Nature Prints: Regulating Pressure and Creating (SE) - Block City: Using Hands and Pretending (PH) 	

- Emotions Experience Center: A Look Into the Mirror (PH)
- Sexuality Awareness (PER)
- Being Boy, Being Girl (PH)

Domain-Specific Handouts & Resources

- What's Is Special about This Age? (7 PHs)
- 3 Years: What Is Special About This Age? (PH)
- Parent-Child Interaction (1 PER, 1 PH)
- Infant Massage (1 PER, 2 PHs)
- Sensory Systems (1 PER, 2 PHs)
- Attachment (2 PERs, 3 PHs)
- Discipline (2 PERs, 3 PHs)
- Transitions/Routines (1 PER, 1 PH)
- Supporting Prenatal Attachment (PER)
- Prenatal Attachment (PH)
- Attachment and Brain Development (PER)
- Your Baby's/Child's Social-Emotional Development (8 PHs)
- Understanding Stranger and Separation Anxiety (PH)
- Nurturing Self-Esteem (PER)
- Understanding Self-Concept and Nurturing Self-Esteem (PER)
- What You'll Notice as Your Baby Develops Self-Concept (PH)
- Face Patterns (PH)

Domain-Specific Handouts & Resources


- Your Child's Developing Self-Esteem (PH)
- The Importance of Pretend Play (PER)
- Pretend Play With Your Child (PER)
- The Value of Play (PER)
- Young Sibling Relationships (PER)
- Nurturing Self-Esteem (PER)
- Your Child's Developing Self-Esteem (PH)
- Teaching Children to Solve Problems (PER)
- Helping Your Child Learn to Solve Problems (PH)

	<ul style="list-style-type: none"> • Using Books to Explore Your Child’s Emotions (PH) • Parenting Behaviors (PER) • Developmental Topics: Transitions/Routines (Toolkit) • Developmental Topics: Discipline (Toolkit) • Relevant Parent-Child Activity Pages • What Do Babies Do? Understanding Reflexes and Responding to Needs • Infant Massage: Getting in Touch • Hush, Little Baby: Holding and Soothing • In Sync With Massage: Communicating and Responding <p><u>Relevant Parent-Child Activity Pages</u></p> <ul style="list-style-type: none"> • Acting It Out • Yoga: Stretching, Relaxing, and Connecting • Baby Games: Anticipating, Interacting, and Taking Turns • Poor Jacob: Imitating and Caring • Pretend Picnic: Imagining and Showing Understanding • Train Ride: Pretending and Lining Up • Take Care: Imitating and Caring • Pretend Play: Dressing Up and Acting Out Stories • Bears With Feelings: Pretending and Talking About Emotions • Turn-Taking Tub: Giving and Playing • Caregiving Routines: Trusting and Comforting • People Pictures: Talking About Feelings and Fears • Family Traditions: Communicating, Creating, and Sharing • Our Families • Relationships With Family and Friends (11 PERs, 6 PH)
<p style="text-align: center;">Social Studies (SS)</p>	<p style="text-align: center;"><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE • 3 to 4 Years: What’s Special About This Ages (PH) • 4 to 5 Years: What’s Special About This Ages (PH) • 5 to 6 Years: What’s Special About This Ages (PH) • Understanding How the Young Child Learns (PH) • Brain Development at Ages 3 Through 6 (PE)

- Your Child’s Amazing Brain (PH)
- Helping Your Child’s Brain During Sensitive Periods (PH)
- Brain Boosts for Early Learning (PH)
- Executive Function (PE)
- Executive Function: Our Brain’s President (PH)
- Sexual Identity and Body Awareness (PER)
- Bilingual Language Development (PER)
- Learning More Than One Language (PH)
- On Time (PH)
- Helping Your Child Learn Self-Regulation (PH)
- Self-Concept and Awareness (PER)
- Helping Your Child Build a Sense of Self (2PH)
- Relationships With Peers, Caregivers and Other Adults (PER)
- Friendships and Peer Interactions (PH)

Domain Specific Handouts and Resources


- What are we Doing Today? (PH)
- Supporting Learning (1 PER, 1 PH)
- Developmental Topics: Attachment Toolkit (2 PERs, 5 PHs)
 - Building a Foundation for Positive Behavior (PH)
- Developmental Topics: Discipline Toolkit (2 PERs, 11 PHs)
 - A Positive Approach to Discipline and Guidance (PER)
 - Behavior and Discipline at School (PH)
 - A Look At Classroom Behavior Strategies (PH)
- Developmental Topics: Transitions/Routines Toolkit (3 PERs, 8 PHs)
 - Transitions and Continuity (PER)
 - Transitions Within Our Family (PH)
 - Your Child’s First School Routines (PH)
 - Home Routines for the First Weeks of School (PH)
- Relationships With Family and Friends (7 PERs, 7 PHs)
- Recreation and Enrichment (2 PERs, 3PHs)
- 3 to 4 Years: Your Child’s Social Emotional Development (PH)

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- 4 to 5 Years: Your Child’s Social Emotional Development (PH)
 - 5 to 6 Years: Your Child’s Social Emotional Development (PH)
 - Relationships With Peers, Caregivers, and Other Adult (PER)
 - Friendship and Peer Interactions (PH)

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Play

- Learning Through Play (PER)
- Play and Your Child (PH)
- Why Play Is Important (PH)
- Pretend Play Experiences: Why, What and How? (PER)
- Ways to Encourage Make-Believe Play (PH)
- Let’s Play Pretend (PH)
- Imaginary Friends (PH)
- Rough-and-Tumble Play, Pretend Fighting and Aggression (PER)
- Playing Games (PER)
- Let’s Play Games (PH)


Rhode Island Early Learning Development Standards			Parent as Teacher Foundational Curriculum	
Domains	Components	Learning goals	Months	Activities
 Social Studies (S)	SS 1: Self, Family, and Community	SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	0 - 1.5	<ul style="list-style-type: none"> - Caregiving Routines: Trusting and Comforting - Face Pattern: Visual Tracking and Focusing - Face-to-Face Talking: Communicating and Looking - Hush, Little Baby: Holding and Soothing - Infant Massage: Getting in Touch and Calming - Looking at Faces: Looking and Loving - Talk About: Listening and Connecting - Tummy Time Cloth: Exercising and Seeing
			1.5 - 3.5	<ul style="list-style-type: none"> - Dance to the Music: Dipping and Swaying - Football Baby: Rhyming and Calming - In Sync With Message: Communicating and Responding - Night Sounds: Listening and Responding - Roll the Baby: Exercising and Strengthening Core Muscles - A Soft, Gentle Breeze: Feeling and Listening
			3.5 - 5.5	<ul style="list-style-type: none"> - Fascinating Fingers: Watching and Discovering - Hearing Games: Listening and Speaking - I Am Special: Stretching and Relaxing - I See Me: Seeing Reflections - Music and Me: Moving and Matching Beats to Actions - Nursery Rhymes: Listening and Feeling Rhythm - Yoga: Stretching, Relaxing, and Connecting
			5.5 - 8	<ul style="list-style-type: none"> - Baby Games: Anticipating, Interacting, and Taking Turns - Bang, Bang, Bang! Grasping and Controlling Arm and Shoulder Movement - Caregiving Interaction: Talking and Playing - Clap to the Music: Sitting, Clapping, and Singing - Cushion Mountain: Balancing and Strengthening Muscles - Family Faces: Looking at Photos and Socializing - Helping Your Baby Move: Exploring and Gaining Strength - Hi and Bye: Listening and Learning - Pop Up: Listening and Anticipating
			8 - 14	<ul style="list-style-type: none"> - Ball Play: Social Turn-Taking and Rolling - Fill the Jug: Picking Up and Turning - Mirror Play: Looking and Finding - Roller Book: Learning Words and Moving

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			14 - 24	<ul style="list-style-type: none"> - Crazy Cups: Stacking and Unstacking - Egg Carton Game: Picking Up and Placing - Homemade Guitar: Strumming and Plucking - Imitation Play: Leading and Following - Pretend Picnic: Imagining and Showing Understanding - Sweeping Into a Square: Helping and Aiming a Tool - Take Care: Imitating and Caring
			24 - 36	<ul style="list-style-type: none"> - Bears With Feelings: Pretending and Talking About Emotions - Bowling: Rolling, Aiming, and Making Rules - Dressing Teddy: Putting on Clothes and Pretending - Favorite Foods Matching Book: Observing and Shopping - People Pictures: Talking About Feelings and Fears - Pretend Play: Dressing Up and Acting Out Stories - Pretend Tea Party: Sharing, Learning Manners, and Taking Turns - Family Traditions: Communicating, Creating, and Sharing - Let's Go on a Picnic: Choosing Healthy Foods and Eating Together - Our families: Looking, Recognizing, and Building Attachment
			Months	Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Print Walk: Finding Print and Playing Indoors (LD) - Around the House: Sorting and Classifying (CD) - Circle Time: Pretending and Preparing for School (SE) - This is Me! Talking About Family and Tracing Hand People (SE) - Block City: Using Hands and Pretending (PH)
			48	<ul style="list-style-type: none"> - Menu Planning: Choosing Foods and Preparing a List (LD) - That's My Name! Spelling and Writing (LD) - The Interview: Remembering and Speaking (CD) - Family Charades: Pretending and Exploring Perspectives (SE) - Journaling Together: Expressing and Sharing Feelings (SE)



			60	<ul style="list-style-type: none"> - Let's Play School: Pretending and Role Playing (CD) - Cooking Together: Making and Sharing a Recipe (CD) - Family Post Office: Communicating and Building Relationships (SE) - Family Quilt: Identifying With a Group and Creating - Memory Box: Remembering and Sharing Family Stories - My Favorites Things: Feelings and Appreciating Others (SE) - Ready for School! Preparing for Kindergarten and Making a Book (SE) - What's in Our Community? Creating Awareness and Mapping Places (SE)
	SS 2: History and Geography	SS 2.a: Children understand concept of time (past, present, and future) and place.	0 - 1.5	Caregiving Routines: Trusting and Comforting
			1.5 - 3.5	NA
			3.5 - 5.5	NA
			5.5 - 8	NA
			8 - 14	- Roller Book: Learning Words and Moving
			14 – 24	- Family Traditions: Communicating, Creating, and Sharing
			24 – 36	<ul style="list-style-type: none"> - Train Ride: Pretending and Lining Up - My Space: Self-Calming and Making Choices - Paper Bag Road: Using Small Muscles and Planning Play - Remember Box: Sharing and Recalling Past Events - Family Traditions: Communicating, Creating, and Sharing - Our families: Looking, Recognizing, and Building Attachment - Outdoor Exploration: Discovering and Observing
			Months	Foundational 2 Curriculum Activities
			36	<ul style="list-style-type: none"> - Creating a Picture Schedule: Labeling and Understanding Order (CD) - Nature Prints: Regulating Pressure and Creating (SE) - Strolling Side By Side: Walking and Connecting (SE)
			48	<ul style="list-style-type: none"> - Memory Map: Exploring and Remembering (LD) - Around the House: Sorting and Classifying (CD) - Memory Box: Remembering and Sharing Family Stories (SE) - Paper Plate Family: Representing, Describing and Pretending (SE)
			60	<ul style="list-style-type: none"> - Grocery Stores: Writing and Pretending (LD) - Exploration Hike: Observing Nature and Pretending (CD)

RIELDS	Parents as Teachers Foundational Curriculum and Approach
<p>Creative Arts (CA)</p>	<p><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE • Looking at Development (7PERs) • Differences in Delays in Development • Understanding Differences in Development (PH) • Language Experience Center: Listening Time (PH) • Look Into the Mirror (PH) • Motor Experience Center: Using Hands and Eyes Together (PH) • Multisensory Experience Center; Oranges, Oranges, Oranges (PH) • Sensory Integration (PER) • Making Sense of Your Baby’s Senses (PH) • Sensory Overload (PH) • Learning Through Touch (PER) • Your Baby’s Experiences With Touch (PH) • Movement’s Role in Learning Perceptual Motor Development (PH) • Leaning Through Movement (PH) • Babbling (PH) • Stages of Drawing and Writing (PH) • Let’s Learn Colors (PH) • Helping Your Child Learn to Cut (PH) • 3 Years: What Is Special About This Age? (PH)

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- Speech Development and Common Problems (PER)
- Early Identification of Speech-Language Disorders (PH)
- Approaches to Learning (1 PER, 1 PH)


Domain Specific Handouts and Resources

- Baby Signs (PER)
- Helping Parents Share Music With Their Child (PER)
- Making Music With Your Baby (PH)
- Exploring Music Ways to Have Fun With Your Child (PH)
- The Importance of Rhymes and Songs (PER)
- Reasons to Share Rhymes and Songs With Your Baby (PH)
- The Rhymes and Songs (5 PH)
- Developmental Topics: Health Toolkit
- Visual Development (1 PER, 3 PH)
- Hearing and Auditory Development (2 PER, 3 PH)
- What is Special About this Age (8 PHs)
- Your Baby's/Child's Motor Development
- Supporting Motor Development in Babies (PH)
- Movement's Role in Learning: Perceptual Development (PER)
- Fine Motor Skills From 8 to 14 Months (PH)
- The Role of Large Muscles in Learning (PER)
- The Role of Small Muscles in Learning (PER)
- Drawing and Writing (PH)
- Motor Development: 24 to 36 months (PER)

Selected Parent-Child Activity Pages

- Acting It Out (PH)
- Book Walk (PH)
- Family Traditions: Communicating, Creating, and Sharing (PH)
- Let's All Sing (PH)
- Rhyme and Rhythm (PH)
- Grasping and Controlling Arm and Shoulder Movements
- Shake Rattle Roll and Crawl: Building Small Muscles

	<ul style="list-style-type: none"> • Down the Chute: Experimenting and Coordinating Movement • Drumming Up Fun: Controlling Muscles and Emotions • Yarn Ball Fun: Catching, Tossing and Rolling • Bowling: Rolling, Aiming and Making Rules • Sticky Paper Collage: Creating and Working on Eye-Hand Coordination • Learning to Cut: Snipping and Strengthening
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	<h2>Foundational 2 Curriculum</h2>
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<p>Creative Arts (CA)</p>	<p style="text-align: center;"><u>General Developmental Information</u></p> <ul style="list-style-type: none"> • Child Development Chart (PH) • Fine SMILE • 3 to 4 Years: What’s Special About This Ages (PH) • 4 to 5 Years: What’s Special About This Ages (PH) • 5 to 6 Years: What’s Special About This Ages (PH) • Understanding How the Young Child Learns (PH) • Brain Development at Ages 3 Through 6 (PE) • Your Child’s Amazing Brain (PH) • Helping Your Child’s Brain During Sensitive Periods (PH) • Brain Boosts for Early Learning (PH) • Executive Function (1PE, 1PH) • Sensory Processing: Integrating Info from All the Senses (PER) • Bringing All the Senses Together (PH) • That’s Using Your Senses! (PH) • Perceptual Development (PER) • Sensation, Perception and Action: Your Child’s Body in Motion (PH) • Everyday Puppet Play (PH) • Rhyme Time: Playing With the Sounds of Language (PH) • No-Cook Play Dough Recipe (PH) • Rhymes and Songs (PH) • 3 to 4 Years: Your Child’s Fine Motor Development (PH) • 4 to 5 Years: Your Child’s Fine Motor Development (PH) • 5 to 6 Years: Your Child’s Fine Motor Development (PH)
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- 3 to 4 Years: Your Child’s Gross Motor Development (PH)
- 4 to 5 Years: Your Child’s Gross Motor Development (PH)
- 5 to 6 Years: Your Child’s Gross Motor Development (PH)
- Fine Motor Skills (PER)
- Encouraging Fine Motor Coordination and Mastery (PH)
- Strength and Endurance for Fingers and Hands (PH)

Domain Specific Handouts and Resources

- The Creative Process (PH)
- Providing Music Lessons for Your Child (PH)
- Gross Motor Abilities (PE)
- Building Bodies: Large Muscles, Strength and Endurance (PH)
- Fine Motor Skills (PE)
- Developmental Stages of Block (PH)
- Music in the Air (PH)
- Bringing All the Senses Together (PH)
- Perceptual Development (PE)
- Sensation, Perception and Action: Your Child’s Body in Motion (PH)

Developmental Concerns

- Physical Disabilities (PE)
- Hearing Impairments (PE)
- Vision Impairments (PE)

Play


- Using Activity Pages Around Motor Development (PER)
- Learning Through Play (PER)
- Play and Your Child (PH)
- Why Play Is Important (PH)
- Pretend Play Experiences: Why, What and How? (PER)
- Pretending in the Great Outdoors (PH)
- Playing Games (PER)
- Let’s Play Games (PH)



Rhode Island Early Learning Development Standards			Parent as Teacher Foundational Curriculum	
Domains	Components	Learning goals	Months	Activities
Creative Arts (CA)	CA 1: Experimentation and Participation in the Creative Arts	CA 1.a: Children gain appreciation for and participate in the creative arts.	0 - 1.5	<ul style="list-style-type: none"> - Blanket Swing: Singing and Swaying to Rhythm - Dancing Ribbons: Stimulating the Senses and Observing Your Baby - Face Pattern: Visual Tracking and Focusing - Looking at Faces: Looking and Loving - Tummy Time Cloth: Exercising and Seeing - Let's All Sing: Enjoying Music and Using Large and Small Muscles
			1.5 - 3.5	<ul style="list-style-type: none"> - Accordion Book: Communicating and Responding - Baby's First Feely Book: Touching, Tasting, and Seeing - Dance to the Music: Dipping and Swaying - Football Baby: Rhyming and Calming - A Soft, Gentle Breeze: Feeling and Listening - Acting It Out: Moving, Rolling, and Crawling - Rhyme And Rhythm: Bouncing, Clapping, and Marching - Sticky Fun: Strengthening Small Muscles and Creating
			3.5 - 5.5	<ul style="list-style-type: none"> - Feely Socks: Touching, Tasting, Seeing, Hearing - I Am Special: Stretching and Relaxing - I See Me: Seeing Reflections - Music and Me: Moving and Matching Beats to Actions - Nursery Rhymes: Listening and Feeling Rhythm - Vision Screening: Seeing and Learning - Storytelling: Imagining, Creating, and Communicating Ideas



			5.5 - 8	<ul style="list-style-type: none"> - Baby Games: Anticipating, Interacting, and Taking Turns - Ball in A box: Exploring and Solving a Problem - Bang, Bang, Bang! Grasping and Controlling Arm and Shoulder Movements - Claps to the Music: Sitting, Clapping, and Singing - Family Faces: Looking at Photos and Socializing - Shared Attention With a Pat Mat: Touching and Observing - Book Walk: Talking About Pictures, Words, and Meanings
			8 - 14	<ul style="list-style-type: none"> - Boxed Play Space: Seeing and Touching - Chase the Can: Being Curious and Crawling - Mirror Play: Looking and Finding - Roller Book: Learning Words and Moving - Sing a Song: Learning Rhyme, Rhythm, and Movement - Touch Textures: Using Senses and Fine Motor Skills - Water Tray: Splashing and Learning New Words - Sticky Fun: Strengthening Small Muscles and Creating
			14 - 24	<ul style="list-style-type: none"> - Book of Sounds: Relating Sounds to Objects - Drumming Up Fun: Controlling Muscles and Emotions - Grab It and Name It: Recognizing Objects by Touch - Here Is the Beehive: Repeating and Rhyming - Homemade Guitar: Strumming and Plucking - Loud and Soft Sounds: Listening to and Creating Sounds - Making Instruments: Listening and Moving to the Beat - March to the Drummer: Marching, Rocking, and Swinging - Note Card Book: Using Small Muscles and Telling Stories - Painting in a Bag: Exploring Textures and Using Small Muscles - Parallel Talk and Self Talk: Listening and Learning New Words - Puzzle Box: Gaining Self- Confidence and Solving Problem - Rainmaker: Experimenting and Touching - Scribbling With Crayons: Taking Turns and Creating - Sensory Box: Filling, Sharing, Pouring, and Exploring - Sock Puppet: Taking Turns and Pretending - Acting It Out: Moving, Rolling, and Crawling - Let's All Sing: Enjoying Music and Using Large and Small Muscles - Rhyme And Rhythm: Bouncing, Clapping, and Marching - Sticky Fun: Strengthening Small Muscles and Creating

			24 - 36	<ul style="list-style-type: none"> - Basket of Balls: Controlling Actions and Matching - Blowing Bubbles: Exploring Materials and Actions - Blowing in the Band: Playing Together and Using Small Muscles - Blowing in the Wind: Developing Small Muscles and Experimenting - Clips and Tongs: Pinching and Squeezing - Drawing and Writing: Making Marks and Learning About Language - Dressing Teddy: Putting on Clothes and Pretending - Favorite Foods Matching Book: Observing and Shopping - Finding Colors: Learning Words and Matching - Finger painting: Using Small Muscles and Experimenting - Hidden Object Game: Feeling, Noticing, and Describing - How Do I Sound? Talking and Taking Turns in Conversations - Learning Finger plays: Imitating and Listening - My Space: Self-Calming and Making Choices - No-Cook Dough: Experimenting and Exercising Small Muscles - Paper Bag Road: Using Small Muscles and Planning Play - Play Sets: Talking, Creating, and Imagining - Pretending Play: Dressing Up and Acting Out Stories - Shape Hop: Controlling Movement and Imagining - Shaving Cream Play: Smelling, Touching, and Experimenting - Sticky Paper Collage: Creating and Working on Eye-Hand Coordination - Tie-Dye Fun: Pinching, Experimenting, and Learning Colors - Word Book: Learning Language and Enjoying Reading Together - Book Walk: Talking About Pictures, Words, and Meanings - Family Traditions: Communicating, Creating, and Sharing - Storytelling: Imagining, Creating, and Communicating Ideas
				Foundational 2 Curriculum Activities

			36	<ul style="list-style-type: none"> - Book of words: Learning Words and Reading (LD) - Finger Paint Creations: Painting and Storytelling (LD) - Let's Make a Book: Writing and Storytelling (LD) - Magic Words: Painting and Revealing Words (LD) - Making Rainbows: Repeated Writing and Tracing (LD) - Symbol Story: Making and Reading a Rebus Book (LD) - Box Play: Building and Pretending (CD) - Bubble-ology: Problem Solving and Comparing (CD) - Creating a Picture Schedule: Labeling and Understanding Order (CD) - Wonderful Water: Comparing and Exploring Physical Properties (CD) - Brush Your Teeth: Caring for Your Body and Singing (SE) - Family Quilt: Identifying With a Group and Creating (SE) - Getting Started With Paint: Mixing Colors and Painting (SE) - Circle Jump: Noticing Colors and Making Big Movements (PH) - Color Drop: Matching and Maneuvering (SE) - Hands and Fingers Frenzy: Exercising Small Muscles and Finger Painting (PH) - Mats of Color: Cutting and Weaving (PH) - Torn-Paper Collage: Tearing and Gluing (PH)
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- Act It Out: Storytelling and Playing Together (LD)
- Dough Letters: Recognizing and Making Letters (LD)
- Menu Planning: Choosing Foods and Preparing a List (LD)
- Name Game: Playing with Letter Sounds and Rhyming (LD)
- Picture Pond: Fishing and Saying Words (LD)
- Predictable Picture Book: Learning About and Making Books (LD)
- Steady Beat: Listening and Understanding Rhythm (LD)
- Stick Puppets: Imagining and Telling Stories (LD)
- Story Stones: Creating and Telling Stories (LD)
- Word Play: Experimenting With Sounds and Rhyming (LD)
- Let's Play School: Pretending and Role Playing (CD)
- Bubble Paint: Blowing and Printing (SE)
- Circle Time: Pretending and Preparing for School (SE)
- Family Post Office: Communicating and Building Relationships (SE)
- Nature Prints: Regulating Pressure and Creating (SE)
- Paper Plate Family: Representing, Describing and Pretending (SE)
- Path Games: Making Games and Taking Turns (SE)
- Ready for School! Preparing for Kindergarten and Making a Book (SE)
- Creative Movement: Exploring Movement and Dancing (PH)
- Freeze Dance: Starting and Stopping (PH)
- Making Dough: Measuring and Kneading (PH)
- Movin' and Groovin': Dancing and Exploring Movement (PH)
- Music to My Ears: Making and Shaking Maracas (PH)
- Scissors Station: Cutting and Snipping Practice (PH)



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- Banjo Magic: Strumming and Singing Rhymes (LD)
- Book Nook: Making a List and Creating a Reading Area (LD)
- Paint Me a Story: Painting and Storytelling (LD)
- Picture Story: Listening and Imagining (LD)
- Print Walk: Finding Print and Playing Indoors (LD)
- Rhyme Time: Making a Lift-the-Flap Book and Reading (LD)
- Story telling Box: Creating and Enacting Scene (LD)
- Wordless Picture Book: Creating and Telling Stories (LD)
- One, Two, Three, a Book For Me: Counting and Making a Book (CD)
- Scrap Sculpture: Solving Problems and Creating (CD)
- Block Fun: Building and Playing Together (SE)
- Journaling Together: Expressing and Sharing Feelings (SE)
- Me Poster! Identifying and Celebrating Abilities and Traits (SE)
- Memory Box: Remembering and Sharing Family Stories (SE)
- Monoprints: Creating and Expressing (SE)
- My Favorite Things: Understanding Feelings and Appreciating Others (SE)
- Paper Plate Masks: Drawing and talking About Feelings and Expressions (SE)
- This is Me! Talking About Family and Tracing Hand People (SE)
- What's in Our Community? Creating Awareness and Mapping Places (SE)
- Block City: Using Hands and Pretending (PH)
- Drawing to Music: Listening and Making Marks (PH)
- Milk Jug Mitts: Tossing and Catching (PH)
- Paper Bag Puppet: Creating and Storytelling (PH)
- Scrap Art: Developing Eye-Hand Coordination and Making a Collage (PH)

Baby: An infant or a very young child.
Benchmarks: Benchmarks are preferred points within the design of a document that describe the knowledge and skills that all children
Accommodation: Service or support related to a student’s disability that allows Her or Him to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the assignment’s or test’s standard or expectation. (Retrieved from the online dictionary, Iris Center, Vanderbilt University: http://iris.peabody.vanderbilt.edu/resource_TOOL_dict/onlinedictionary_table.php?letter=ALL)
Adaptation: A generalized term that describes a change made in the presentation, setting, response, timing or scheduling of an activity or assessment that may or may not change the construct of the activity or assessment. (Based upon definition from the Council of Chief State School Officers (2006). Assessing Students with Disabilities: A Glossary of Assessment Terms in Everyday Language. Retrieved from http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf)
Adapting instruction: To make changes to classroom instruction in order to allow students equal access to the curriculum and to give students the opportunity to both process and demonstrate what has been taught; instructional adaptations can include both accommodations and modifications. (Retrieved from the online dictionary, Iris Center, Vanderbilt University: http://iris.peabody.vanderbilt.edu/resource_TOOL_dict/onlinedictionary_table.php?letter=ALL)
Adaptive equipment: See ‘Assistive technology device’
Alternative and augmentative communication: A term used to describe the different methods that can be used to help people with disabilities communicate with others. These methods can be used as an alternative to speech or to supplement it and can include individual methods of sign and gestures, standardized signing, symbol systems, and complex electronic devices. (Retrieved from the Council of Chief State School Officers (2006). Assessing Students with Disabilities: A Glossary of Assessment Terms in Everyday Language: http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf)

GLOSSARY

Approaches to Learning: Approaches to Learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences.
Assessment: practices encompass a range of instruments and techniques including structured one-on-one child assessments, standardized assessments, portfolios, rating scales, and observation.
Assistive technology device: As defined in Section 602 of the Individuals with Disabilities Education Act (1997), an assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. (Retrieved from the Council of Chief State School Officers (2006). Assessing Students with Disabilities: A Glossary of Assessment Terms in Everyday Language: http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf)
Attachment: another word for relationship that grows between parent and his baby during his first two years.
Augmentative communication system: One of a family of alternative methods of communication, which includes communication boards, communication books, sign language, and computerized voices; used by individuals unable to communicate readily through speech. (Retrieved from the online dictionary, Iris Center, Vanderbilt University: http://iris.peabody.vanderbilt.edu/resource_TOOL_dict/onlinedictionary_table.php?letter=ALL)
Authentic experiences: Experiences are ‘authentic’ in the sense that they take place in the real-life contexts where young children naturally find themselves, and are embedded in tasks that children see as significant, meaningful and worthwhile. Authentic experiences are situated in meaningful contexts that reflect the way tasks might be found and approached in real life.

<p>Developmental milestones: Significant relationships that specify developmental and learning goals by children's abilities and characteristics guidelines for determining whether children are developing as expected in relation to other children at the same age (e.g., rolling over, sitting up without support, crawling, pointing to get an adult's attention, walking, and talking). <small>(Retrieved from: http://www.ccsso.org/Documents/2006/Assessing_Students_with_Disabilities_Glossary_2006.pdf)</small></p>
<p>Bedtime: A scheduled or predetermined time when someone goes to bed.</p>
<p>Beliefs: The acceptance that a statement is true or that something exists.</p>
<p>Best practices: Term used to describe instructional techniques, scientifically based practices, or methods found through research or experience to determine "best" ways to achieve desired outcomes.</p>
<p>Building Relationships: The ability to identify and initiate relationships and to develop and maintain them in a way that is of mutual benefit to both.</p>
<p>Caregivers: An adult who cares for an infant or child.</p>
<p>Child Development: Child development is the period of physical, cognitive, language, and social growth that begins at birth and continues through early adulthood.</p>
<p>Codeswitch: The use of both home language and English to convey a message. <i>(from Alex Figueras, NIEER)</i></p>
<p>Cognitive Development: The growth of knowledge and mental abilities involved in thinking, remembering, imagining, creating, making logical deductions, solving and making generalizations.</p>

<p>Controlling emotions: The ability to choose the right time and the right place to express feelings.</p>
<p>Constructive play: Play in which children engage in active inquiry and construct knowledge through creative exploration with materials. <small>(Retrieved from: http://www.isaeplay.org/Resource_Articles/YC_Constructive_Play.pdf on March 20, 2013.)</small></p>
<p>Conventions of print: The understanding that when language is written down, it is transcribed in a standard, uniform manner so that words and ideas communicated through writing are consistently and easily understood by all readers.</p>
<p>Culture: The sum of attitudes, customs, and beliefs that distinguishes one group of people from another. Culture is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next.</p>
<p>Curriculum: An evidence-based written plan that describes program practices for supporting the learning of each child based on their individual developmental levels, learning styles and interests, and is informed by the RI Early Learning and Development Standards and/or Common Core State Standards/Grade Level Expectations for kindergarten.</p>
<p>Developmentally Appropriate Practice: Developmentally appropriate practice, often shortened to DAP, is an approach to teaching grounded both in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development. <small>(Retrieved from: http://www.naeyc.org/DAP)</small></p>
<p>Developmental delay: Term used to encompass a variety of disabilities in infants and young children indicating that they are significantly behind the norm for development in one or more areas, including motor development, socialization, independent functioning, cognitive development, or communication. The acquisition of specific skills after the expected age.</p>

Digital texts: Digitized content including text, graphics, audio, and video that can be transmitted over the internet or computer networks.
Disability: a physical or mental condition that limits a person's movements, senses, or activities.
Domains (of early learning): Domains are general areas of child development.
Dramatic Play: The art of pretending to do something or be someone.
Dual language learner: Dual Language Learners acquire two or more languages simultaneously, as well as learn a second language while continuing to develop their first language. The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a language other than English (LOTE). <small>(Retrieved from the Glossary of Terms, Head Start National Center on Cultural and Linguistic Responsiveness: http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/dll_%20resources/glossaryofterms.htm)</small>
Emotional Security: children’s emotional responses are affected by the emotional states of her caregivers.
Environmental print: Words and symbols of everyday life: the symbols, signs, numerals and colors found in road signs (e.g. stop, crosswalk or school signs) Also includes print used for a purpose, such as classroom rules, attendance, charts and posters.

Executive functioning: Executive function is an umbrella term used to refer to a variety of interdependent skills that are necessary for purposeful, goal-directed activity, such as when stringing beads – the child must have a plan, regulate their movements, sequence the steps, problem solve, modifying plans about which beads will fit, which are too hard to string, and finding one with a bigger hole. Executive functions entail: self-regulation, sequencing of behavior, flexibility, response inhibition, planning, and organization of behavior. <small>(From <i>Neurons to Neighborhoods</i>, 2000, p. 116)</small>
Expressive play: Play in which children develop the ability to express their own emotions and feelings, while also providing opportunities to interpret the emotions of others.
Family: 1. a unit of love and nurturing; 2. a child’s primary caregiver; a parent, a relative, or someone outside the biological family who has assumed the primary responsibility for caring for and raising a child.
Family Engagement: a family-centered and strengths-based approach to partnering with families in making decisions, setting goals, and achieving desired outcomes.
Family Well Being: a contented state of being happy and healthy and prosperous. What goes into family well-being: Basic Essentials: Food, nutrition, housing, utilities, transportation and insurance. Education and employment: Job training, college, immigration, literacy and employment resources. Physical Health: Medical and dental services, smoking, safety, injury prevention, personal fitness, family activities. Mental Health and Wellness: stress, substance use (alcohol, drugs) emergency crisis intervention, supports groups, community wellness service. Early Care and Education: Preschool, childcare and early intervention.

<p>Language: When a child uses spoken or written words or signs as a means of communicating.</p> <p>Recreation and enrichment: parks, libraries, communities centers, museums, connection with others families, local events and other leisure opportunities.</p>
<p>Fantasy play: Play in which children assume the roles of characters and act out story lines. Through fantasy play children develop flexible thinking; learn to create beyond the here and now; stretch their imaginations; use new words and word combinations in a risk-free environment; and use numbers and words to express ideas, concepts, dreams, and histories.</p> <p>(Based upon a definition from Early Childhood News: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127)</p>
<p>Fine (small) motor skills: Skills which require the coordinated use of small muscle groups such as hands and fingers and frequently involve eye-hand coordination. Fine motor skills are necessary to engage in smaller, more precise movements of the hands and fingers.</p>
<p>Formulaic speech: Speech characterized by formulas or chunks and phrases that the child uses without completely understanding how they function in the language (expressions that are learned as a whole, e.g., “I don’t know”)</p> <p>(Retrieved from the State of California Dual Language Learners Glossary: http://www.cpin.us/dll/glossary.html)</p>
<p>Goal: An object of a person’s ambition or effort, an aim, or to achieve a desired result.</p>
<p>Goal Setting: When parents are empowered to discover their personal resources and take action on the parts of life they can control.</p>
<p>Grammar: The system of rules by which words are formed and put together to make sentences.</p>

<p>Group Connections: opportunities for parents and children to come together to participate in a variety of hands-on learning activities and connect with other families, or for parents come to receive information from speakers on a variety of topics, depending on the format</p>
<p>Gross (large) motor skills: Skills which require the use and coordination of large muscle groups, such as those in the arms, legs and trunk for movement activities.</p>
<p>Guiding/Design: The things parents do to provide adequate structure within the home as a child transitions through development.</p>
<p>Home language: The language that is used primarily by the child’s family in the home environment. For some children, there may be more than one home language (e.g., when the mother speaks Chinese and the father speaks English).</p> <p>(Retrieved from the State of California Dual Language Learners Glossary: http://www.cpin.us/dll/glossary.html)</p>
<p>Home visiting A mechanism to provide direct support, education and coordination of services for families in their home setting.</p>
<p>Homemade toys: Everyday objects around the house adapted to be used in play.</p>
<p>Intentional teaching: “To be ‘intentional’ is to act purposefully, with a goal in mind and a plan for accomplishing it. Intentional acts originate from careful thought and are accompanied by consideration of their potential effects. Thus teachers who are acting intentionally have clearly defined learning objectives for children, employ instructional strategies likely to help children achieve the objectives, and continually assess progress and adjusts the strategies based on that assessment. The teacher who can explain just why she is doing what she is doing is acting intentionally— whether she is using a strategy tentatively for the first time or automatically from long practice, as part of an elaborate set up or spontaneously in a teachable moment.</p>

<p>Language Development: The process of acquiring language skills and vocabulary.</p> <p>Practice Play: Enjoying an activity enough to repeat it.</p>
<p>Language Experience Center: Presenting different sounds to your child to build through reading books or conversation speaking and listening skills.</p>
<p>Manipulatives: Concrete objects used by children to explore, experiment, and make meaning.</p>
<p>Motor Experience Center: Babies loves to explore objects with his hands and eyes together.</p>
<p>Multicultural Life: relating to, reflecting, or adapted to diverse cultures.</p>
<p>Multisensory Experience Center: The ways you make your child’s environment new and interesting.</p>
<p>Parents As Teacher: The goal of the Parents as Teachers (PAT) program is to provide parents with child development knowledge and parenting support, provide early detection of developmental delays and health issues, prevent child abuse and neglect, and increase children’s school readiness. The PAT model includes one-on-one home visits, monthly group meetings, developmental screenings, and linkages and connections for families to needed resources.</p>
<p>PAT Foundational: Guide that provide information to support implementation. The curricula have online components that parent’s educators and supervisors can access electronically.</p>

<p>Parenting: the act or process of becoming a parent.</p>
<p>Phoneme: The basic sounds of a language or the smallest units of sound that make a difference in a word’s meaning. The exact number of phonemes depends on the language itself. In English for example, there are 44 phonemes. Phonemes outnumber the letters of the English alphabet because combinations of letters represent different phonemes such as ch and th.</p> <p><small>(Retrieved from Glossary, Rhode Island’s Comprehensive Literacy Plan: http://www.ride.ri.gov/Instruction/DOCS/RICLP/RICLP_Spring_2012.pdf)</small></p> <p><small>(Definition from: Caulfield, R.A.(2001). Infant and Toddlers. Prentice-Hall Inc.: Upper Saddle River, New Jersey)</small></p>
<p>Motor / Physical Play: Motor play provides critical opportunities for children to develop both individual gross and fine muscle strength and an overall integration of muscles, nerves, and brain functions.</p> <p><small>(Based upon a definition from Early Childhood News: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127)</small></p>
<p>Play: Any freely sought activity that is pleasing to the “player.” It can be physical (bouncing up and down or riding a tricycle), imaginative (playing “peek-a-boo” or “dress-up”), creative (building with blocks or drawing pictures), social, or mental. And it can be any combination of these. Paradoxically, play is the most important work of childhood; it is the primary means by which children demonstrate early learning accomplishments.</p>
<p>Play-based learning: A context for learning through which children organize and make sense of their social worlds, as they engage actively with people, objects and representations.</p> <p><small>(Retrieved from http://www.eccleadership.org.au/node/21)</small></p>
<p>Play Outside: Playing outdoors allows the child to use her large muscles and exercise her balance skills.</p>
<p>Play routines: Playing time scheduled.</p>
<p>Positive Discipline: is a discipline model used in parenting that focuses on the positive points of behavior, based on the idea that there are no</p>

<p>Pragmatics: The effective use of language to communicate with others in spoken language, a vowel sound (e-vent, news-pa-per). (Retrieved from Literacy Information and Communication System, Glossary of Reading Terms: http://lincs.ed.gov/research/Glossary.html)</p>
<p>Syllable: A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per). (Retrieved from Literacy Information and Communication System, Glossary of Reading Terms: http://lincs.ed.gov/research/Glossary.html)</p>
<p>Synonym: A word having the same or nearly the same meaning as another in the language.</p>
<p>Syntax: The ordering of and the relationship between the words and other structural elements in phrases and sentences.</p>
<p>Preschooler: Child below the official school starting age, usually a child up to age five.</p>
<p>Print concepts: "Children's understanding of letters, words, sentences, punctuation, and directionality of reading." (Paris, S. G. (2011). Developmental differences in early reading skills. In S. B. Neuman and D. K. Dickinson (Eds.), Handbook of early literacy research (Vol. 3, pp. 232). New York: Guilford Press.)</p>
<p>Problem Solving: Important skills that parents can learn y use to resolve issues concerning their child's development, development and well-being.</p>
<p>Reflecting: to give back or show an image.</p>
<p>Responding: Is sensitive interaction between parents and child.</p>
<p>Rough and tumble play: Laughing and being physically active.</p>
<p>School Transitions: are the conversions students go through as they change schools throughout their lives.</p>
<p>Scientific skills and methods: Process used to observe, plan, investigate test hypotheses (ideas), solve problems, and report on findings.</p>

<p>Self-regulation: is the ability to monitor and control behavior, emotions, or thoughts, altering them in accordance with the demands of the situation.</p>
<p>Sensitive Periods: a time or stage in a child's development when they are more responsive to certain stimuli and quicker to learn particular skills.</p>
<p>Separation Anxiety: When a baby cannot see his parent.</p>
<p>Seriate: The ability to arrange objects in a specific order by gradual changes in attributes.</p>
<p>SMILES: S-social, M-Motor, I-Intellectual/Cognitive, L-Language, E-Emotional. This helps you get a mental picture of your child's development.</p>
<p>Social-Emotional Development: the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.</p>
<p>Social play: Interacting with others in play settings. Through social play children learn social rules such as, give and take, reciprocity, cooperation, and sharing; and learn to use moral reasoning to develop a mature sense of values. (Based upon a definition from Early Childhood News: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=127)</p>
<p>Special Education: Special Education is specially designed instruction (adaptation of content, methodology or delivery of instruction) which meets the unique needs of a child with a disability while ensuring access to the general education curriculum.</p>
<p>Syllable: A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per). (Retrieved from Literacy Information and Communication System, Glossary of Reading Terms: http://lincs.ed.gov/research/Glossary.html)</p>

(Retrieved from The English Learning for Preschoolers Project, Glossary: http://www.cpin.us/p/pel/glossary.htm)
Telegraphic speech: Speech characterized by the use of a few content words without functional words or certain grammatical markers, as in telegraphs. (e.g. Daddy, car) (Retrieved from the State of California Dual Language Learners Glossary: http://www.cpin.us/dll/glossary.html)
Temperament: Traits that are biologically based and that remain consistent over time. Influences the quality and intensity of a person’s emotional reactions to different situations (Definition from: Caulfield, R.A. (2001). <i>Infant and Toddlers</i> . Prentice-Hall Inc.: Upper Saddle River, New Jersey)
Toddler: is a child between the ages of one and three.
Tummy Time: Baby lied on her tummy, so her back will be strong.
Travelling skills: Motor skills in which the feet move the body from one place to another. They are (roughly in order of how children learn them): walking, running, hopping, jumping, skipping, galloping, sliding (a sideways gallop), leaping.
Universal Design for Learning (UDL): A research-based framework for teachers to incorporate flexible materials, techniques, and strategies for delivering instruction and for students to demonstrate their knowledge in a variety of ways.

Value Diversity: is what members of communities do to acknowledge the benefits of their differences and similarities. They work to build sustainable relationships among people and institutions with diverse memberships.
Visual Experience Center: The more your child can move around, the more curious he becomes about exploring things he sees and touches.
Visualizing: A mental form of what could happen on the future.
Windows of Opportunity: Times when your child’s brain is all set to make connections for learning new skills.
Writing conventions: The rules and guidelines taught to students for the development of their writing skills. The conventions are divided into three categories: grammar, punctuation, and usage. (Retrieved from http://www.education.com/definition/conventions/)

CONCLUSION

Parents as Teachers is a worldwide leader in the delivery of evidence-based home visiting and parent engagement tools that demonstrate successful results in school readiness, literacy, health and development

of young children. The model is designed to serve families from pregnancy to kindergarten entry and optimally for the duration of three years. Early learning standards articulate shared expectations for what young children should know and be able to do. Further they provide a common language for measuring progress towards achieving specific learning goals. (Kendall, 2003, Kagan & Scott-Little, 2004). Both the RIELDS and PAT concur that high quality early learning and relationships enhance a child’s development in every domain and both are based on the most up-to date research.

The RIELDS have been strategically designed to work in conjunction with other elements of the state’s early learning system. As was listed in the introduction of this document, PAT model short term, intermediate and long term outcomes closely align with the RIELDS. The RIELDS focus on nine domains of development while the PAT curriculum has only five stated domains. The four additional domains are math,

science, social studies and creative arts which are fully incorporated into the curriculum in the parent educator resources, the parent handouts and most importantly the parent child activities.

From infancy until kindergarten entry the PAT information and activities are designed for parents to become more knowledgeable about their child's emerging development in all areas as they become better prepared to use skills maximize their child's learning potential. Screenings are completed and milestones are monitored regularly to detect any possible delays. By using tools that focus on strengths and knowing their child's interests, temperament and learning style parents learn to use fun activities to build skills in areas of weakness.

The Rhode Island Early Learning and Development Standards and the Parents as Teachers curriculum align in ways that promote engaged families with children who are healthy, safe and ready to learn.