

# The Creative Curriculum® for Infants, Toddlers & Twos

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

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

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

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

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

### Area of Development and Learning: Social–Emotional

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

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

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

Area of Development and Learning: Physical

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

Area of Development and Learning: Language

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

Area of Development and Learning: Cognitive

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

Area of Development and Learning: Literacy

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

Area of Development and Learning: Literacy, *continued*

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

Area of Development and Learning: Mathematics

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