

The Creative Curriculum® for Infants, Toddlers & Twos

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

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

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

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

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

Area of Development and Learning: Social–Emotional

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

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

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

Area of Development and Learning: Physical

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

Area of Development and Learning: Language

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

Area of Development and Learning: Cognitive

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

Area of Development and Learning: Cognitive, *continued*

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

Area of Development and Learning: Literacy

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

Area of Development and Learning: Literacy, *continued*

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

Area of Development and Learning: Mathematics

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