CLI Engage Resources for Infant and Toddler Classrooms
Overview

- Using data to track children’s growth with developmental milestones checklists
- Supporting your professional development and career advancement
- Selecting classroom activities to build children’s skills
Texas School Ready & CLI Engage

**TSR Online Eligibility:**
- All Texas public school districts
- All open enrollment charter schools
- All current and past Texas School Ready participants
- All Texas Rising Star Certified Providers
- All Texas Head Start and Early Head Start programs
- All Texas higher education institutions

**CLI Engage Public Access Eligibility**
- Everyone!
CLI Engage Infant & Toddler Resources

RESOURCES FOR HOME AND SCHOOL

Family Resources
Online courses and activities to increase responsiveness

Infant/Toddler Resources
Online courses and curriculum for infant and toddler teachers

PreK/Kindergarten Resources
Online courses and curriculum for PreK and Kindergarten teachers

PROFESSIONAL DEVELOPMENT
Teachers
Administrators
Parents

ACTIVITIES WITH VIDEO DEMONSTRATIONS
CIRCLE Activity Collection
Prekindergarten/Kindergarten Teachers
Infant/Toddler Teachers
Parents and Families

DEVELOPMENTAL MILESTONES CHECKLISTS
Birth-48 months
Child skills aligned to ITELG Domains:
• Health & Motor
• Social-emotional
• Cognitive
• Language & Literacy
Using Data to Track Children’s Growth
Developmental Assessment

Developmental assessment refers to various ways we observe and document skills and behaviors that a child has developed.

Child’s performance or skills are often compared to what is expected for children in the same age range, and within his or her culture and language background.

Child may show advanced development, delayed development, or be right where we expect him or her to be.
Developmental Assessment

• May be domain specific – one area of development, such as language development, motor development, or cognitive development
• May include multiple domains - broad picture of overall development
• A child may be advanced in some specific domains and “on target” or delayed in others
Developmental Assessment

• Developmental assessments are often done more than once

• Pediatricians may do brief assessments at each Well Child Checkup

• Some early childhood programs require initial and ongoing assessments
Why Are Developmental Assessments Important?

- Identify whether a child is “on target” in skills expected for his/her age
- Provide understanding of child’s strengths and needs
- Show progress a child has made over time in a skill area
- Document that a child needs additional support or intervention in some area of development; use to help refer children for any needed intervention services
- Determine whether unusual or problematic behaviors fit a particular diagnosis or profile
- Guide planning for classroom instruction and supports
- Provide reassurance when child is progressing well
Developmental Milestones

What are developmental milestones?

- Skills *most children* can do by a certain age
  - There are important milestones children achieve at each stage of life
- A *guide* for growth and development
  - Knowing what to look for is key to knowing how a child is developing
- Milestones help caregivers become aware of *what skills are expected* at what ages and acknowledge what the child is accomplishing - a first smile, a first step, a first word
Developmental Milestone Checklists

✓ Help caregivers know **what to look for** as they observe children’s development

✓ Help caregivers see how a child’s skills **compare to typical growth and development** in areas such as language or motor development

✓ Allow caregivers to become **aware of possible delays** in development

✓ Allow early childhood teachers, family members, and doctors to **share in tracking** a child’s development
Developmental Milestone Checklists

✓ Represent a **sample** of the skills a child is learning

✓ Should be used as a **guide**, and not a standardized validated developmental screening tool, formal evaluation, or diagnostic test

✓ CLI Engage has created Developmental Milestone checklists that are free to download and use!
Developmental Milestone Checklists

Find a copy of the developmental milestones checklists in your handout folder!

Visit cliengage.org to download copies to share!
Acting Early: Navigating Concerns about Children’s Development

A roadmap for early childhood professionals

Children are rapidly developing in early childhood, especially the first three years. Early care providers and teachers have a unique opportunity to partner with families in keeping children on a healthy path to development—especially when a child may be experiencing developmental delays.

1. OBSERVE & TRACK
   Use developmental milestones checklists to track children’s progress across important early skills.

   Teachers can track a child’s development by watching how he or she plays, learns, speaks, interacts, and moves. Knowing what to look for is key to knowing how a child is developing. Use milestones checklists to become aware of which developmental skills are expected at what ages.

   Each child’s growth and development varies, so it is important to remember that a milestone checklist is only a guide. Some children may achieve skills a little earlier and others a little later; however, certain skills tend to develop within predictable age ranges.

   When completing a milestone checklist, talk to the child’s family to find out if there are additional skills that the child demonstrates at home in order to gain a more complete picture of the child’s skills.

   In addition to completing the checklist, document your specific concerns very clearly in writing. For example, “Marco is 15 months old, but I haven’t heard him try to say any words.”

2. COMMUNICATE CONCERNS EARLY
   When a child’s development appears delayed or unusual, it’s best not to “wait and see.” Talk to parents as soon as you have concerns based on your observations. If intervention is needed, it’s better to start early.

3. COMMUNICATE CONCERNS CAREFULLY
   When sharing concerns with families, choose a time when you and the family can have a private and relaxed conversation. Arrange for someone to translate if the family speaks a language other than yours. Have the milestone checklist handy during the meeting so families can view them, and share any observations and notes about the child in a respectful, thoughtful, and non-judgmental way. Remember to present positive observations about their child’s development as well as your concerns. Give families a chance to talk and ask questions. Understand that it may be hard for parents to hear developmental concerns about their child. Let them know that you care about their child and want to support him or her.

4. CONNECT FAMILIES TO RESOURCES
   Recommend that the family make an appointment to share concerns with a specialist (child psychologist or developmental pediatrician). Write down specific concerns to discuss at the appointment, and encourage families to bring any completed milestone checklists to share with the doctor.

   A family member, doctor, childcare provider, teacher, or other concerned person in a child’s life can contact Early Childhood Intervention (ECI) to request an evaluation for children ages birth to 6 years old, at no cost to families. Offer to call ECI with families, as this might make it more comfortable for them. Early Childhood Intervention professionals assess infants and toddlers for any developmental concerns and determine whether the child needs intervention services and supports.

   To find ECI programs in Texas:
   Go to dmeweb.dars.state.tx.us/prd/citysearch to search for local programs, or call 1-877-787-8999, select language, and then press 3.

   For developmental concerns about children 3 years old and older, families can request a free evaluation from the local public school district by calling their local zone elementary school to request a formal evaluation for their child.
Skillful Teachers…

• Aware of **basic developmental milestones** for the age range of children they teach
• Have a sense of **what skills/behaviors to expect** from children at a given age, and what skills should be developing next
• **Know** their individual children very well
• **Observe** each child’s behavior closely
• Aware of what each child **can do easily**
• Aware of what each child **still needs help with**
• Know what **interests and motivates** each child
Skillful Teachers

How do assessments benefit teachers?

• Guide their classroom lesson planning
• Help teachers provide materials and activities that match children’s developmental levels and stimulate their growth
How to Use Developmental Milestones Checklists

1. Use with children from birth to 48 months of age
3. Choose a teacher familiar with and able to observe the child
4. Review the skills listed in the appropriate age range for the child
5. Mark a check by a skill when the child is observed performing it
6. Complete milestone checklists across all 5 areas of development in order to capture the best snapshot of child’s overall development
7. Complete “Red Flags” checklist to monitor signs of delays in development
8. Talk to the child’s family to find out if the child demonstrates additional skills at home for a more complete picture
Helpful Hints

➢ Most milestones can be observed while the child is playing in a variety of activities and following daily routines throughout the day.
➢ If a milestone is not observed, engage the child with social interaction, toys, and demonstrations to try to elicit certain skills.
➢ Infants/toddlers may be most comfortable moving around and playing on the floor; preschoolers may sometimes play at a table.
➢ Target certain times of the day to observe specific skills:
   - motor skills during movement activities, dancing, yard/playground
   - self-help skills during arrival, dismissal, toileting, mealtimes
   - social-emotional skills while children play or during centers
Things to Remember

- Milestone checklists are **not intended to be used only one time**.
- **Complete milestone checklists periodically** within each age range as the child grows.
- **Do not assume** that a child can perform a skill **without observing it**.
- **Do not check a skill** on the milestone checklist **if the child needs adult assistance** to demonstrate the skill; this means that the **child is still learning** this skill.
- **Remember to recheck** any milestones that were not observed during the previous milestone checklist administration.
What Do We Do with Milestones Data?

✓ Share results with parents
✓ Provide suggestions to parents to support children’s next steps
✓ Make referrals for more comprehensive assessment or evaluation when indicated by results
✓ Meet as a teaching team to review and share results
✓ Use results to guide lesson planning and guide play opportunities
✓ Administrators can consider classroom/school data as a whole to modify curriculum, routines, and/or classroom practices
Finding the Developmental Milestones Checklists on CLI Engage

• After logging in, look for:
  – Online checklist to track progress over time
  – Download and print copies of the milestones
### Developmental Milestones Checklist

**Community/District:** CLI TEST COMMUNITY  
**School Name:** Enter key text to search

**Teacher Name:**  
**Class Name:** ALL

**Student Name:** Enter first, middle or last name  
**Reports:** Show All

**Reports From:** to

#### Students

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Birth Date</th>
<th>Reports</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron</td>
<td>Gonzalez</td>
<td>05/29/2014</td>
<td><img src="#" alt="Developmental Milestones" /> <img src="#" alt="Running Record" /> <img src="#" alt="Developmental Milestones Checklist" /></td>
<td><img src="#" alt="Play" /></td>
</tr>
</tbody>
</table>

---

![Logo](#)
## Developmental Milestones Checklist

Child: Aaron Gonzalez

Community: CLI TEST COMMUNITY, CPM 1st
Scaling F1
School: Test School 1
School Year: 2018-2019

Class: Empty
Teacher: 
Assessment Date: 11/01/2018

### 0-3 months

**Health & Motor**

<table>
<thead>
<tr>
<th>Description</th>
<th>Date Observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stretches legs out / Estira las piernas</td>
<td>11/01/2018</td>
<td></td>
</tr>
<tr>
<td>2. Raises head / Levanta su cabeza</td>
<td>11/01/2018</td>
<td></td>
</tr>
<tr>
<td>3. Pushes down / Presiona sus piernas hacia abajo</td>
<td>11/01/2018</td>
<td></td>
</tr>
<tr>
<td>4. Smoother movements / Empieza a hacer movimientos más suaves</td>
<td>11/14/2018</td>
<td></td>
</tr>
</tbody>
</table>
Supporting Your Professional Development and Career Advancement
Tracking Your Professional Development

Practitioners are:
Teachers
Assistant Teachers
Providers
Caregivers
Classroom Staff

Texas Core Competencies for Early Childhood Practitioners:
• Child Growth and Development
• Responsive Interactions and Guidance
• Learning Environments, Planning Framework, Curriculum, and Standards
• Supporting Skill Development
• Observation and Assessment
• Diversity and Dual Language Learners
• Family and Community Relationships
• Health, Safety and Nutrition
• Professionalism and Ethics
Core Competencies

Core competencies are:
• Important to the early childhood field of practice
• Concepts, practices, and knowledge one must know and do in order to be effective
• Individual’s demonstrated skills and abilities
• Foundation of a professional development system
How Do We Use the Core Competencies?

Practitioners and Administrators:

• Helps to identify strengths
• Helps to identify areas of improvement and further growth
• Aides in development of professional development plan
Levels of Practice

- **Beginner Practitioners** support early learning and development through adherence to program and regulatory policies.

- **Intermediate Practitioners** support early learning and development with increasing independence and effectiveness.

- **Advanced Practitioners** support early learning and development through leadership in the development of program policy and practice and their ability to enhance the knowledge and skills of others in the profession.
### Professional Development Planning Tips

<table>
<thead>
<tr>
<th>Professional Development Planning Tips</th>
<th>My Personal Professional Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligning to your current level of practice</td>
<td>My level of practice:</td>
</tr>
<tr>
<td>Corresponding to the age of the children in your classroom</td>
<td>My classroom age group:</td>
</tr>
<tr>
<td>Learning instructional strategies to help you address issues or concerns in the classroom</td>
<td>Classroom concerns I’d like to address:</td>
</tr>
<tr>
<td>Supporting your knowledge of young children’s growth and skill development</td>
<td>Child development domains I’d like to learn more about:</td>
</tr>
<tr>
<td>Matching areas identified by your coach, mentor, or administrator</td>
<td>Areas recommended by my coach or mentor:</td>
</tr>
<tr>
<td>Core Competency Areas where you have little or no training so far this year</td>
<td>Core Competency Areas I need to complete hours for:</td>
</tr>
<tr>
<td>Advancing into new career opportunities</td>
<td>My career goal:</td>
</tr>
</tbody>
</table>
Your Professional Development Plan

• Consider the **planning tips** we just completed!
• Complete your training by the **Texas Core Competency Areas**
• Write down the **professional development** you’ve **completed** this year
• Do you have a **gap** in any areas?
• Write down **your goal** for training topics for the next year

Work at your tables to complete your professional development plan!

Where do you have a gap?

What kind of training will you start looking for?
Professional development from CLI includes:
• Latest early childhood research
• Strategies to support development
• Authentic video of teachers and parents

All CLI Engage courses provide certificates!
• Clock hours for child care professionals
• Continuing Professional Education (CPEs)
ONLINE LEARNING AND PROFESSIONAL DEVELOPMENT

My Enrolled Courses

Head straight to courses you’ve already started to continue your learning, track progress, and download certificates.

Full Course Catalog

Enroll in courses here, and browse our full catalog for teachers and caregivers of children ages birth through kindergarten.
CIRCLE Infant and Toddler Teacher Training: Play with Me

- Professional development available now on CLI Engage:
  - Grow with Me (understanding developmental assessment)
  - Talk with Me (language)
  - Read with Me (literacy)
  - Connect with Me (social-emotional)

- Upcoming:
  - Learn with Me (Cognitive), coming 2019
  - Move with Me (Physical), coming 2019
Play with Me Courses

• Video examples of quality instructional strategies
• Expert interviews addressing commonly asked questions
• Video examples of children’s milestone behaviors
• Overview of child development theories
• Academic outcomes tied to skills discussed
• Engaging “knowledge checks” that measure understanding
• Certificate of completion
Online Training: State Guidelines

**Texas Infant Toddler and Three-Year-Old Guidelines Training (SI)**
- 10 hours
- Best Fit for: ALL USERS
- The Children’s Learning Institute partnered with the Texas Workforce Commission to provide free, online training that guides teachers through the stages of child growth and instructional strategies for early learning domains...

**Texas Prekindergarten Guidelines Training (SI)**
- 24 hours
- Best Fit for: PRE-K TEACHERS
- The Children’s Learning Institute partnered with the Texas Education Agency to provide free, online training that guides teachers through the child development instructional strategies of all ten learning domains presented in the Texas...

**Texas Core Competencies Practitioner Training (SI)**
- 16 hours
- Best Fit for: BIRTH TO 3 YEAR OLD TEACHERS
- In this course series you will learn about the professional competencies found in the Texas Core Competencies for Early Childhood Practitioners and Administrators, developed by the Texas Head Start State Collaboration Office (THSSCO), in...

[View Courses]
Texas Infant Toddler and Three-Year-Old Guidelines Training (SI)

5 Courses
Best Fit for: ALL LEARNERS

The Children's Learning Institute partnered with the Texas Workforce Commission to provide free, online training that guides teachers through the developmental stages of child growth and instructional strategies of early learning domains...

VIEW COURSES
Online Training: Home-Based Providers

Watch It! The Importance of Introducing

Watch the videos to view a caregiver and a child interacting together. As you watch, think about this idea:

What is the best way of introducing?

Video 1

The baby in this video does not signal an interest in anything, so the caregiver introduces a toy. She is able to get the baby interested in the toy by shaking it and using her voice to hold the baby’s interest.

- Provides **20 hours** of online professional development
- Specifically developed for **home-based child care providers**
- Supports young children’s development in social-emotional, cognitive, language, literacy, and mathematics
- Proven to **impact teaching behaviors**
Texas Core Competencies for Early Childhood Practitioners

Introduction Lesson

Welcome to the TECPDS Texas Core Competencies for Early Childhood Practitioners Training!
This is the Introduction lesson.

This training is hosted by the Texas Early Childhood Professional Development System, or TECPDS, which is a part of the Children’s Learning Institute at UTHealth.

The Core Competencies are very important to the early childhood field of practice. Demonstrating ability and excellence in any profession requires the mastery of different competencies related to the job. There are concepts, practices, and knowledge that early childhood practitioners and administrators must know and be able to demonstrate in order to be effective.

Core competencies are defined as an individual’s demonstrated skills and abilities. The Texas Core Competencies for Early Childhood Practitioners and Administrators document lists observable skills that, when accomplished, demonstrate competency in a particular area of knowledge.

In this lesson, you will learn about how to navigate through the training and what you can expect to learn out of it. Let’s begin.

Introduction Lesson

Training navigation
Selecting Classroom Activities to Build Children’s Skills
CIRCLE Activity Collection: Infant/Toddler

Ramp It Up! 24–36 months

GETTING STARTED
Objective: Children will explore ramps of different heights using toy cars and balls.
Setting: Small group
Materials: flat items that can become ramps (e.g., flat piece of wood, cardboard, plastic, or metal tray), toys to "test" on the ramp (balls or cars), large blocks or other stable items on which to rest the ramp; pictures of examples of ramps, such as a playground slide, a sidewalk ramp, a ramp in a parking garage, or a ramp to enter a building.

LET'S PLAY
Introduce the concept of a ramp and explain how it works by showing and talking about a few pictures of familiar types of ramps. Ask, "Have you ever seen a ramp before?" Give children time to respond. Explain that a ramp is a slanted surface on which we can roll or slide things. A slide on a playground is one kind of ramp. Introduce the children to the activity: "We are going to play with ramps today!"

Set up the ramp by elevating a flat item at one end using blocks or other stable items. Then demonstrate by placing a toy car or small ball at the top of the ramp, saying, "Ready... set... go" and letting it roll to the bottom. Invite children to take turns rolling additional cars or balls down the ramp, saying "Ready... set... go!" each time before releasing their objects.

Once children have had several turns with this game, try making the ramp steeper or less steep and talk with children about how these changes make objects roll faster or slower.

DEEPER
Keywords: ramp, car, height, up, down, steep, roll, fast, slow, slide.
Classroom Activities

• **CIRCLE Activity Collection:**
  o Hundreds of classroom activities for teachers
  o Activities for parents and families

• **Activities from CLI feature:**
  o Authentic video demonstrations
  o Alignments to early learning guidelines and outcomes
  o Scripting and teaching tips
  o Background content on early learning domains
CAC on CLI Engage

**ACTIVITIES AND MATERIALS**

- **My Activities**
  Click here to view the lessons you've favorited across all CIRCLE activity collections.

- **CIRCLE Activity Collection: PreK/K**
  Research-based, hands-on activities across school readiness areas, with alignments to the TX PreK Guidelines, TEKS, and Head Start Framework. Available in English and Spanish.

- **CIRCLE Activity Collection: 0-3**
  Quality learning experiences to support infant and toddler language, social, emotional, health, and cognitive development, with alignments to Early Head Start. Available in English and Spanish.

- **CIRCLE Activity Collection: Family**
  For children birth through K, this collection helps families support child skills at home. Available in English and Spanish.
CIRCLE ACTIVITY COLLECTION:
Infant & Toddler
Bebés y Niños Pequeños

The CIRCLE Activity Collections translate research into practice through a variety of hands-on activities that teachers can implement in their classrooms during whole group, small group, and one-on-one instruction. This collection is organized around the four learning domains of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Health & Motor Development, Social & Emotional Development, Language & Communication, and Cognitive Development.
Welcome to the CIRCLE Activity Collection

The CIRCLE Activity Collections translate research into practice through a variety of hands-on activities that teachers can implement in their classrooms during whole group, small group, and one-on-one instruction.

When implementing the activities, we want children to have an optimal learning experience using planful, purposeful, and playful strategies. Children should be exposed to new concepts multiple times and across a variety of contexts in order to solidify their understanding.

Navigating The Collection

This collection is organized around the four learning domains of the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines:

- Health & Motor Development,
- Social & Emotional Development,
- Language & Communication, and
- Cognitive Development.

Each activity includes:

- Information to get started, such as the activity objective, setting, and materials needed
- Alignments to the Texas Infant, Toddler, and Three-Year-Old Guidelines, as well as the Head Start Early Learning Outcomes Framework
- Activity instructions and any scripting that helps teachers begin or scaffold the activity
- Keywords to focus vocabulary building, learning links that describe the benefits of the activity, and tips for easier and more effective implementation

We hope you find the CIRCLE Activity Collection to be useful in providing quality early experiences for the children in your care. Remember to visit us often -- you are always welcome!
Health & Motor

Young children’s physical and motor development affects their cognitive and social development, readiness for school, and adult health. Therefore, good physical health and motor development is necessary for overall development. Activities in this section help promote children’s health and well-being, gross motor development, and fine motor development.

**Health and well-being** includes children’s formation of healthy routines, such as eating nutritiously, physical activity, and developing self-care habits. This component includes information on young children’s healthy routines and self-care activities, as well as important knowledge about young children’s development with regard to safety. For example, older infants begin to show eagerness to perform tasks with some competence, such as feeding and dressing themselves. Toddlers are able to participate in hand washing, making food choices, and becoming responsive to safety issues. Three-year-olds can feed themselves independently, dress with some assistance, participate in self-care routines with reminders, and demonstrate understanding of safety rules.

**Gross motor skills** refer to large muscle development through control of movements. This component discusses the skills young children demonstrate that tell us they are developing in this area and what caregivers can do to support that development. For example, young infants need supervised time and space to explore, practice lifting and holding up their heads, sitting independently, and rolling over. Mobile infants require unstructured playtime and games to learn to pull their bodies to a stand, walk when led, throw objects, and climb stairs. Physical games and planned movement activities allow toddlers and three-year-olds to practice running, jumping, throwing, and catching.

**Fine motor skills** refer to small muscle development through control over movements, such as reaching, grasping, coloring, and turning pages in a book. Infants need sufficient and appropriate materials to practice grasping and reaching, which are important steps towards increasing precision in fine movement. For example, the first sign of fine motor development is something called the *palmar grasp*, in which infants use their whole hand to ‘palm’ objects. Moving toward more precision in their fine motor skills, older infants begin to use the *pincer grasp*, using thumb and forefinger to pick up small objects.

Providing a safe, appropriate environment, unstructured time to experiment with materials and body movements, and planning daily activities that encourage young children to move their growing bodies and make healthy food choices all support young children’s physical development and well-being.
Colored Ice

Children will explore ice and water with their fingers and learn about their sensory properties.

Primary Domain: Cognitive  |  Primary Subdomain: Exploration and Discovery

INSTRUCTIONAL PLANNING

ACTIVITY AGE GROUP(S)
18-24 months, 24-36 months

EARLY HEAD START ALIGNMENT
Goal IT-C 1: Child actively explores shapes and objects to understand self, others, and objects.

KEYWORDS
Ice, cold, wet, frozen, melt, smooth, shiny, color names, sensory

VER ACTIVIDAD EN ESPAÑOL
## Lesson Features

<table>
<thead>
<tr>
<th>Setting</th>
<th>Materials</th>
</tr>
</thead>
</table>
| Small Group, One-On-One | - tray of ice cubes (colored with food dye or Kool-Aid)  
                      | - small tub of water  
                      | - plastic Arctic animals or sea life (optional)  
                      | - small net or strainer with handle (optional)  
                      | - mat or towel (if indoors) |

### Let’s Play

This activity is best done outside where water can spill, but if inside, place a mat or towel on the floor.

The baby or toddler can sit next to the tub and watch as you put two or three ice cubes in the water. Identify their colors as you show the baby the ice cubes. The baby will most likely feel its slippery texture and cold temperature. Encourage the baby to explore the ice by asking questions like, “What does it feel like?” or “Can you guess what it feels like?”

### Teacher Tips

- Be sure to carefully supervise this activity to prevent children from putting the ice into their mouths.
- Toddlers may like trying to scoop the ice with a handled net or strainer.
- As the ice begins to melt, you can draw attention to what is happening—that the ice is melting and getting smaller and the water is changing color.
- For older children, sea-life toys can be added to the tub, and children can use their imaginations to create an Arctic scene.
- As well as using ice cubes, you can freeze water in containers of different sizes and shapes to create larger ice blocks.

### Learning Links

This activity develops babies’ fine motor skills while increasing hand-eye coordination. Chasing ice cubes in a tub of water also introduces babies to concepts of temperature and texture.
My Activities

My Activities
Click here to view the lessons you've favorited across all CIRCLE activity collections.

CIRCLE Activity Collection: PreK/K
Research-based, hands-on activities across school readiness areas with alignments to the TX PreK Guidelines, TEKS, and Head Start Framework. Available in English and Spanish.

CIRCLE Activity Collection: 0-3
Quality learning experiences to support infant and toddler language, social emotional health, and cognitive development, with alignments to Early Head Start. Available in English and Spanish.

CIRCLE Activity Collection: Family
For children birth through K, this collection helps families support child skills at home. Available in English and Spanish.
MY ACTIVITIES | CIRCLE ACTIVITY COLLECTIONS

(Finding the Sound)

Primary Domain: Art & Sensory
Secondary Domain: Language & Cognitive
Age Groups: 18-24 months, 24-36 months
Objective: This activity encourages children to focus their listening skills.

Notes:

Alliterative Collage

Primary Domain: Art & Sensory
Secondary Domain: Language & Cognitive
Age Groups: 18-24 months, 24-36 months
Objective: Child will practice recognizing words with the same beginning sounds and create a collage.

Notes:
## Setting goals with CIRCLE Teacher Competencies

<table>
<thead>
<tr>
<th>Level</th>
<th>Teaching Behavior</th>
<th>Observed</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Observed (BOY MOY Updates (Date) Set Date Met Date)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>LANGUAGE AND COMMUNICATION PROVIDING RICH LANGUAGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Labels objects, concepts, and actions throughout the day.</strong></td>
<td>☐ OB</td>
<td>☐ OB</td>
</tr>
<tr>
<td>1</td>
<td><strong>Describes objects (how they look, feel, smell, etc.), experiences (e.g., “that was a long walk”), or feelings or internal states (e.g., “she looks tired”).</strong></td>
<td>☐ OB</td>
<td>☐ OB</td>
</tr>
<tr>
<td>3</td>
<td><strong>Makes comparisons by talking about how things are the same (or not the same) and by talking about opposites (e.g., big/small).</strong></td>
<td>☐ OB</td>
<td>☐ OB</td>
</tr>
<tr>
<td>2</td>
<td><strong>Explains how things work or why things are done a certain way (e.g., “We are going to walk quietly because the babies are sleeping”).</strong></td>
<td>☐ OB</td>
<td>☐ OB</td>
</tr>
<tr>
<td>2</td>
<td><strong>Links new objects, ideas, or concepts by making connections to something the child already knows or has experienced (e.g., “That cat is black, just like the one we read about in the book yesterday.”)</strong></td>
<td>☐ OB</td>
<td>☐ OB</td>
</tr>
<tr>
<td>2</td>
<td><strong>Narrates what is happening (e.g., “Ava is eating green peas today. Here comes the spoon!”).</strong></td>
<td>☐ OB</td>
<td>☐ OB</td>
</tr>
<tr>
<td>2</td>
<td><strong>“Thinks aloud” by saying his or her perspective out loud (e.g., “My favorite fruit is banana. I wonder if there will be bananas in this story?”).</strong></td>
<td>☐ OB</td>
<td>☐ OB</td>
</tr>
</tbody>
</table>
Questions?

If you ever need help on CLI Engage, submit a help ticket!

Help Ticket