



Infant & Toddler Touring Guide

This Touring Guide is meant to be read in combination with the information provided at GreatFirstEight.org.

Great First Eight is a groundbreaking, all-day, open educational resource (OER) curriculum for children from birth to eight that is strengths-based and research-aligned. It is designed for classrooms with a number of children from historically underrepresented racial and ethnic backgrounds. Great First Eight provides children with the education they need to thrive and create a more just and caring society.





Infant & Toddler Touring Guide

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Year-Round Curriculum in 12 Four-Week Units

The Infant & Toddler portions of the Great First Eight Curriculum provide plans for year-round, full-day learning experiences divided into 12 four-week units. These four-week units are called **Explorations** for infants and **Projects** for toddlers. Each unit is designed around content that is developmentally relevant to infants and toddlers, and each provides connections between their experiences throughout the day and over time.



Infant & Toddler Explorations & Projects

Learning lasts when it is connected to meaningful aspects of children's lives.

The Great First Eight Infant Toddler Curriculum engages infants in explorations and toddlers in projects to support all aspects of development in ways that connect to children's lives. Families and communities are invited to engage in each unit in a variety of ways.

Title	Infant Driving Question	Toddler Driving Question
Better Together!	How can we discover who we are through our relationships with others?	How can we build relationships with others?
Take Care!	How can we grow healthy, happy, and strong?	
Cultivating Community	How can we build and contribute to our Early Childhood Education community?	
Eat Up!	How can we share an enjoyable meal with our families?	How can we make and share an enjoyable meal with our families?
Magnificent Musicians	How can we make and use music to soothe and to enjoy ourselves?	
Move It!	How can we move our bodies?	How can we move things?
Brilliant Builders	How can we discover objects and materials using all our senses?	How can we discover and use objects and materials to build structures?
Who's Growing?	How can we make things change and help things grow?	
Awesome Artists	How can we respond to, make, and share art?	How can we make art to share with others?
Wonder-filled World	How can we discover the world around us using all our senses?	How can we learn about the world around us as we play with earth and water?
Animals All Around	How can we watch, hear, and play with animals all around us?	How can we investigate the animals we see and hear all around us?
Making Memories, Sharing Stories	How can we make memories and share stories together?	How can we share our memories and make up stories together?



Exploration/Project Overviews

Teachers and administrators learn about each unit with an Exploration/Project Overview. Exploration/Project Overviews for teachers provide a high-level overview to guide their implementation of each project, including:

- driving question(s),
- learning goals,
- flow of the unit week by week, and
- how to engage families and communities.

The Overviews also provide brief synopses of each Learning Experience Guide (similar to lesson plans) so teachers can see how the projects and explorations are lived out through children's play and other daily experiences. The Administrator Project Overviews help administrators plan ahead for and support implementation of each project.

Infant Exploration Overview

TAKE CARE!

How can we grow healthy, happy, and strong?

EXPLORATION

Learning to help take care of ourselves - our bodies, hearts, & minds - is the foundation of a happy, healthy life! In infancy, babies experience care from others, and learn to take care of themselves by participating in self-care routines in more and more active ways. In this exploration, children experience intentional opportunities to care for themselves, objects in the care setting, and each other. They help to co-create the care routines they participate in every day, and feel competent and confident in caring for themselves and the classroom.

We emphasize engaging children in their own care, and helping infants contribute to self-care in any and all ways they can. This exploration culminates with a new set of posters around the classroom that show the current community of learners (children, families, teachers) engaging in each of the classroom routines, and a photo collage of what makes the children happy. Families contribute ideas and information about their children throughout the Exploration; they are invited to view and talk with infants about the Care Routine posters and All of Our Feelings photo collage at drop-off and pick-up, during an open-house event, and in their sent home. Here is how the project unfolds week by week:

- Week One:** What **calms** and **soothes** us? At home and in the care setting, each child has specific people, places, and things that help them feel calm. Children explore what soothes them, help choose items for the Cozy & Calm area, and help create posters for routines and areas where they experience comfort and soothing.
- Week Two:** What keeps our bodies healthy and **growing strong**? Children explore nutritious foods they enjoy, and experience opportunities to use their muscles as they create posters for routines and areas where they nurture and move their bodies.
- Week Three:** What keeps us **healthy and safe** at school and at home? Children are guided to use gentle touches, safe behaviors, and hygiene as they create posters for Behavior Guidelines, and Self-Care Routines.
- Week Four:** What do we **feel**? Children explore what makes them smile and laugh, cry and fuss, as they help create posters for areas and routines where they experience interest, connection, joy, and frustration. Families share photos of their infants smiling and laughing at home, and help choose photos for the All of Our Feelings photo collage at the We Take Care Open House or at pick-up and drop-off.

EXPLORATION OBJECTIVES

This exploration provides an opportunity for children to meet some Great First Eight Learning Outcomes in every domain. This exploration also supports children as they:

- **Explore & Categorize** a range of sensations and interactions that can soothe and calm them
- **Explore & Discover** what frustrates and interests them, what makes them laugh and smile
- **Communicate** about classroom guidelines by attending to and following adults' guidance, with support as needed
- **Develop a sense of self** as competent and confident in taking care of their own bodies by actively participating in individualized care routines
- **Move vigorously** to express needs and feelings and **move intentionally** to participate in routines

VOCABULARY

People, Places, & Things: home, school, crib, bed, sleep, blanket, pacifier, body.

Actions: care, wash, hug, read, touch.

Descriptions: healthy, nutritious, safe, strong, gentle, happy, sad, angry, scared, interested, surprised, curious, excited, hungry, thirsty, full, dirty, clean

Categories & Connections: body parts, feelings, emotions, family, first, next, last.

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Learning Experience Guides

Pay attention to children's interests and modify your plan according to what children are learning and working on.

	Monthly
Rest & Relax	My First Naps: Create individualized rest routines with soothing sounds, songs, books, comfort items from home, and others; communicate with families, and observe infants closely to create routines and rituals.
Cozy & Calm	Soothing Choices: Infants help choose calming art/photos, books, soft pillows, blankets, toys, laminated family photos, and sensory bottles for this area. Teachers observe infants' reactions to each item to make choices.
Hands & Minds at Work	Is It Our Exploration: Add small household items related to self-care that encourage infants to combine objects and solve problems, such as wipes or wash clothes and a tissue box with a small opening to put clothes, wipes in, and pull them out. Add strings of beads and cups of different sizes to encourage problem-solving for putting objects into containers.
Imagination Station	Taking Care of Bodies and Objects: Baby dolls and rag dolls (blankets, puppets, pacifiers, bottles). Add items for meals (bottles, utensils, take food). Add washing items (wash clothes, towels, diapers, wipes), and encourage infants to take dolls between Imagination Station and Sensation Station.
Library	Display books in your library that show babies being cared for, teach infants about their bodies, and that celebrate all of children's feelings. Add the Baby Signs book on feelings, Read Shoulders Knees Toes, and My First Body.
Community Gathering	Infants Gather Together: Choose greeting songs that include each child's name, and songs about feelings (e.g., if you're happy and you know it). Use gestures as part of songs so that children can "sing along" even without words.

These are weekly experiences with one LEG for the month which provides weekly focus for planning.

	Weekly			
	Week 1	Week 2	Week 3	Week 4
	Calm & Soothe	Growing Strong	Healthy & Safe	Feelings

<p>Rest & Relax: Offer toddlers/preschoolers green, brown, yellow, red to point on paper plates, using forks and spoons as tools.</p> <p>Yummy Songs: Sing or play songs about food, cooking, with fun, artistic, write down children's favorites.</p> <p>Handwashing: Taking Care of our Bodies. Notice and document ways children participate in handwashing and learn to keep their bodies clean.</p>	<p>Stress Relationships: Ask families about infants' calming routines at home and what updates have been made to feeding routines and preferences. Discuss classroom guidelines, self-care routines, and the feelings of separation and reunion.</p> <p>Handwashing: Taking Care of our Bodies. Notice and document ways children participate in handwashing and learn to keep their bodies clean.</p> <p>Diapering: Taking Care of our Bodies. Notice and document ways children participate and learn to keep their bodies clean.</p>	<p>Self-care: Notice and document ways children participate and learn to keep their bodies clean.</p> <p>Diapering: Taking Care of our Bodies. Notice and document ways children participate and learn to keep their bodies clean.</p>	<p>Self-care: Notice and document ways children participate and learn to keep their bodies clean.</p> <p>Diapering: Taking Care of our Bodies. Notice and document ways children participate and learn to keep their bodies clean.</p>	<p>Self-care: Notice and document ways children participate and learn to keep their bodies clean.</p> <p>Diapering: Taking Care of our Bodies. Notice and document ways children participate and learn to keep their bodies clean.</p>
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Exploration Overview

engaging in each routine of the day and area of the classroom as they learn to participate in goals in learning experiences. Use these to create posters for each area and routine. Visual shovier Guidelines to children in the daily life of the classroom. Throughout the ph each child expressing different emotions - surprise, joy, interest, disgust, sadness, anger, fear at what caused them to feel that way. Show the photos to families and invite them to guess what and why. Families help select photos for the All of Our Feelings photo collage.

EXPLORATION

Infants are invited to create responsive, individual care routines for babies. Families know best and don't like learn how each baby likes to be soothed, what they like to eat, what makes them cry. Continue to refer to information gathered from the Family Survey/Interview. Share tips and strategies on home safety and getting infants involved in self-care routines. Their names for body parts during care routines. Ask families what names they use for infants' so they can use these along with the accurate names. This can be an uncomfortable topic for some sensitivity from you. Explain why you use accurate terms, but respect families' preferences on so to share photos of infants showing joy, laughter, and interest, and to help choose photos for photo collage of pick-up/ drop-off, during the Open House, and by sending photos home.

CONNECTION

and many different jobs to take care of a community of children, teachers, and families. Invite a community Point out jobs of people in the program (making lunch, cleaning) and the day collectors, mail deliverers), and show appreciation for the ways they take care of us. Invite others help in their home or neighborhood (grocery clerk, bus driver). Invite program staff Open House to learn how infants help take care of themselves and their classroom.

JACK & THINKING AHEAD

es - our bodies, hearts, & minds - is an essential part of infants' daily experiences, and is a fit for a happy, healthy life. Because infants learn to care for themselves by participating in self-care routines in more and more active ways, this is a wonderful follow-up to the Better Together! tips between infants and adults grow stronger as infants are comforted and soothed by their families, as their needs are met during care routines, and as they show joy and laughter in self. Involvement of families in this exploration - by celebrating the smiles and laughter of their idea that families are part of the community of the care setting. Reflect on what you know the last project, and think ahead to support their growing skills in Take Care! and beyond: infants learned about their peers, teachers, and families that you can support in this exploration? on connects with Cultivating Community. As infants give and receive gentle touches, laugh and cry, they build relationships with peers and form a community. As older infants help take care of (wiping a table after Meal & Eat, throwing away a paper towel), they learn they are helpful members. What else are infants learning about being a community that could be supported here? reflect on Take Care!, think about and discuss with others: each infant feel safe and comfortable enough to explore, and curious or excited to learn more? infants, and what can you do to either prevent upset or soothe them? am guidelines keep infants safe as they explore, and which ones might impose unnecessary their freedom to explore and learn? teacher/s, families, or others about what you have learned about each child and how you classroom routines and areas to engage and support them further.

Weekly Overview

Week 2	Week 3	Week 4
<p>Week 2: What calms and soothes us? At home and in the care setting, each child has specific people, places, and things that help them feel calm. Children explore what soothes them, help choose items for the Cozy & Calm area, and help create posters for routines and areas where they experience comfort and soothing.</p> <p>Week 3: What keeps our bodies healthy and growing strong? Children explore nutritious foods they enjoy, and experience opportunities to use their muscles as they create posters for routines and areas where they nurture and move their bodies.</p> <p>Week 4: What do we feel? Children explore what makes them smile and laugh, cry and fuss, as they help create posters for areas and routines where they experience interest, connection, joy, and frustration. Families share photos of their infants smiling and laughing at home, and help choose photos for the All of Our Feelings photo collage at the We Take Care Open House or at pick-up and drop-off.</p>	<p>Week 3: What keeps our bodies healthy and growing strong? Children explore nutritious foods they enjoy, and experience opportunities to use their muscles as they create posters for routines and areas where they nurture and move their bodies.</p> <p>Week 4: What do we feel? Children explore what makes them smile and laugh, cry and fuss, as they help create posters for areas and routines where they experience interest, connection, joy, and frustration. Families share photos of their infants smiling and laughing at home, and help choose photos for the All of Our Feelings photo collage at the We Take Care Open House or at pick-up and drop-off.</p>	<p>Week 4: What do we feel? Children explore what makes them smile and laugh, cry and fuss, as they help create posters for areas and routines where they experience interest, connection, joy, and frustration. Families share photos of their infants smiling and laughing at home, and help choose photos for the All of Our Feelings photo collage at the We Take Care Open House or at pick-up and drop-off.</p>

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Learning Experience Guides

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Cozy & Calm	Soothing Choices: Infants help choose calming art/photos, books, soft pillows, blankets, toys, laminated family photos, and sensory bottles for this area. Teachers observe infants' reactions to each item to make choices.
Hands & Minds at Work	Is It Our Exploration: Add small household items related to self-care that encourage infants to combine objects and solve problems, such as wipes or wash clothes and a tissue box with a small opening to put clothes, wipes in, and pull them out. Add strings of beads and cups of different sizes to encourage problem-solving for putting objects into containers.
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	Weekly		
	Week 2	Week 3	Week 4
	Growing Strong	Healthy & Safe	Feelings

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Better Together

Children, teachers, and families personalize the classroom to reflect the community of learners by creating a display about their families and beginning the All About Me books. The project culminates in a Family Open House.

Take Care!

Children learn how to take care of themselves through the care families and teachers provide and by participating in daily care routines. The project involves development of a set of new posters throughout the classroom that show the current community of learners engaging in routines and areas of the classroom, following classroom guidelines, and expressing their many different feelings.

Cultivating Community

Children learn how to strengthen and contribute to their community with respectful communication, curiosity about others, and their natural desire to help others and contribute in meaningful ways. Children engage in a Helping Project that authentically contributes to their classroom or program community.



Eat Up!

Children use their senses to explore and learn about food. They also learn about health, family culture and routines, and identity, as well as the people and places who help to feed them, their classmates, and their families. Children plan for and prepare a Family Meal Event. Teachers, families, and children will also work together to create a cookbook for the classroom community.

Magnificent Musicians

Children, teachers, and families enjoy the versatility of music and use it to support and inspire learning and development, as well as connect to culture and engage in routines. This unit culminates in a Making Music Together Fest.

Move It!

Children explore and discover their world from a variety of perspectives as teachers move them and they move themselves or other things. It celebrates the motor skills, engineering, problem-solving capacity, and the risk-taking behaviors of young children, and culminates in The Move It Challenges Event.



Brilliant Builders

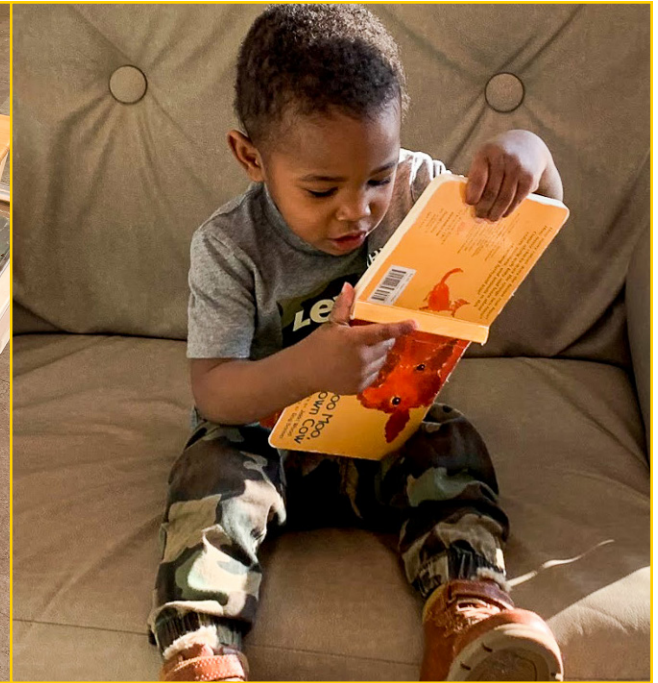
Children explore many different materials—and their characteristics—that can be used to build, types of structures children can identify around them, and ways tools can help us build. This unit involves children, teachers, families, and community members working together in the Building Our Neighborhood Together Event, and displays children's experiences as budding engineers.

What's Growing?

Children learn about changes in the natural world, particularly plant life, and discover how they can take actions to change things while also observing ways they are changing and growing. This unit culminates in a sensory exploration of plants for infants, and, for toddlers, the categorization of plants into real or fake by investigating their sensory attributes.

Awesome Artists

Children enjoy the process of art as they explore and discover various art materials and methods, and enjoy exposure to art from their homes, communities, and the early childhood education setting. This project culminates in an Art Party/Show.



Wonder-Filled World

Children explore water and earth (sand, soil, and so on) to discover all the wonderful things that can happen when we combine these natural substances. Children and families play with earth and water to have fun and learn together. Toddlers host a celebration on or around International Mud Day (June 29th).

Animals All Around

Infants participate in a Pet Picture Parade by creating a poster featuring photos of each child with a family pet or favorite stuffed animal. Toddlers create animal habitats, indoors or out, culminating in an Animal Habitats Tour for families or the program community. Toddlers serve as tour guides, pointing out habitats and the animals that live there.

Making Memories, Sharing Stories

In this culminating project of the year, children and teachers look back on all of their experiences together, share their memories, and make new ones. Children help to create, with support from families and teachers, photo memory books they share in the Memories and Stories Event.

Outcomes

The Great First Eight Infant & Toddler Learning Outcomes address standards in four developmental domains aligned with the Head Start Early Learning Outcomes Framework (ELOF).

4 Learning Outcomes Domains



Social & Emotional Learning



Communication, Language, & Literacy



Physical Learning



STEM
(Including Mathematics and Scientific Reasoning)

The Great First Eight team adapted the ELOF outcomes with additional up-to-date information from the science of child development and to reflect our focus on acknowledging cultural and familial influences on children's development and learning. In addition, Great First Eight Infant & Toddler prompted the development of Social Justice Learning Standards based on the Learning for Justice standards, adapted to be developmentally relevant for infants and toddlers.

SOCIAL-EMOTIONAL		
Relationships with Adults	Relationships with Other Children	Sense of Identity and Belonging
<ul style="list-style-type: none"> Child develops expectations of consistent, positive interactions through secure relationships with familiar adults, including family, teachers, and community members (SE1). Child uses expectations learned through repeated experiences in primary relationships to develop positive relationships with other adults inside and outside their cultural group (SE2). Child learns to use the adults as a resource to meet needs consistent with their family/culture (SE3). <ul style="list-style-type: none"> Child seeks comfort or assistance from familiar adults inside and outside their cultural group (SE3.1). 	<ul style="list-style-type: none"> Child shows interest in, interacts with, and develops positive personal relationships with other children inside and outside their cultural group (SE4). <ul style="list-style-type: none"> Child shows desire to help take care of themselves, others, and the classroom (SE4.1). Child initiates and engages in play with children inside and outside their cultural group (SE5). 	<ul style="list-style-type: none"> Child shows awareness about self and who and what belongs with them (SE10). <ul style="list-style-type: none"> Child shows awareness about self, who and what is shared with others, and how to connect with others (SE10.1). Child understands some characteristics of self and others, noticing and affirming similarities and differences in culture, language, sex, skin color and other physical features, ability, and family structure (SE11). Child recognizes, accepts and affirms characteristics of self and others, including culture, language, sex, skin color and other physical features, ability, and family structure (SE11.1). <ul style="list-style-type: none"> Child recognizes, accepts and affirms characteristics of self and others, including culture, language, sex, skin color and other physical features, ability, and family structure (SE11.2). Child shows confidence in own abilities through relationships with others (SE12). Child engages in turn taking to develop cooperative play and support their membership in diverse groups while sharing interest, access, voice, and decision-making (SE12.1). Child develops a sense of belonging through relationships with others in their classroom, culture, and communities (SE13).
Emotional Function	Initiative and Curiosity	Emotional and Behavioral Self-Regulation
<ul style="list-style-type: none"> Child learns to express a range of emotions, consistent with the expression of their family/ culture (SE6). Child recognizes and interprets emotions of others with the support of familiar adults (SE7). <ul style="list-style-type: none"> Child labels emotions of self and others using gestures or words (SE7.1). Child expresses care and concern towards others and shows comfort with the thoughts, feelings, dispositions, and expressiveness of other children in the classroom (SE8). Child manages emotions with the support of familiar adults, consistent with the emotion regulation strategies of their family/ culture (SE9). 	<ul style="list-style-type: none"> Child demonstrates emerging initiative and growing confidence in interactions, experiences, and explorations, consistent with their family/culture (AT16). Child shows interest in and curiosity about objects, materials, or events (AT17). Child shows interest in and curiosity about people, demonstrating joy and pride in the accomplishments of others (AT17.1). 	<ul style="list-style-type: none"> Child manages feelings and emotions, consistent with their family/ culture, with support of familiar adults (AT11). Child manages actions and behavior, consistent with their family/culture, with support of familiar adults (AT12).
COMMUNICATION, LANGUAGE, & LITERACY		
Attending and Understanding	Communication and Speaking	Emergent Literacy
<ul style="list-style-type: none"> Child attends to, understands, and responds to communication and language from others (LC1). Child learns from communication and language experiences with others (LC2). 	<ul style="list-style-type: none"> Child communicates needs and wants non-verbally and by using language (LC3). Child uses non-verbal communication and language to engage others in interaction (LC4). Child uses increasingly complex language in conversation with others (LC5). Child uses non-verbal communication and language for increasing range of purposes (gain and direct others' attention, connect with others, then to direct others' behavior and coordinate actions) (LC5.1). Child initiates non-verbal communication and language to share ideas and to learn and gain information (LC6). 	<ul style="list-style-type: none"> Child attends to, repeats, and uses some rhymes, phrases, or refrains from oral or written stories, songs, or other texts (LC9). Child retells different parts of a story read or told to them in their own words (LC9.1). Child shares nonfiction information read or told to them in their own words (LC9.2). Child handles books (holds, turns pages, imitates reading behavior) and relates them to their stories or information (LC10). Child recognizes pictures and symbols, signs, or words (LC11). Child comprehends meaning from pictures and oral and written stories, informational texts, and other texts (LC12). Child makes marks and uses them to represent objects or actions, words, ideas or words (LC13). Emerging until 9 months.
Vocabulary		
<ul style="list-style-type: none"> Child understands an increasing number of words used in communication with others, including object labels, actions, describing words, and connecting words (LC7). Child uses an increasing number of words in communication and conversation with others, including object labels, actions, describing words, and connecting words. (LC8). 		

We provide crosswalks of our learning outcomes to common assessment systems used in infant and toddler education.

As you will see later in this document, the outcomes are supported through Learning Experience Guides that bring each exploration or project to life, and the outcomes are assessed using the Great First Eight Infant and Toddler assessment approach.

Excerpt from the Great First Eight Infant & Toddler Learning Outcomes document

Learning Throughout the Day in Each Routine and Area



Great First Eight Infant & Toddler is designed around young children's daily learning opportunities that include each routine of the day and each area of the classroom. We encourage teachers to develop a consistent but flexible schedule that includes opportunities for each child to experience each routine and area. Infants and toddlers learn through their daily interactions with people and their environments, so we have created a curriculum that capitalizes on these expectable daily experiences—such as meals, rest time, and play—to intentionally enhance learning, rather than set aside just a small portion of the day as learning time.

The implementation of each of these routines and areas is guided by a Learning Experience Overview (LEO) that explains what teachers should do, what children should experience, and what children can learn through these experiences. LEOs provide details on the types of materials to be used, how to set them up, and how to engage in the types of interactions that will support children's development in each experience.

Learning Experience Overviews (LEOs)



Infant & Toddlers Daily Learning Experiences

**Learning happens
all day, every day.**

Great First Eight Infant Toddler Curriculum makes the most of everyday moments to support learning in all routines of the day and areas of the classroom.

Area/Routine	What Children Do and Learn
Hello & Goodbyes	Greetings and transitions at the beginning of the day (drop-off) and end of the day (pick-up) are opportunities for families, children, and teachers to communicate together and build secure relationships.
Self-care	Children participate in self-care to learn about their bodies, gain trust in caregivers, build independence, practice fine motor skills, and learn to do things in order through Hand-washing, Diapering & Toileting , and Toothbrushing .
Meet & Eat	Children learn about and take care of their bodies, communicate needs, and learn to trust caregivers to meet their needs. For older ones, meals are social activities where they build positive self identity and acceptance of others.
Rest & Relax	Good sleep is key to well-being and learning! Teachers connect with children in calm, soothing ways so they feel safe enough to sleep. Babies sleep whenever they need; toddlers rest on a more consistent but flexible schedule.
Move & Groove	Children build strength, endurance, coordination, and balance, and release energy to maintain a good mood-all while having fun moving their bodies! When music is part of the experience, children express their personalities and build positive identity by exploring their own special ways of moving and grooving.
Book-share	Children look at, touch (and taste!), and listen to books with teachers and on their own. They learn vocabulary, learn what books are and how they work, and gain a love of reading which are the foundations of literacy! Children develop positive identity when they see people like them in the pictures and ideas in the books.
Small Group Collaboration	Teachers plan and guide children to work together in small groups to build social skills such as parallel play, play with complementary roles, helping, sharing, and turn-taking. These are the skills needed to cooperate and collaborate.
Community Gathering	Gatherings include greetings, music, movement, books, and sharing big ideas to build a sense of community among toddlers. They support children's attention spans and awareness of the wider world. Participation is up to each child.



Area/Routine	What Children Do and Learn
Arts Studio	Children explore arts-making processes with many different materials and methods. They build fine motor skills by using tools, identity through self-expression, and emergent literacy by beginning to express and communicate ideas visually.
Construction Site	Children explore materials and methods for building structures by themselves or with peers. They practice focus, persistence, and problem-solving, and learn concepts related to geometry, physics, tool-use, and engineering!
Cozy & Calm	How can we watch, hear, and play with animals all around us? How can we investigate the animals we see and hear all around us?
Hands & Minds at Work	Children gain fine motor and problem-solving skills as they explore objects and puzzles. They learn about object properties, persist in challenges, and figure out what they can do with their hands, fingers, mouths, and minds!
Imagination Station	Children playfully use everyday items for pretend, alone or with others. They build language, imagination, and knowledge of the world. When items reflect their homes and cultures, children gain a strong, positive sense of self.
Library	Books are available where children can find them any time. Emergent literacy is promoted all over the classroom as books, other printed materials (signs, menus), and writing materials are used in many ways every day.
Music Station	Children listen to and make music with instruments, recorded songs, and their own bodies and voices. Rhythm supports early math, songs with words support language development, and creating to their own beat affirms children's identity!
Sensation Station	Children explore materials by touching, listening, and looking-even smelling and tasting!-to understand the world around them, and how their bodies take in information through all their senses. Adding tools and other objects helps children to learn measurement, physics, technology (tool-use), and many more science, math, and engineering skills!
The Great Outdoors	Children move their bodies, release energy, and explore as they enjoy the outdoor environment. They learn about the natural environment, including weather, plants, and animals, and the wonderful feelings of being outside.

Learning Experience Guides

Great First Eight Infant & Toddler provides Learning Experience Guides (lesson plans), known as LEGs, for each daily routine and area of the classroom. Some of these guides are planned daily, some are planned to stay consistent throughout the week, and others are consistent throughout the month-long unit. All experiences are connected to the main content in the exploration or project and encourage teachers to observe and respond to children's behaviors throughout each experience.

LEGs promote flexible intentionality in supporting children's development across domains. They point out opportunities to support development toward Great First Eight Infant & Toddler Learning Outcomes, and they highlight teachers' choices in materials, set-up, and responsive interactions with children. The focus is on helping teachers to choose strategies that foster development and are responsive to children's interests.

Toddler Project: Move It!
Weekly Focus: Move It Challenges

MOVE & GROOVE: STOP & GO
PREPARE & SHARE

1. **Try It First:** Think about a place where children can walk or run without obstacles (e.g., outside, open area in classroom, or hallway).

2. **Set Up:** Print out "go" and "stop" signs (find a link to the images in the [Resources](#) box) and glue them onto cardboard with a wooden craft stick, or you can repurpose ones you already created.

3. **Invite Children:** Show children the signs and say, "Let's play a game with these! Have them stand in line next to each other or in a circle."

4. **Interact & Respond:** Notice how toddlers use their bodies to move and explore their environment. Support their explorations using these ideas:

- Demonstrate:** Tell children that when you hold up the red sign and say "stop" (show them the sign), they should freeze their bodies or stop moving. When you hold up the green sign and say "go" (show them the sign), they should walk or run. Demonstrate what this looks like (e.g., hold up green sign and run, hold up red sign and freeze).
- Model:** Model curiosity and excitement about what signs/signals tell us and how we can use that information to know when to move or freeze our bodies.
- Talk & Listen:** Comment on children's reactions to the signs when you add them up. How fast or slow do they move? Use comparison words to describe what children are doing. Ask children to tell you what signs mean.
- Support & Encourage:** Comment on their efforts to follow the instructions. If children seem a little unsure of what to do or about doing, ask if they would like to help you hold up the signs, and then encourage them to try.

5. **Extend Ideas:** For toddlers who can understand the difference between fast and slow, consider adding the red, yellow, and green stoplight (find a link to the printable in the [Resources](#) box) and introduce the yellow sign as a sign to go slow. This extends children's opportunities to control different aspects of their movement.

6. **Conclude & Transition:** Describe how children used the red and green signs to stop and go. Try using the signs with children as you let them know what is coming next or what other activities are available for them.

VOCABULARY-BUILDING OPPORTUNITIES
People/Places/Things: feet, arms, body, line, zigzag, shape names
Actions: go, stop, wait, walk, turn, jump, hop
Descriptions: fast, slow, quick, straight, round, front, back, far, close
Categories & Connections:

LEARNING OUTCOMES
Child...
• imitates and emulates others (SES)
• uses perceptual directing own and interactive
• recognizes 1 or words (LC)
• maintains 1 with support

MATERIALS
• Must-Haves:
• Stop sign
• Go sign
• Open area

Toddler Project: Eat Up!
Weekly Focus: Where do we get our food?

MEET & EAT: THE RIGHT TOOL FOR THE JOB
PREPARE & SHARE

1. **Topics for Conversations:** This week, focus conversations on the tools we use to eat our food. Notice how the structure (shape, texture, size) of the food determines what functions we need the utensil to have. Talk about the different traditions and routines families may have around utensil use (e.g., some families use chopsticks and some do not).

2. **Interact & Respond:** Notice how toddlers show their needs, feelings, autonomy, and interest in peers. Support autonomy, self-care, and communication skills using these strategies:

Strategy	Description
Demonstrate	Begin the meal with a variety of utensils available for yourself and each child. Narrate your selection of a utensil and why you picked it. "Hmm, I see that I have slippery, wet appleauce on my plate. I think that would squish right through a fork (hold up the fork and point to the spoon). I think a spoon is best to scoop it into my mouth."
Model	While eating your meals with children this week, find opportunities to model the use of different utensils.
Talk & Listen	Ask toddlers questions about their preferences around using utensils and what preferences they have noticed in their families or home. Which foods do you like eating with your hands? What utensil do you use to eat chunky macaroni and cheese? What utensils does your family like to use? My grandma uses a tiny spoon to stir her hot tea.
Support & Encourage	The ways children use utensils are likely reflections of the ways their families use utensils. So, affirming their choices is an opportunity to affirm their families. I see you using a spoon to scoop cut pieces of spaghetti, like your papa does. My family twirls spaghetti around a fork! We all use tools differently.

3. **Extend Ideas:** Add utensils that children may have less experience with and discuss what types of foods they might work well for (e.g., chopsticks, crab crackers, Injera paddle).

4. **Conclude & Transition:** When toddlers are done eating, talk about what they ate or ask them what they ate and what they liked. Encourage toddlers to clean up after themselves as much as they can. Transition to the next routine or learning experience.

VOCABULARY-BUILDING OPPORTUNITIES
People/Places/Things: utensil, fork, spoon, appleauce, mouth, cheeks
Actions: use, squish, scoop, eat, use, choose, stir, cut, twirl
Descriptions: slippery, wet, chunky, tiny, hot
Categories & Connections: best, through, on, off, differently, around

LEARNING OUTCOMES
Child...
• recognizes, accepts differences among their culture and everyday routine
• communicates nonverbally (LC)
• matches and to understand characters

MATERIALS
• Must-Haves:
• Fork
• Spoon
• Open area

Infant Exploration: Take Care!
Weekly Focus: What calms and soothes us?

BOOK-SHARE: I LOVE ALL OF ME
PREPARE & SHARE

1. **Read It First:** Focus on the facial expressions and emotions of each character to talk about various emotions. Consider how to encourage children to talk about certain actions or emotions from the story.

2. **Invite Children:** Always read/share the book when infants show interest. When this Book Share is planned, hold out the book to see if the child is interested in it (the Infant Book-Share LEO describes reactions that tell you if infants are interested).

3. **Introduce the Book:** Connect ideas from the book to children's experiences or interests. Your family told me that you love to clap with your hands. Let's see what other babies love to do!

4. **Interact & Respond:** Notice what children pay attention to and the emotions they express. Respond using some of these strategies:

- Use expressions to help children understand the actions and emotions in the book.**
- Voices:** Use a different voice for each character.
- Faces:** Mirror and narrate the emotions you see in the book with your own face and share your own reactions to the book, such as curiosity when looking at the baby bump.
- Guesses:** Wiggle your toes, pretend to sniff a flower, squeeze a soft toy, and invite children to imitate you.
- Play with sounds of letters:** Demonstrate with the letters in children's names. Dance starts with d-d-doe, like b-b-bump and n-n-n.
- Emphasize rhymes:** Bring attention to rhyming words like toes and nose, eyes and wise, tips and hips, and bump and rump.
- Alike actions:** This baby is dancing and smiling. You were also dancing and smiling earlier today!
- Connect to feelings & emotions:** This child seems to be curious about the baby bump. You also get curious about how big your tummy can get!

5. **Extend Ideas:** Connect to the weekly focus by discussing how moving parts of the body mentioned in the book can be soothing or talking about how reading books together can calm us!

6. **Conclude & Transition:** Look for signs that children are done with just read and what the child experienced with the book. We read about what babies love about themselves. You liked looking at the page where the baby was clapping the day! When looking at the page where the baby was clapping the day, you liked looking at the page where the baby was clapping the day!

VOCABULARY-BUILDING OPPORTUNITIES
People/Places/Things: body, names of body parts, emotions, book
Actions: jump, off, catch, chase, share, hug, like, feel, smile, dance
Descriptions: together, silly, curious, excited, happy, soothed, calm
Categories & Connections: emotions, sense of self, curiosity

LEARNING OUTCOMES
Child...
• recognizes and interprets emotions of others with the support of familiar adults (SE7)
• uses perceptual information to understand objects, experiences, and interactions (PMP1)
• recognizes pictures and symbols, signs, or words (C11)
• observes and imitates sounds, words, gestures, actions, and behaviors

MATERIALS
• Must-Haves:
• I Love All of Me by Lorie Ann Grover, illustrated by Carolina Buzio
• Optional:
• Mirror

CONNECT
• **To the exploration:** Talking about our bodies, learning about expressing emotions, and reading together can help us learn about what calms and soothes us!
• **To other parts of the day:** What are our routines in the day that children do? Talk about what they enjoy doing with their bodies!
• **With children's homes and lives:** Talk about what families love about the children. When you dance, it makes your big brother laugh and smile!
• **Children with each other:** Talk about which pages of the book each child liked and make connections to similar interests among children.

Classroom Materials

Great First Eight Infant & Toddler identifies many specific children's books, toys, furnishings, and other materials to purchase to facilitate young children's learning and implementation of the curriculum. Detailed materials lists are available in the Implementation Guide and in the Overviews for each exploration and project.

We provide, at no cost, printable materials for the classroom environment. For example, we provide visuals to support implementation of the research-supported approach of using infant signs with infants and toddlers.



As another example, we provide posters for each exploration/project that reflect ways that the exploration and play that children engage in today will support them to build skills for the work they will do as adults.

In addition to these and other printable materials we provide, and our lists of specific books and other materials needed for curriculum implementation, we also provide guidance about how to select additional high-quality books as well as music for the classroom.

Resources for Planning & Reflective Practice

We provide a number of resources to support teacher planning and prompt teacher reflective practice. These include:

Planning forms to guide implementation, including individual learning goals

Infant Intentional & Flexible Plan

Use the Infant Exploration Overview and Learning Experience Guides, and incorporate your reflections from your documentation of children's learning and from the Teacher Journal. Remember, you can always add to or change your plan based on children's needs, interests, and development.

EXPLORATION: Better Together?
Driving Question: How can we discover who we are through our relationships with others?

	Monthly				Modifications/Adaptations	Individual Goals
Rest & Relax	Get to Know Children. Use the Infant Toddler Temperament Tool online to get to know infants' temperaments. Develop sleep rituals with families.				Print out the temperament tool for CD's family	
Cozy & Calm	Children's items from homes	Describe facial expressions and label emotions	Encourage children to notice others	Use family photos to talk with children	Make sure to laminate family photos so children can explore orally	
Hands & Minds at Work	Describe balls' textures and sensations	Play turn-taking by putting balls in baskets	Point out peers playing nearby	Encourage playing balls with family		Watch how EJ & YW picks up balls
Imagination Station	Hide items to see children's reactions	Encourage children to find hidden items	Hide classmates' pictures	Hide family pictures		Assess object permanence with BL, CN, DK.
Library	Global Babies, Hush a Bye Baby, My First Body, Kiss by Kiss, Love Makes a Family.					Encourage NS to turn pages
Community Gathering	Infants Gather Together. Use a mirror to encourage children to look at themselves and others.				Stand in front of the mirrors for DK & MP	
Family Connection	Ask families to bring in a family photo for the All About Me book Offer to take family photos during drop-off Send home the Family Survey/Interview Open house (9/28) invitation and reminder				Make sure to text BL's family	
Community Connection	Go on walks in the building and around the building to point out familiar places (e.g., kitchen, front desk, Lily's office, gross motor room)					
Guidance	Encourage using gentle touches with each other by demonstrating and using hand-over-hand technique					
Transitions	Turn off lights and turn on soothing music before Rest & Relax when most of them are tired and sleepy; Bring comforting items					

Week 1 Focus: Who am I?

	Weekly	Modifications/Adaptations	Individual Goals
	Week 1		
Hello's & Goodbyes	Building Relationships. Ask families about some of their favorite things and what they like to do together with their children. Request families to bring/send a family photo and complete the brief Family Survey/Interview.		
Self-care	Diapering: What does each child feel during diapering? Talk about children's body parts and sensations they feel. Hand-washing: Observe children's likes and dislikes about the process of hand-washing and provide ways to soothe this discomfort.		Encourage BL to reach for the water
Meet & Eat	Food Sensation. Talk about the texture, taste, color, and other characteristics of the foods.	Talk about the temperature of the bottles.	Encourage CN to sign "more"
Book-share	Share Global Babies to talk about the images of the babies. Follow the child's lead to what they are looking at or point to and connect to feelings and emotions.	Put the book on the floor to share when children are doing tummy time.	
Construction Site	Building Blocks. Describe and explain what children are doing to explore with blocks that have a variety of attributes.	May need to provide containers for those interested in filing in and dumping	
Arts Studio	Self-portraits. Provide the page for the self-portrait from the All About Me book.	May need to have painting tools for children who don't want to use their hands to paint	
Music Station	Rock to the Beat. Play songs that have a rhythm we can easily rock to and songs familiar to the children. Rock to the rhythm of the music with children. Demonstrate how to rock to the music so older children can imitate the movement.		Observe how EJ moves to the music
Documentation	Write down things that children like/dislike in the All About Me book. Record stories with/out photos that show developing a sense of self as someone who is loved and protected by others in the All About Me book. Photograph children when interacting with caregivers/teachers and other infants throughout the day. Share the photos with children and their families and use them to make posters for routines and display in various areas.		

Example of the first two pages of a completed planning form

Resources for Planning & Reflective Practice (continued)

A Teacher Journal to prompt reflection and discussion among teachers and coaches



Teacher Journal:
EXPLORATION/PROJECT:
Question:

Week:

This journal will help you reflect on your classroom routines & transitions, spaces & materials, and everyday interactions with children and families. Use your documentation from the last week, and any recent child assessments, to help answer the questions. Fill out this journal whenever you have opportunities: jot down your reflections throughout the day, the week, or as part of your planning time for next week. Your reflections in this journal will help you understand your children's development and learning, and create a responsive plan for the following week.

Routines & Transitions

Think about all the daily routines in your classroom, reflect on:

- Which routines and transitions are going well? What skills are children developing through these routines?
- Which routines and transitions are more challenging? What makes them challenging? What might you change?

Spaces & Materials

Think about all the spaces & materials in your classroom, reflect on:

- Which spaces and materials do children use most frequently? What skills are children building in these spaces? What can you add to help them elaborate their play here?
- Which spaces and materials do children use less? How could you modify the space or change materials to make them more engaging?

Everyday Interactions

Think about your everyday interactions with your children one-on-one, in small groups, and large groups; reflect on:

- Which children are you connecting with most and least? What do children's behaviors tell you about how secure they feel in the classroom? Who do they feel most and least connected to?
- In which parts of the day do you feel most connected to the children? Which part of the day do you feel like it's too hectic for you to have high-quality interactions with children? What makes it difficult to have high-quality interactions? How could you change routines, or the relationship structure of the classroom, to promote these interactions?

Think about your everyday interactions with your co-teacher/s; reflect on:

- In which parts of the work day do you feel most connected with your co-teacher/s, like you're working as a team? Which parts of the day, or your work together, are more challenging?
- What are your interactions with your co-teacher in the classroom showing the children about adult-adult relationships?

Resources for Planning & Reflective Practice (continued)

Reflection prompts at the end of each Learning Experience Guide



TEACHER REFLECTION

After this LEG, reflect on and learn from the experience:

What did CHILDREN do and learn?	<ul style="list-style-type: none"> How are children similar and different in the ways they engage with this experience? How do their individual personalities shine through? How did children interact with the objects and materials in the station? How can I support their engagement and exploration of these materials?
What did I do and learn?	<ul style="list-style-type: none"> How did I support children's freedom and independence in this experience? What cause and effect situations did I notice in the experience? How can I support children's discovery of causality?

Posters that prompt reflection in guidance of children's behavior

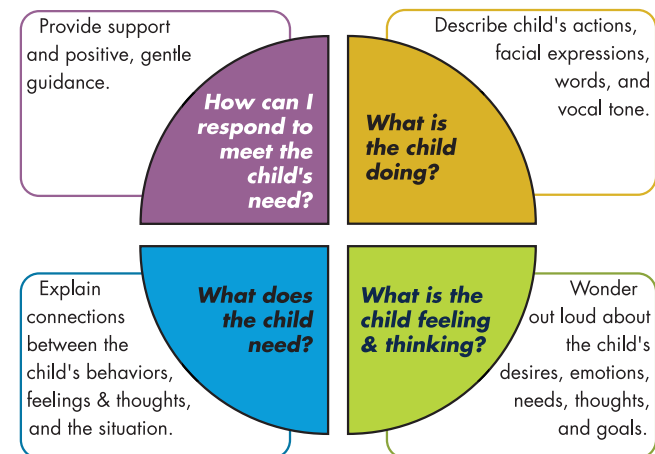


RESPECT:

GUIDING BEHAVIOR TO SUPPORT WELL-BEING AND DEVELOPMENT



REFLECT THEN RESPOND TO CHILDREN'S NEEDS



These resources work together with the Learning Experience Guides, coaching resources, and assessment and documentation processes to support lesson implementation, guide interactions, and encourage individualization. With the Professional Learning Modules, described later in this document, these resources also support teacher professional learning.

Assessment

Too often assessment practices in early care and education are not actually used to improve the quality or appropriateness of individual children's education nor to celebrate children's learning processes or outcomes. Rather, they end up feeling like busywork or an exercise in compliance. Worse yet, they may serve to perpetuate a narrow, deficit-laden view of children's capabilities and unequal opportunities for children to show their strengths. In the Great First Eight Curriculum, we take a different approach . . .

Principles Guiding Our Observation & Assessment Plan for Infants Through Second Grade

1. Observation and assessment practices should align with our Great First Eight Design Principles.
2. Observation and assessment practices should help teachers maintain high expectations for all children.
3. Observation and assessment practices should emphasize what children *can do*.
4. Observation and assessment practices should be equitable.
5. Observation and assessment practices should enable children to be active participants in the assessment process.
6. Assessment tasks should offer learning opportunities for children.
7. Observation and assessment should be aligned to the curriculum, including the curriculum's aims with respect to (these categories are specific to the infant & toddler portion of the curriculum):
 - knowledge of the natural and social world
 - procedural knowledge/practices/skills
 - communication
 - approaches to learning (social emotional and cognitive)
8. Observation and assessment should offer children multiple opportunities to show what they know and can do over the course of a unit or over multiple units.
9. Observation and assessment should offer children multiple ways of expressing their thinking.
10. Assessment practices should be educative when needed (e.g., helping teachers learn about development of scientific reasoning).
11. Observation and assessment must inform instruction.

We enact these principles through a two-pronged approach to assessment: guided observation called *Seeing Strengths* and a structured portfolio called the *All About Me book*.

Assessment (continued)

We provide a structured online observation spreadsheet, called **Seeing Strengths**, to guide and record observations of children’s developing strengths. The spreadsheet has a tab for each domain. It has a place for individual children’s names in the row headings and developmental outcomes within the column headings.

Guided Observation: The Seeing Strengths Spreadsheet

The spreadsheet provides drop-down menus for efficiency as well as a space in which to record anecdotes about the child’s displaying of that strength. There is also a drop-down menu to indicate the level of support teachers provide for children to show each strength:

1. Teacher needs to provide a lot of support
2. Teacher needs to provide moderate support
3. Teacher needs to provide very little support

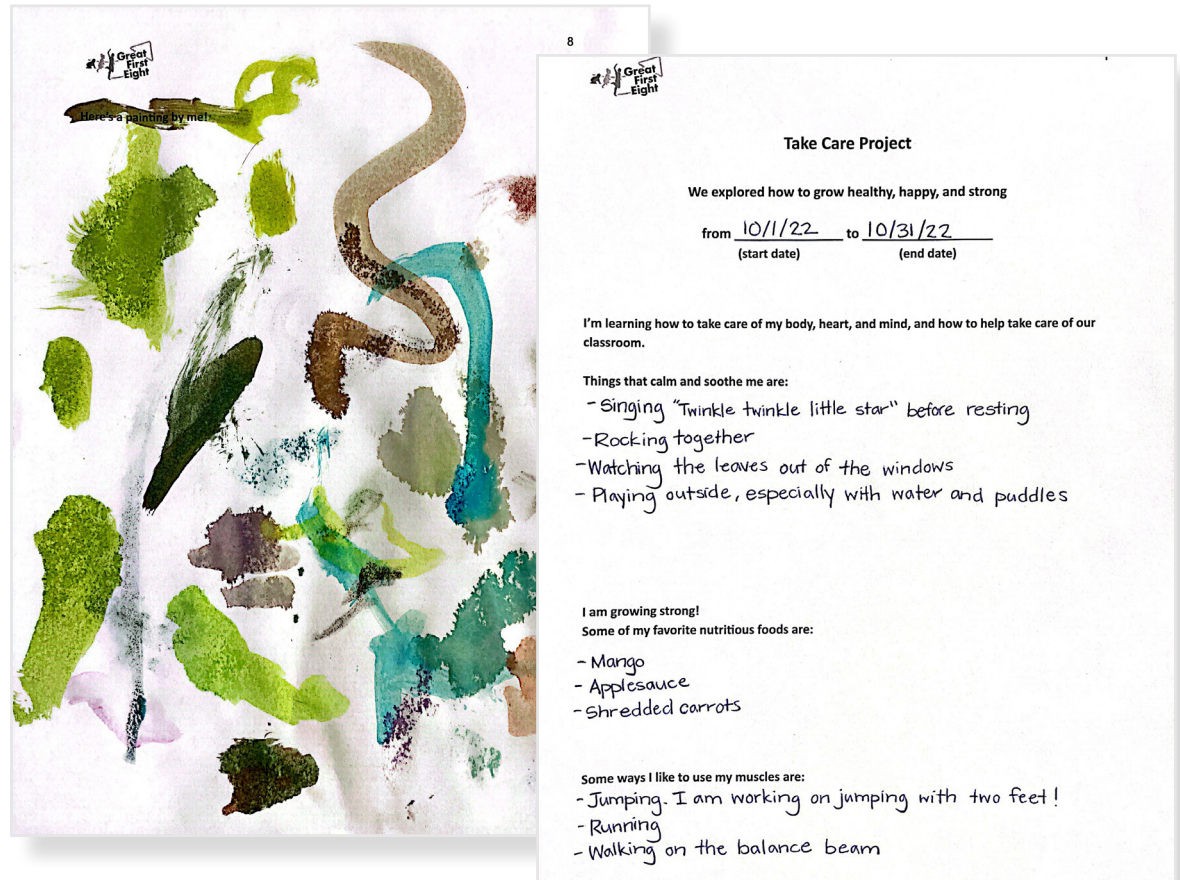
Child	Date	Project	SEL Sub-Domain	SEL Outcome	Developmental Progression
Aleyah	07/27/21	Better Togeth	Relationships with Adults	SE1: Child de	2. 8 to
Juan David	07/11/21	Better Togeth	Sense of Identity and Belc	SE10: Child s	2. 8 to
Juan David	07/24/21	Take Care	Initiative and Curiosity	ATL7: Child s	2. 8 to
Juan David	07/25/21	Better Togeth	Emotional Function	SE8: Child ex	2. 8 to
Jy'Aire	07/01/21	Better Togeth	Relationships with Other C	SE4.1: Child	2. 8 to
Jy'Aire	07/09/21	Take Care	Initiative and Curiosity	ATL7: Child s	2. 8 to

These levels of support don’t put the onus on the child but rather refer to the amount of support the teacher needs to provide for the child to show this strength. Teachers may work in the Seeing Strengths spreadsheet during the day or during a reflective period of the teacher’s choosing. Each Learning Experience Guide indicates the learning outcomes that are targeted—and therefore are particularly appropriate to observe for—in that learning experience.

Assessment (continued)

The second component of the Great First Eight Infant & Toddler approach to assessment is a structured portfolio that captures key learning experiences and accomplishments of children in each exploration or project. The portfolio begins with the *All About Me* book in the Better Together exploration/project and continues to grow as children engage in each of the twelve explorations/projects. Each Exploration/Project Overview provides a general description of the artifact so teachers can prepare for development of the artifact. By laminating book pages, or placing them in plastic sleeves, infants and toddlers can see, touch, and interact with their books. Families also interact with the books as a portion of each Great First Eight exploration/project, which builds the children's pride in their accomplishments and offers a special moment for children and families to deepen their connection with their classroom community.

Structured Portfolio: The *All About Me* Book



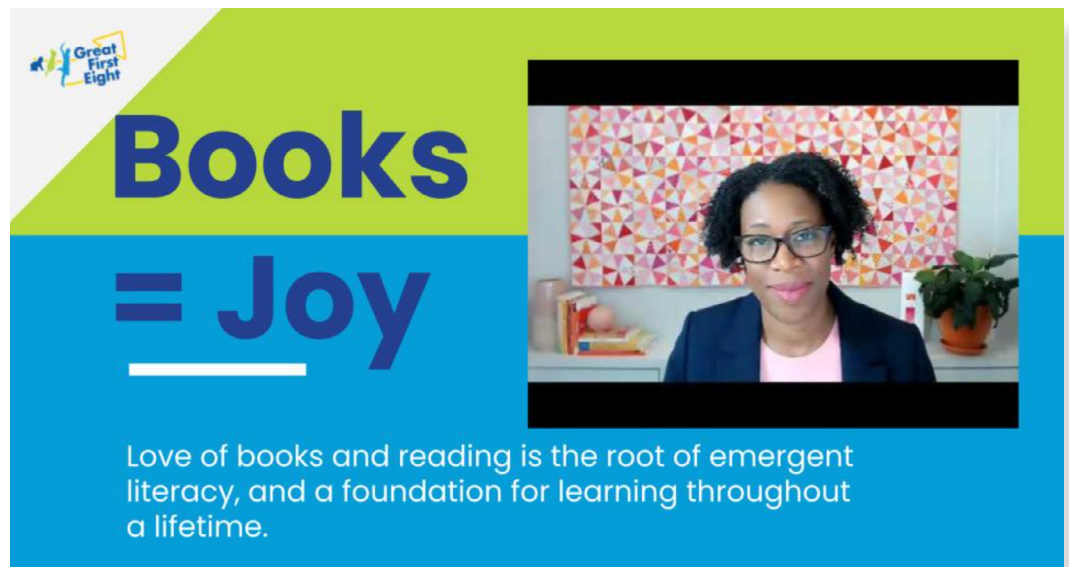
To help programs transition to our curriculum-aligned Great First Eight assessment system, we provide crosswalks of our learning outcomes to common assessment systems used in infant and toddler education.

Professional Learning

Great First Eight infant and toddler professional learning involves:

- Daily planning time
- Weekly or biweekly professional learning community or team meetings
- Twenty-four hours of professional learning modules to engage in with colleagues before implementing Great First Eight
- Eighteen hours of professional learning modules to engage in with colleagues during the first year of implementing Great First Eight

All modules come with facilitator guides so that a coach, lead teacher, or other member of the school or center community can lead the professional learning internally. It's the best of both worlds: high-quality, research-aligned professional learning materials used in a job-embedded, ongoing manner.



Professional Learning (continued)

The Pre-Implementation Professional Learning Modules include the following:

Getting to Know Great First Eight

- Introduction to Great First Eight
- Professional Learning in the Great First Eight Infant Toddler Curriculum
- Explorations & Projects for Infants & Toddlers
- Foundational Practices of Great First Eight Infant Toddler
- Framework for Family Engagement in Great First Eight Infant Toddler
- Becoming an Anti-Bias Teacher

Supporting Well-Being and Learning through All We Do

- Becoming a Culturally Responsive Teacher
- Guiding Behavior in Great First Eight Infant Toddler
- Curriculum Planning in Great First Eight Infant Toddler
- Learning Outcomes in Great First Eight Infant Toddler
- Assessment & Documentation in Great First Eight Infant Toddler

Routines & Areas – Part I

- Daily Routines & Areas in Great First Eight Infant Toddler
- Hellos & Goodbyes in Great First Eight Infant Toddler
- Self-care in Great First Eight Infant Toddler
- Rest & Relax in Great First Eight Infant Toddler
- Cozy & Calm in Great First Eight Infant Toddler
- Meet & Eat in Great First Eight Infant Toddler
- The Great Outdoors in Great First Eight Infant Toddler

Routines & Areas – Part II

- Book-Share in Great First Eight Infant Toddler
- Construction Site in Great First Eight Infant Toddler
- Hands & Minds at Work in Great First Eight Infant Toddler
- Arts Studio in Great First Eight Infant Toddler
- Music Station in Great First Eight Infant Toddler
- Imagination Station in Great First Eight Infant Toddler
- Sensation Station in Great First Eight Infant Toddler
- Move & Groove in Great First Eight Infant Toddler

Building the Community of Learners

- Small Group Collaboration in Great First Eight Infant Toddler
- Community Gathering in Great First Eight Infant Toddler
- Approach to Family Engagement in Great First Eight Infant Toddler
- Beyond the Walls: Family-Teacher Conference in Great First Eight Infant Toddler
- Better Together! in Great First Eight Infant Toddler

Family Engagement



Families First: The Great First Eight Curriculum Family Engagement Approach Infants & Toddlers

In Great First Eight, we recognize that families are children's first and most enduring teachers. We help teachers learn from families. We provide opportunities for families to learn from one another. And we share with families ways they can support children's curriculum-related learning at home.

In Great First Eight Infant & Toddler classrooms, teachers and families have many opportunities to learn with and from each other, including:

- ✓ Talking at pick-up and drop-off
- ✓ Newsletters showing what children have been doing and learning in the classroom
- ✓ School/community events celebrating children's learning
- ✓ Weekly messages about what children are learning and how to help
- ✓ Share With Us questions to prompt conversation among families and teachers
- ✓ Opportunities to volunteer

Our family engagement approach also includes:



Beyond the Walls Visits: Individual visits in which teachers and families meet to get to know each other and set goals for the child's learning

Project Overviews for Families: A handout describing what children will do and learn throughout the monthly unit (Infant Exploration or Toddler Project), and the different ways families can be involved

All About Me books: A book all about your child—who they are, what they do, and how they learn and grow—that teachers, families, and children contribute to throughout the year

Family Studios: Get-togethers in which families learn with one another and the teacher about ways they can support children's learning through everyday activities at home

Great First Eight's approach goes beyond traditional "parent involvement":

- We include many family members, not just parents
- Educators learn from and with families to support children at home and at school
- The goals and cultures of families and the community are honored

Administrator & Coaching Supports/Resources

Great First Eight understands that administrators (e.g., center directors) and coaches can have an enormous impact on the quality of curriculum implementation. We provide a number of tools for observations and goal-setting conversations among teachers, coaches, and/or administrators. All of these tools honor the teacher's own experience and knowledge and take a strengths-oriented approach consistent with Great First Eight principles.

There are also materials for administrators, such as a Great First Eight Infant & Toddler Curriculum Implementation Guide and an overview of each project that is written specifically for an administrator lens.

The interactive Focusing Your Goal Guide walks coaches and teachers through an effective goal-setting process based on coaches' observations and teachers' reflections on their strengths and goals.

Once you've completed an observation and had a conversation with the teacher, consider where there is room for growth:

Click here for Foundational Practices

- Social Emotional Needs
- Teacher-Child Interactions
- Being Child-Led
- Classroom Environment
- Relationship-Based
- Teacher warmth

Click here for Learning Experiences

- Areas/Centers
- Routines
- Use of curriculum tools
- Individualization
- Progress Monitoring
- Content Learning

Warm & Welcoming Environment

- A. What evidence can you show me that you form respectful and consistent partnerships with families?
- B. What evidence can you show me that you create a community of learners by maintaining and modeling positive adult relationships?
- C. What evidence can you show me that you actively build a supportive and affectionate relationship with every child?
- D. What evidence can you show me that you use meaningful reflection for growth in your professional practices?

Click here to access
Foundational
Pedagogies



Goal Sample

Mr. Josiah will continue to use his strengths with using vocabulary to work on growing in building relationships with children by taking time to have one-on-one interactions with each child at least once per day.

Next Steps

Eager to learn more about Great First Eight?

Register at GreatFirstEight.org to access the curriculum and/or sign up on the site to receive curriculum updates.

Thank you for your interest in Great First Eight!



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