



## Welcome to the Georgia Early Learning Standards for Two Year Olds

This section of the Georgia Early Learning Standards applies to children from 24 to 36 months of age. It is designed to help answer the question “What should two year olds know and be able to do?” Teachers and parents can use this material as a guide to promoting quality learning experiences for children in this developmental range.

The Early Learning Standards for Two Year Olds are divided into 5 *Domains and Foundations for Development and Learning*: Physical Development, Emotional and Social Development, Approaches to Learning, Language and Literacy Development, and Cognitive Development. Each one includes a narrative introduction followed by a series of charts with:

- **Standards** – General statements of skills, behaviors, and concepts that two year olds develop within the particular domain
- **Indicators** – Components of each standard that indicate what two year olds will work on to accomplish the standard
- **Sample behaviors** – Personalized examples of behaviors two year olds *could* exhibit to demonstrate that they have achieved a skill or learned a concept; the specific skill or concept illustrated is noted in **bold letters**
- **Codes** – A series of letters and numbers following each entry for identification and training purposes

It is important to emphasize that children develop at different rates and the age groups should be seen as flexible. It is best to view the standards as a continuum across the age groups. They are not presented as a set of rigid expectations for children to meet at a particular age. A one year old child may still be working on a few skills in the infant range, for example. Or a two year old might be demonstrating some of the behaviors in the three year old range.

*We encourage you to download the complete Georgia Early Learning Standards document to take full advantage of the developmental continuum and supporting material.* The online sections include:

- Introductory material including the Introduction, Statement of Purpose, Guiding Principles, and Frequently Asked Questions
  - Infant Standards
  - One Year Old Standards
  - Two Year Old Standards
  - Three Year Old Standards
  - Glossary & References
  - Appendices: Standards & Indicators Continuum Chart; Alignment of Georgia Early Learning Standards with Georgia Pre-K Program Content Standards and Kindergarten Performance Standards; and Alignment of Georgia Early Learning Standards with Head Start Child Outcomes Framework
- 



Georgia Early Learning Standards

# Two Year Olds

## Physical Development

**P**hysical development is rapid in the first few years of life. Infants lose their “baby fat.” Their brains, muscles, and bones grow in spurts. By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance. Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

Children quickly gain control over their movements. This typically follows a natural sequence. Babies creep and crawl before they stand, walk, and run. They swipe at objects first and then reach and grab. They grasp objects placed in their hands before they pick

*Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.*

them up for themselves. Each new skill builds a child’s physical competence and ability to do things independently.

Physical development supports development in other areas. For example, social development occurs as children move about and interact with others. Cognitive development is supported as they explore and respond to the different objects they encounter.

Children learn as they play and need to be able to move freely in their environment to grow to their full potential. They are filled with energy and should

be encouraged to use their arms, legs, fingers, and hands to explore the world around them.

The Physical Development section of the GELS includes four standards for two year olds. Below is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Gross motor skills**, which describes ways a two year old *controls body movements, demonstrates coordination and balance, and expresses creativity through movement;*
2. **Fine motor skills**, which details ways a two year old *controls hands and fingers and shows eye-hand coordination;*
3. **Self-help skills**, which describes ways a two year old acquires abilities such as *feeding, helping with dressing, toileting, personal hygiene, and other routine tasks;* and
4. **Health and safety skills**, which describes ways a two year old *pays attention to safety instructions, begins to attend to personal health needs and names different foods.*

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two Year Olds section of the GELS are only a few that could have been chosen. They should be considered representative of the numerous physical accomplishments demonstrated by two year olds.

## Physical Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop gross motor skills. P2G\*

Indicators	Sample Behaviors
<p><b>Controls body movements</b> <small>P2G1</small></p> 	<p>Martha climbs up the steps on the toddler slide and slides down. <small>P2G1a</small></p> <p>Carson walks up and down stairs, putting both feet on each step, and holding on to his foster mother's hand. <small>P2G1b</small></p> <p>Caitlin sits on a riding toy and moves it all around the track using both feet at the same time. <small>P2G1c</small></p> <p>Gianna uses her arms to move around in her wheelchair. <small>P2G1d</small></p> <p>Tyler puts his feet on the pedals to try to ride his tricycle. <small>P2G1e</small></p>
<p><b>Demonstrates coordination and balance</b> <small>P2G2</small></p> 	<p>Ross sits on the floor and catches a rolled ball with his arms and body. <small>P2G2a</small></p> <p>Logan jumps up and down in place while his big sister jumps rope. <small>P2G2b</small></p> <p>Fran runs with ease, chasing her friend around the playground. <small>P2G2c</small></p> <p>Remi walks along a curb while his grandfather holds his hand. <small>P2G2d</small></p> <p>Sharen walks on her tiptoes for a short distance. <small>P2G2e</small></p> <p>Al throws a ball toward the small basketball hoop. <small>P2G2f</small></p> <p>Aria kicks a ball forward. <small>P2G2g</small></p>

*continued...*

\* Each entry in the chart is followed by a series of letters and numbers for reference purposes. The first character refers to the domain; the second, to the age group; the third, to the standard; the fourth, to the indicator; and the fifth, to the sample behavior.

## Physical Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop gross motor skills. P2G  
(continued)

Indicators	Sample Behaviors
<p><b>Expresses creativity through movement</b> P2G3 →</p>	<p><b>Edi beats on a pot</b> while music is playing on the radio. P2G3a</p> <p><b>Lincoln imitates</b> a bird and “flies” around the room. P2G3b</p> <p><b>Catherine dances</b> when music is playing. P2G3c</p> <p><b>Isidor and his classmates hold hands and dance</b> to the music. P2G3d</p>

## Physical Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop fine motor skills. [P2F](#)

Indicators	Sample Behaviors
<p><b>Controls hands and fingers</b> <a href="#">P2F1</a></p>	<p>Darius <b>scribbles</b> on paper, making vertical, horizontal, and circular strokes. <a href="#">P2F1a</a></p> <p>Emma is <b>beginning to use her thumb and fingertips</b> when she works with crayons, markers, pegs, and beads. <a href="#">P2F1b</a></p> <p>Lola <b>turns the pages</b> as she looks through a book with pictures of children from around the world. <a href="#">P2F1c</a></p> <p>Ben <b>twists his wrist to screw and un-screw</b> jar lids. <a href="#">P2F1d</a></p> <p>Sasha <b>uses both hands</b> as she tries to use scissors to cut paper. <a href="#">P2F1e</a></p>
<p><b>Shows eye-hand coordination</b> <a href="#">P2F2</a></p>	<p>Nathan <b>builds a tower</b> using several blocks, boxes, and upside down pots and pans. <a href="#">P2F2a</a></p> <p>Reggie <b>completes a simple puzzle with pieces that represent whole figures</b>; he puts the cat puzzle piece into the cat shape and the dog puzzle piece into the dog shape. <a href="#">P2F2b</a></p> <p>Lauren <b>puts the cap back on the big marker</b>. <a href="#">P2F2c</a></p> <p>Yali <b>hits the pegs</b> in a poundboard with a toy hammer. <a href="#">P2F2d</a></p> <p>Alan <b>holds a container in one hand and uses the other</b> to put small objects inside. <a href="#">P2F2e</a></p>

## Physical Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to acquire self-help skills. P2S

Indicators	Sample Behaviors
<p><b>Feeds self</b> <small>P2S1</small> →</p>	<p>Ansley uses a spoon to <b>feed herself independently.</b> <small>P2S1a</small></p> <p>Tali <b>drinks from an open cup</b> and may spill a little sometimes. <small>P2S1b</small></p> <p>Macy <b>tries to use a fork</b> to pick up some food. <small>P2S1c</small></p> <p>Carlos <b>tries to pour</b> the milk from a <b>small pitcher</b> into his cup using both hands. <small>P2S1d</small></p>
<p><b>Helps with dressing</b> <small>P2S2</small> →</p>	<p>Barak <b>unzips</b> his jacket when he arrives at Mrs. Jackson's house in the morning. <small>P2S2a</small></p> <p>Christopher <b>zips</b> his jacket with assistance on the way outside to play. <small>P2S2b</small></p> <p>Jenny may need help with her shirt when she <b>undresses.</b> <small>P2S2c</small></p> <p>Eli <b>tries to dress himself but needs help.</b> <small>P2S2d</small></p> <p>Sage <b>helps get her jacket on</b> when it's time to go home from the Center. <small>P2S2e</small></p> <p>Oosong <b>puts his socks and shoes on</b> with help. <small>P2S2f</small></p>

*continued...*

## Physical Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to acquire self-help skills. P2S  
(continued)

Indicators	Sample Behaviors
<p><b>Helps with personal hygiene</b> P2S3</p> 	<p>Regina <b>helps take her diaper off</b> when her aunt changes her. P2S3a</p> <p>Brandon <b>lets his teacher know when he needs to use the bathroom.</b> P2S3b</p> <p>Melody <b>uses the bathroom when placed on the toilet but needs help</b> with clothing and cleaning. P2S3c</p> <p>Tony <b>washes and dries his hands by himself</b> but may need help turning on and off the water. P2S3d</p> <p>Felicia <b>goes to get a tissue</b> when she needs to wipe her nose. P2S3e</p> <p>Harrison is beginning to <b>brush his teeth by himself.</b> P2S3f</p>
<p><b>Helps with routine tasks</b> P2S4</p> 	<p>Ryan helps his grandmother <b>get the table ready</b> for lunch by putting napkins on the table. P2S4a</p> <p>Elena helps her father <b>pick up her toys</b> before bedtime by putting some in a basket. P2S4b</p>

## Physical Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to practice healthy and safe habits. P2H

Indicators	Sample Behaviors
<p><b>Pays attention to safety instructions</b> <small>P2H1</small> →</p>	<p>Mackenzie <b>cooperates with safety instructions</b> such as holding her father's hand when they cross the street. <small>P2H1a</small></p>
<p><b>Begins to attend to personal health needs</b> <small>P2H2</small> →</p>	<p>When Samuel isn't feeling well, <b>he gets his favorite stuffed animal and lies down.</b> <small>P2H2a</small></p> <p>Tyneisha <b>tells</b> her teacher <b>when she is thirsty</b> and wants a drink. <small>P2H2b</small></p> <p>Saul <b>covers himself with a blanket</b> when he's cold. <small>P2H2c</small></p>
<p><b>Names different foods</b> <small>P2H3</small> →</p>	<p>Federico uses sign language to tell his teacher he wants some <b>apple</b> for snack. <small>P2H3a</small></p> <p>Lara tastes a few bites of broccoli and <b>calls it by name.</b> <small>P2H3b</small></p> <p>Benjy tells his mother that he wants some <b>chicken</b> for dinner. <small>P2H3c</small></p>



Georgia Early Learning Standards

# Two Year Olds

## Emotional and Social Development

**B**abies are social beings. The birth of a newborn typically is a time when family and friends gather to celebrate. Loving adults often respond to a baby's first sounds and smiles as if no other child has ever done this before. Joyful responses from adults are rewarded by more sounds and smiles from the child. These early interactions have lifelong implications for the child's healthy emotional and social development.

A child's overall well-being is dependent on a nurturing and supportive environment with consistent caregivers. Parents and other adults who care for the child on a regular basis make a lasting impression on the child's feelings about "Who am I?" A child who develops strong bonds with loving adults is more likely to answer that question in a positive way.

One who lacks a caring foundation is more likely to answer it with insecurity and doubt. Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.

Many early childhood professionals believe that Emotional and Social Development is the most significant of all the domains. Very quickly young children begin to learn about themselves and how to relate to adults and other children. For example, through play, they learn about getting along with others and how to solve interpersonal conflicts. At first they play alone, then side by side with other children, and, finally, together with them.

As children mature they also develop the ability to regulate and control their own behavior and follow simple

*At first they  
[children] play  
alone, then side  
by side with  
other children,  
and, finally,  
together with  
them.*

rules and routines in a group setting. These experiences, in turn, influence the other areas of development. Cognitive and language skills, for example, are enhanced when children work and play together. When children get along well, more learning can occur. When children have difficulties getting along, the learning process may be interrupted.

When encouraged to do so, young children express themselves creatively through language, art, music, and dramatic play. Adults play a significant role in supporting children's self-expression or restricting it. It is important for adults to understand that when children seem to be "just scribbling or messing with paint," "fooling around with musical instruments and singing," or "dressing up and being silly," they are actually engaged in creative self-expression.

The ability to be creative will be an asset later on in school when children are required to write papers, solve problems, and complete projects. And who knows which child will blossom into an artist, musician, or playwright? Or which will develop a lifelong creative outlet as a hobby? This is the time to encourage their creative inclinations.

The Emotional and Social Development section of the GELS includes five standards for two year olds. Following is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Personal relationships with adults**, which describes ways a two year old *builds relationships with adults*, and *shows feelings of security and trust*;
2. **Personal relationship with peers**, which details ways a two year old *demonstrates beginning social skills with other children*, *shows sensitivity toward them*, and *begins to develop childhood friendships*;
3. **Self-awareness**, which describes ways a two year old *shows behaviors that reflect self-concept* and *demonstrates self-confidence*;
4. **Self-control**, which describes ways a two year old *begins to regulate emotions and behaviors* and *begins to follow simple routines and a few rules in groups*; and
5. **Self-expression**, which illustrates ways a child *expresses self creatively through art and music* and *demonstrates imagination through dramatic play*.

"Emotional and Social Development" encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two Year Old section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous emotional and social skills demonstrated by two year olds.

## Emotional and Social Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop personal relationships with adults. *S2A*

Indicators	Sample Behaviors
<p><b>Build relationships with adults</b> <i>S2A1</i></p> 	<p>Jenny looks through a photo album with family pictures of children in her class and <b>finds the one with her own parents</b> and herself. <i>S2A1a</i></p> <p>Luke <b>takes his teacher by the hand</b> and walks over to the book area, so they can read together. <i>S2A1b</i></p> <p>Celine <b>goes over and pats Ms. Suzanne on the arm</b> affectionately when Ms. Suzanne burns herself on the oven. <i>S2A1c</i></p> <p>Austin <b>calls his teacher over</b> to see the block creation he made. <i>S2A1d</i></p> <p>Javonna <b>gets her grandfather</b> to play with her and her cousin. <i>S2A1e</i></p> <p>Rudy <b>gets his teacher's help</b> when he needs to use the bathroom. <i>S2A1f</i></p>
<p><b>Shows feelings of security and trust</b> <i>S2A2</i></p> 	<p>Emilio <b>takes his father's hand</b> as they enter the playground. <i>S2A2a</i></p> <p>Ashleigh <b>cries when her mother drops her off at Ms. Georgia's house</b>; she calms down as Ms. Georgia gets her involved with a playdough activity. <i>S2A2b</i></p> <p>While drawing in the art area, Makayla <b>occasionally glances over at her teacher</b> to be sure she knows where he is. <i>S2A2c</i></p> <p>Noah <b>walks back and forth from his teacher's side</b> to a group of children, deciding whether to join the children at play. <i>S2A2d</i></p> <p>Alyssa <b>shows her new shoes to her mother's friend</b> after her mother spends some time talking to them both. <i>S2A2e</i></p>

## Emotional and Social Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop personal relationships with peers. *S2P*

Indicators	Sample Behaviors
<p><b>Demonstrates beginning social skills with other children</b> <i>S2P1</i></p>	<p>Zelma <b>builds</b> a structure <b>beside</b> the other children who are building in the block area. <i>S2P1a</i></p> <p>Milo <b>says “It’s mine!”</b> when Lindy tries to take his airplane away; their teacher comes over and helps them figure out how they might play with it together. <i>S2P1b</i></p> <p>Adelaide <b>holds the bowl steady</b> as Aaron stirs the cupcake batter they are mixing with their teacher. <i>S2P1c</i></p> <p>With their teacher’s guidance, Katherine and Chuck <b>take turns</b> looking at the photo album with pictures of all the children in the class. <i>S2P1d</i></p> <p>Kaylee <b>joins a small group</b> of children who are singing and dancing in a circle. <i>S2P1e</i></p> <p>Zeena sees Beau roll his playdough into a ball; she <b>imitates</b> him and says “I made a ball, too!” <i>S2P1f</i></p>
<p><b>Shows sensitivity to other children’s feelings</b> <i>S2P2</i></p>	<p>With her teacher’s help, Penny <b>“uses her words”</b> instead of hitting, because hitting hurts her friends. <i>S2P2a</i></p> <p>Samuel <b>looks upset and asks why</b> Conrad is crying. <i>S2P2b</i></p> <p>AnnCatherine <b>puts her arm around</b> Zachary when he falls down on the play-ground. <i>S2P2c</i></p>
<p><b>Begins to develop friendships with other children</b> <i>S2P3</i></p>	<p>Aaron <b>runs</b> up to Joe when he comes into the room and <b>says “Play!”</b> <i>S2P3a</i></p> <p>Alexia <b>smiles and hugs her friends</b> Robbie and Maria when they come over to play at her house. <i>S2P3b</i></p> <p>In the Dramatic Play area, Ryne pretends to pour himself a drink from a pitcher into a coffee cup, then he <b>pours one for his friend</b>, Mollie, too. <i>S2P3c</i></p>

## Emotional and Social Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to acquire self-awareness. [S2SA](#)

Indicators	Sample Behaviors
<p>Shows behaviors that reflect child’s self-concept <a href="#">S2SA1</a></p>	<p>Dahlia points to different parts of her body and identifies them. <a href="#">S2SA1a</a></p> <p>Dominic shows his individuality when he is the only one who chooses to paint with a kitchen brush instead of a paintbrush. <a href="#">S2SA1b</a></p> <p>Becky asserts herself by signing “all done” when she wants to change to a different activity with her teacher. <a href="#">S2SA1c</a></p> <p>Paco uses his own name by saying, “Soy Paco” in his home language. <a href="#">S2SA1d</a></p> <p>Marianne says “<b>Watch me!</b>” when she sees her aunt and uncle watching her big brother. <a href="#">S2SA1e</a></p> <p>Seth answers “<b>boy</b>” when the visitor asks if he is a boy or a girl. <a href="#">S2SA1f</a></p>
<p>Demonstrates confidence in own abilities <a href="#">S2SA2</a></p>	<p>Graham takes the child size mop in Ms. Sally’s kitchen and pushes it across the floor to show he feels capable of doing things like an adult. <a href="#">S2SA2a</a></p> <p>Alexa eagerly climbs to the top of the toddler play structure but then calls for help to get down. <a href="#">S2SA2b</a></p> <p>Miguel puts his shoes on by himself, but they are on the wrong feet; he insists on wearing them that way. <a href="#">S2SA2c</a></p> <p>Jada proudly shows her teacher the creation she made with cardboard tubes and paint. <a href="#">S2SA2d</a></p> <p>Devin excitedly calls his grandfather over to show how he can make the riding toy go. <a href="#">S2SA2e</a></p>

## Emotional and Social Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to demonstrate self-control. *S2SC*

Indicators	Sample Behaviors
<p>Begins to regulate own emotions and behaviors independently <i>S2SC1</i> →</p>	<p>Alana is able to move smoothly from one activity to another when she has a predictable routine; she becomes upset when she can't play outside at the usual time, because it is raining. <i>S2SC1a</i></p> <p>Sergio plays in a small group of children. <i>S2SC1b</i></p> <p>Mckenna looks at her teacher when he asks her to stop climbing up on the table, but she continues until he comes over to help her find something else to do. <i>S2SC1c</i></p> <p>With Ms. Lesly's help, Liza and Jon stop struggling over whose turn it is to ride the riding toy. <i>S2SC1d</i></p> <p>Curt is starting to show some impulse control; he avoids stepping in juice that someone spilled on the floor. <i>S2SC1e</i></p> <p>Martina stops what she is doing and helps put the toys away at clean up time. <i>S2SC1f</i></p>
<p>Begins to follow simple routines and a few rules in a group setting independently <i>S2SC2</i> →</p>	<p>Zander participates with the other children who stay at Ms. Alice's house when they do music and movement activities together. <i>S2SC2a</i></p> <p>Tara can sit with a group of children for a short period of time while their teacher tells a story using real objects. <i>S2SC2b</i></p> <p>Marco tells Roy "Shhh" when they are sitting together in the quiet book area in the classroom. <i>S2SC2c</i></p> <p>With the teacher's guidance, Ashanti takes turns in some activities such as being the one who leads the class around the room walking, marching, or hopping. <i>S2SC2d</i></p> <p>Keaton follows the class routine and washes his hands after using the toilet. <i>S2SC2e</i></p>

## Emotional and Social Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to engage in self-expression. [S2SE](#)

Indicators	Sample Behaviors
<p><b>Expresses self creatively through art and music</b> <a href="#">S2SE1</a> →</p>	<p>Yanni <b>draws squiggles and dots</b> with large crayons. <a href="#">S2SE1a</a></p> <p>Reese <b>paints with water</b> on the sidewalk. <a href="#">S2SE1b</a></p> <p>William <b>squeezes and plays with playdough</b>. <a href="#">S2SE1c</a></p> <p>Lizbeth <b>mixes some finger paints together</b> to see what color she can make. <a href="#">S2SE1d</a></p> <p>Hunter glues torn pieces of construction paper onto a large sheet to <b>make a creation</b>. <a href="#">S2SE1e</a></p> <p>Stella chooses a tambourine from the instrument box; <b>she shakes it and pats her head and arms</b> with it to make music. <a href="#">S2SE1f</a></p>
<p><b>Demonstrates imagination through dramatic play</b> <a href="#">S2SE2</a> →</p>	<p>Shawn <b>says “I daddy”</b> and picks up the briefcase to go to “work.” <a href="#">S2SE2a</a></p> <p>Theo sits in his father’s special chair with his feet up looking at a magazine, <b>imitating</b> his father. <a href="#">S2SE2b</a></p> <p>Omar <b>pushes a few blocks together</b> on the floor and says he has made a “train.” <a href="#">S2SE2c</a></p> <p>Alayna sits on the stuffed donkey, holds it by the ears, and <b>rides it around the room</b>. <a href="#">S2SE2d</a></p> <p>Braeden <b>pretends</b> to be a snake and slithers gracefully on the ground. <a href="#">S2SE2e</a></p> <p>Bella <b>acts out</b> a trip to the grocery store in the Dramatic Play area; she fills a basket with empty boxes and pushes the buttons on the cash register. <a href="#">S2SE2f</a></p>



Georgia Early Learning Standards

# Two Year Olds

## Approaches to Learning

Early childhood is a time when children learn how to learn and they approach this journey in different ways. The Approaches to Learning section of the standards describes *how* children learn the skills, concepts, and behaviors in all the other domains. Curiosity, persistence, and creative problem solving are aspects of Approaches to Learning.

A child's sense of wonder and *curiosity*, for example, is evident whether digging through dirt to see what treasures might be found or looking intently at pictures in a book. In the first case the child is cognitively exploring the world of science; in the second, developing important literacy skills. The way children approach learning influences all areas of development.

*Curiosity,  
persistence,  
and creative  
problem solving  
are aspects of  
Approaches to  
Learning.*

Similarly, the ability to be *persistent* is relevant to all developmental domains. As an illustration, two children may be working together to make a hiding place by putting a sheet over a table. Even when the sheet falls off several times, they persist until they get it the way they want it. This kind of persistent cooperation falls in the emotional and social domain.

Another example of persistence, this time in the physical domain, would be a child who attempts to pedal a tricycle and has to struggle to coordinate the movements needed to make it go.

The ability to *solve problems creatively* is another learning approach that crosses all domains. Physical, social, language, and cognitive problems all require the ability to generate alternative and novel solutions at various times. Of

course, some problems can be solved more straightforwardly like determining if there are enough napkins for the children at the snack table. Others require a more inventive approach, however, such as figuring out what to do if there is only one truck left and two children who want to play with it.

As in the other domains, adult support for a child's individual approach to learning is critical. If children believe that there is only one answer to every question or one way to solve every problem, they can become frustrated and conclude that learning is difficult. In addition, they learn *not* to think about alternatives or different ways to look at problems. On the other hand, if they are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they can discover that learning is a series of rewarding challenges. "Mistakes" give us the opportunity to learn what *doesn't work*. "Successes" give us the opportu-

nity to learn what *does*. Both are critical to a satisfying lifelong learning experience.

The Approaches to Learning section of the GELS includes one standard for two year olds. Following is a brief summary of the standard and the indicators and sample behaviors that contribute to it:

**Learning approaches that support school success**, which describes how a two year old *shows curiosity in learning new things, shows persistence in activities of interest and begins to find novel solutions to problems.*

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the Two Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous learning approaches demonstrated by two year olds.

## Approaches to Learning: 24 to 36 months—2 year olds

**Standard:** The child will begin to acquire learning approaches that support development and school success. [A2L](#)

Indicators	Sample Behaviors
<p><b>Shows curiosity in learning new things</b> <a href="#">A2L1</a></p> 	<p>Carlos <b>explores new objects</b>; he opens the new box of connecting cubes and investigates how they fit together and come apart. <a href="#">A2L1a</a></p> <p>Miracle <b>explores while playing</b>; while her grandmother plants flowers, Miracle digs in the soil and discovers rocks, leaves, and insects. <a href="#">A2L1b</a></p> <p>Kia is <b>curious</b> about a sound she hasn't heard before; she says "What's that?" and her teacher tells her it's a big tractor mowing the lawn in the school yard. <a href="#">A2L1c</a></p> <p>Nolan <b>tries new sensory experiences</b>; he puts his hands in the pumpkin his teacher cut open and pulls out a handful of seeds. <a href="#">A2L1d</a></p> <p>Leilani <b>chooses to participate in unfamiliar activities</b>; she eagerly agrees to go into the community swimming pool with her uncle even though this is her first time there. <a href="#">A2L1e</a></p> <p>Lawrence <b>experiments with materials</b>; he paints with sponges, wooden spoons, and a toothbrush and enjoys the different impressions he can make on the paper. <a href="#">A2L1f</a></p> <p>Aurora <b>shows interest in learning new things</b>; she points and uses signs to ask her teacher "What's that?" when she sees a nest in the tree outside the classroom window. <a href="#">A2L1g</a></p>

*continued...*

## Approaches to Learning: 24 to 36 months—2 year olds

**Standard:** The child will begin to acquire learning approaches that support (continued) development and school success. [A2L](#)

Indicators	Sample Behaviors
<p><b>Shows persistence in activities of interest</b> <a href="#">A2L2</a> →</p>	<p><b>Dana sustains attention in an activity independently;</b> in the sandbox she repeatedly fills a pail with sand and dumps it out. <a href="#">A2L2a</a></p> <p><b>Maurice works toward completing a task;</b> he tells his teacher he isn't finished yet when she says it's time to put the puzzles away. <a href="#">A2L2b</a></p> <p><b>Jay sustains attention in an activity initiated by an adult;</b> he helps his teacher mix play dough and then takes his own chunk and plays on his own. <a href="#">A2L2c</a></p> <p><b>Merrie is developing the ability to follow through on a task;</b> she brings her box of stickers and paper to the kitchen table and makes a design. <a href="#">A2L2d</a></p> <p><b>Dru stays engaged</b> in some activities for an extended period of time; he plays with cups, spoons, and a sponge in a small tub of water - pouring, squeezing, and splashing. <a href="#">A2L2e</a></p> <p><b>Beth ignores distractions</b> when she's interested in an activity; she listens intently as her mother reads her two favorite books at bedtime, even though her big brother is playing music in the other room. <a href="#">A2L2f</a></p> <p><b>Bao focuses his attention</b> on some activities; he pulls the wagon around the playground being careful to keep it on the path instead of in the grass. <a href="#">A2L2g</a></p>

*continued...*

## Approaches to Learning: 24 to 36 months—2 year olds

**Standard:** The child will begin to acquire learning approaches that support (continued) development and school success. [A2L](#)

Indicators	Sample Behaviors
<p><b>Begins to find novel solutions to problems</b> <a href="#">A2L3</a> →</p>	<p>Kahneisha looks for the flowers that belong in the vase in the Dramatic Play area; when she can't find them, she <b>uses her imagination</b> and puts colorful wooden sticks in there instead. <a href="#">A2L3a</a></p> <p>Holden <b>shows flexibility</b> when he finds himself stuck in the grass on the riding toy; first, he tries to stay on it and make it go; when that doesn't work, he pushes it over to the sidewalk and rides there instead. <a href="#">A2L3b</a></p> <p>When Ainsley finds the carpet cluttered with toys, she <b>takes initiative</b> and makes a path through them, so she can push her truck across the floor. <a href="#">A2L3c</a></p> <p>Howie <b>shows inventiveness</b>; when his sister won't let him play with her drums, he goes into the kitchen, gets a pot and a spoon, and uses the spoon to bang on the pot. <a href="#">A2L3d</a></p> <p>Claudia Jean <b>finds a creative solution</b>; she puts a plastic bowl on her head and pretends it's a helmet as she rides her riding toy, just like her sister wears when she rides her bicycle. <a href="#">A2L3e</a></p>



Georgia Early Learning Standards

# Two Year Olds

## Language and Literacy Development

Infants from every culture come into the world ready to communicate with sounds, words, and gestures. Babies' earliest cries let parents know that they are hungry, wet, or want attention. They coo and babble when others talk to them to continue the "conversation." Their facial expressions and body language communicate pleasure and discontent. As they grow, their babbles turn into words and soon, sentences. It is truly amazing how quickly "baby talk" becomes mature spoken language.

As children learn to express themselves, they are also listening and learning from what they hear and see. They watch what others do, listen to what they say, and absorb information from the world around them. Children are surrounded by the messages of language. Some messages come from spoken sounds and words,

others from gestures and observations that are seen but not heard, and still others come from pictures and written materials.

An environment that is rich in language, both spoken and printed, supports language development. When children are surrounded by spoken language, they repeat the sounds and words they hear and learn how to put sentences together and ask questions. When they see people reading and are exposed to many books, they learn that reading is enjoyable and valuable. There are two benefits for a child who sits in an adult's lap to listen to a story. The first is the enjoyment of looking at the pictures and hearing the story, and the second is the pleasure of snuggling with the loving adult who is reading. Both prepare children to be lifelong readers.

*An environment that is rich in language, both spoken and printed, supports language development.*

Writing is learned similarly, through a print rich environment. Children observe adults writing and imitate them. At first the marks on the page look like dots and squiggles. Eventually, they begin to look like shapes that will later become letters and numbers. Toddlers experiment with crayons, paint, markers, and other materials as they learn about writing. They draw pictures too, to begin to show that they understand that putting things on paper is a way of communicating.

It is important to understand that the period from birth through age three is a time to learn what reading and writing are all about and to experiment, explore, and enjoy. It is not appropriate for children of this age to be expected to read letters and words, or write letters and numbers. Reading will come later, after they have had plenty of exposure to pictures, books, and stories. Writing will follow as well after they have had experiences that strengthen the muscles in their hands and fingers and have been encouraged to draw and scribble.

A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first. If a child's family speaks a language other than English at home, one would expect the child to speak that language before English. If the family speaks both English and their native language, the child may use words from both languages easily. Similarly, a child with a hearing loss may be taught sign language at an early age and might also use some type of adaptive device to communicate. All of the skills and behaviors included throughout the GELS may be demonstrated in the

child's home language, through sign language, or with adaptive equipment.

The Language and Literacy section of the GELS includes four standards for two year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Receptive language**, which describes the ways a two year old *responds to spoken words and follows directions and requests*;
2. **Expressive language**, which details the ways a two year old child *communicates non-verbally using motions and gestures, demonstrates oral language skills using words, uses oral language in social situations and for creative expression, and asks questions*;
3. **Foundations for reading**, which describes the ways a two year old *begins to follow what happens in a story, becomes aware of pictures and symbols in print, and begins to distinguish different sounds of language*;
4. **Foundations for writing**, which details the ways a two year old *scribbles, draws simple pictures, dictates messages, and expresses creativity using skills for writing*.

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous language and literacy accomplishments demonstrated by two year olds.

## Language and Literacy Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to construct meaning from spoken words. (receptive language) L2R

Indicators	Sample Behaviors
<p><b>Responds to spoken words</b> <small>L2R1</small></p> 	<p>Brittani <b>finds a book</b> about animals and their babies when her grandmother asks her to find a book she would like to read. <small>L2R1a</small></p> <p>Marcus <b>bends down to look</b> when his teacher says “Are your shoes <b>under</b> your cot?” <small>L2R1b</small></p> <p>Rosita picks up a block and heads for the bookcase when her family child care teacher says, “It’s clean-up time - let’s <b>put the blocks on the shelf.</b>” <small>L2R1c</small></p> <p>George <b>holds up two fingers</b> when the nurse asks how old he is. <small>L2R1d</small></p> <p>Chloe <b>laughs</b> when her teacher points to his knee and says, “Is this my nose?” <small>L2R1e</small></p>
<p><b>Follows directions and requests</b> <small>L2R2</small></p> 	<p>When Miguel tells his teacher he wants to draw, <b>he follows her 2-step directions</b> to go to the art area and get some markers. <small>L2R2a</small></p> <p>Aleia <b>picks up her clothes and puts</b> them in the laundry basket when her stepmother asks her to help clean up her room. <small>L2R2b</small></p> <p>Peter <b>throws away</b> his napkin and <b>takes</b> his plate to the sink after lunch when his teacher reminds him. <small>L2R2c</small></p> <p>After her uncle tells her to, Maya <b>gets</b> the ball and <b>waits</b> for him to go outside and play. <small>L2R2d</small></p>

## Language and Literacy Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to express thoughts with sounds, words, and gestures. (expressive language)\* L2E

Indicators	Sample Behaviors
<p><b>Communicates nonverbally, using motions and gestures</b> L2E1 →</p>	<p>Sharen <b>takes</b> her friend Lynda by the <b>hand and leads</b> her to the art area to paint. L2E1a</p> <p>Leo <b>tugs on his pants</b> when he needs to go to the bathroom. L2E1b</p> <p>Shanda <b>looks over at her brother and smiles</b> when she knocks down the block tower he built. L2E1c</p> <p>Barak <b>looks over at his teacher for reassurance</b> when he falls down on the playground. L2E1d</p> <p>Kristi <b>runs enthusiastically to the door</b> when her father comes to pick her up at Mrs. Parker’s house. L2E1e</p>
<p><b>Demonstrates oral language skills, using words</b> L2E2 →</p>	<p>Fran picks up the toy phone, holds it to her ear, and <b>says, “Hi, Grandpa”</b> to show that she knows what the phone is for. L2E2a</p> <p>Greg often <b>uses the pronoun “me.”</b> L2E2b</p> <p>Vivian <b>uses some plurals</b> now such as dogs, cars, and cats. L2E2c</p> <p>Rudy <b>uses 3-word phrases.</b> L2E2d</p> <p>Lucy <b>can say her full name</b> is “Lucy Johnson.” L2E2e</p> <p>Christian <b>describes things</b> by saying “pretty birds” or “yucky food.” L2E2f</p> <p>Lexi and his friends can <b>say/sign more than 50 different words.</b> L2E2g</p>

*continued...*

\* “Words” may be spoken or signed, in English, the child’s primary language, or with adaptive equipment.

## Language and Literacy Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to express thoughts with sounds, words, and (continued) gestures. (expressive language) L2E

Indicators	Sample Behaviors
<p><b>Uses oral language in social situations</b> L2E3</p>	<p>Darryle says “Help me” to ask for help when she needs it. L2E3a</p> <p>Vaughn keeps the conversation going by taking turns talking with an adult, pausing to listen, and then responding. L2E3b</p> <p>Hajari sometimes says “please” and “thank you” when he asks for something he wants. L2E3c</p> <p>Tonya says, “stop” when Juliette pushes her. L2E3d</p> <p>Tennille tells her grandfather about a few things that happened at the Center today. L2E3e</p> <p>Orlando speaks clearly enough for most non-family members to understand. L2E3f</p>
<p><b>Uses oral language for creative expression</b> L2E4</p>	<p>Michaela makes her voice sound like a grown-up’s when she talks to the toy animals. L2E4a</p> <p>Glenn uses words in playful ways; he calls his brother by a silly name and laughs. L2E4b</p> <p>Bella is beginning to make up stories when she plays in the Dramatic Play area at her Center. L2E4c</p> <p>Nathaniel holds a block to his ear and pretends to speak to his daddy when he can’t find the toy telephone. L2E4d</p>

*continued...*

## Language and Literacy Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to express thoughts with sounds, words, and (continued) gestures. (expressive language) L2E

Indicators	Sample Behaviors
<p><b>Asks questions</b> L2E5 </p>	<p>John <b>joins children</b> in the block area to <b>signal</b> that he is <b>asking</b> to play. L2E5a</p> <p>Aaron <b>asks, “Can I play?”</b> when he wants to join some children in the sandbox at the Center. L2E5b</p> <p>Monica’s <b>voice goes up at the end of the sentence</b> when she asks questions. L2E5c</p> <p>Kareem <b>asks questions</b> while playing with his friends, although the questions may wander from topic to topic. L2E5d</p>

## Language and Literacy Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop foundations for reading. L2FR

Indicators	Sample Behaviors
<p><b>Begins to follow what happens in a story</b> <small>L2FR1</small> →</p>	<p>Shauna points to pictures in the story and names them. <small>L2FR1a</small></p> <p>Hal fills in the next word when his teacher pauses during a familiar story. <small>L2FR1b</small></p> <p>Glenna tells what happens next in a story she has heard many times. <small>L2FR1c</small></p> <p>Favian asks his teacher to read his favorite story. <small>L2FR1d</small></p> <p>Gamal is beginning to repeat phrases from stories that are repetitive. <small>L2FR1e</small></p> <p>Julia can listen to a brief story if it's of high interest. <small>L2FR1f</small></p> <p>Halden laughs when his aunt reads him the funny book about the bird who thinks a cow is his mommy. <small>L2FR1g</small></p>
<p><b>Shows beginning book awareness</b> <small>L2FR2</small> →</p>	<p>Annie can turn the pages of a board book easily now. <small>L2FR2a</small></p> <p>Ban looks through a picture book as if he is reading it. <small>L2FR2b</small></p> <p>Kari looks at the covers of the books in her room and finds her favorite one. <small>L2FR2c</small></p> <p>Jacques enjoys spending time looking at books on his own. <small>L2FR2d</small></p>

*continued...*

## Language and Literacy Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop foundations for reading. L2FR  
(continued)

Indicators	Sample Behaviors
<p><b>Becomes aware of pictures and symbols in print</b> L2FR3</p>	<p>Iris <b>points to her favorite cereal box and names it</b> while she is at the grocery store with her mother. L2FR3a</p> <p>Mauricio <b>says, “Pare” or “Stop”</b> when he sees a stop sign in a magazine. L2FR3b</p> <p>Madalyn <b>names her favorite restaurant</b> when she sees the sign in front. L2FR3c</p> <p>Dean <b>looks at the poster with the picture recipe</b> as his teacher reads it while making fruit salad with a small group of children. L2FR3d</p> <p>Clara <b>plays with alphabet blocks and plastic letter magnets</b> on the refrigerator at Mrs. Shim’s house. L2FR3e</p>
<p><b>Begins to distinguish the different sounds of language (phonological awareness)</b> L2FR4</p>	<p>Mekhi <b>sings simple rhyming songs</b> with the other children in his class. L2FR4a</p> <p>Genevieve <b>tries to repeat a nursery rhyme.</b> L2FR4b</p> <p>Shaun <b>opens and shuts his hands and repeats the words to a fingerplay</b> along with his teacher. L2FR4c</p>

## Language and Literacy Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop foundations for writing. L2FW

Indicators	Sample Behaviors
<p><b>Scribbles</b> <small>L2FW1</small> →</p>	<p>Russ <b>imitates</b> his older sister doing her homework; he <b>scribbles a few marks</b> on paper with a big pencil. <small>L2FW1a</small></p> <p>Tabitha <b>scribbles on paper</b> with a marker and some of the scribbles look like lines. <small>L2FW1b</small></p> <p>Darby <b>scribbles with a crayon</b> and some of the scribbles are circular. <small>L2FW1c</small></p> <p>Dashawna <b>scribbles on a small chalk board</b> with chalk. <small>L2FW1d</small></p>
<p><b>Draws simple pictures</b> <small>L2FW2</small> →</p>	<p>Ezra <b>draws circular shapes and lines</b> and says to his teacher, “See my car.” <small>L2FW2a</small></p> <p>Izabella <b>finger paints a picture</b> and uses signs to say that it is a flower for her grandmother. <small>L2FW2b</small></p>
<p><b>Dictates messages</b> <small>L2FW3</small> →</p>	<p>Elliott <b>asks his teacher to write</b> “Elliott” at the top of his painting. <small>L2FW3a</small></p> <p>Nayeli <b>asks her big sister to write</b> “Happy Birthday” on the picture she drew for their grandfather. <small>L2FW3b</small></p> <p>Wes <b>asks Mrs. Blissett to write</b> “for mommy” on the collage they made at her house today. <small>L2FW3c</small></p>
<p><b>Expresses creativity using skills for writing</b> <small>L2FW4</small> →</p>	<p>Kimberly <b>makes squiggles</b> in the sand with her finger. <small>L2FW4a</small></p> <p>Walt puts his finger in some shaving cream and <b>makes dots</b> on the sink while watching his father shave. <small>L2FW4b</small></p>



Georgia Early Learning Standards

# Two Year Olds

## Cognitive Development

Babies are born to learn. They are inquisitive creatures ready to experience the world. When provided a stimulating, nurturing, and safe environment, they use all their senses to explore their surroundings. Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function. They look and listen to all that is around them and are especially attracted to faces and voices. Babies recognize a parent's smell and sometimes can be soothed by cuddling a piece of cloth with their mother's scent. All of the senses help the infant begin to make mental connections about the way the world works.

The cognitive domain is the area of development that focuses on thinking and processing information. Through play and exploration children begin the process of discovery. It's as if they are creating the

world anew. Each object they encounter brings them face to face with information. We could imagine that a baby might be thinking something like "What is this thing grownups call a rattle? It fits in my mouth; it makes a sound when I shake it; it feels hard on my tongue; it looks colorful. What happens when I drop it?" Everything about it is a revelation.

A similar process continues for older children each time they come across something new. The difference is the ability to connect the new experience with earlier ones. Children notice the similarities and differences among objects and begin to organize them into categories. All four legged animals might be called "doggie" for example, and all vehicles on the road, "car." But it is unlikely that the child would mistake a four legged animal for a four wheeled vehicle. Soon, the child's thinking becomes more refined and cats,

*They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.*

dogs, and horses and cars, trucks, and buses can be identified separately.

As children’s cognitive abilities grow, they gain a sense of mastery over their world. They learn that their actions can cause something to happen – pushing a button makes a choo-choo train go, for example. Putting a wand in some soap and blowing hard makes bubbles float in the air. They develop memory skills and can remember where they left their favorite book and can go and get it to read with grandma again.

They learn concepts like up, down, more, less, big, and small. They explore the outdoors and learn about wind, rain, sand, flowers, leaves, and bugs. They learn about their family, community, and the roles people play. With support and encouragement from adults, children gain confidence in their ability to solve problems and think creatively.

Children learn a tremendous amount in the first three years of life. For them to reach their potential, home and school environments must be stimulating places. Young children must have opportunities to explore objects, interact with people, be exposed to books, and play with materials they can manipulate. They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

Once children enter school the cognitive domain typically is organized into the subject areas of mathematics, science, and social studies. For consistency, the cognitive development domain of the GELS is organized the same way. It should be emphasized, however, that the standards, indicators, and sample behaviors in the GELS are foundational. They are skills, concepts, and behaviors that prepare young

children for the more formal content areas they will study when they are school age.

The Cognitive Development section of the GELS includes three standards for two year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Foundations for mathematical reasoning and logical thinking**, which describes ways a two year old *identifies basic shapes and colors, sorts and matches objects, builds beginning number concepts, builds beginning measurement concepts, explores concepts related to patterning, begins to solve simple mathematical problems, and thinks creatively;*
2. **Early scientific inquiry skills**, which describes ways a two year old *actively explores the environment, uses language to describe things in the environment, asks questions about the environment, and uses tools to experiment;*
3. **Foundations for social studies**, which details ways a two year old *recognizes family roles and personal relationships, recognizes obvious individual preferences and differences, recognizes community roles and relationships, and explores concepts of place and location.*

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Two Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous cognitive accomplishments demonstrated by two year olds.

## Cognitive Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop the foundations for mathematical reasoning and logical thinking. C2M

Indicators	Sample Behaviors
<p><b>Begins to identify basic shapes</b> <small>C2M1</small> →</p>	<p>Billy fits the shapes into the shape box. <small>C2M1a</small></p> <p>Emiko puts the circle, square, and triangle pieces in the shape puzzle. <small>C2M1b</small></p> <p>Renee finds the triangle cookie cutter, so she can make a cookie the same shape as her sister's. <small>C2M1c</small></p>
<p><b>Begins to sort and match objects</b> <small>C2M2</small> →</p>	<p>Alyson finds the shoe that matches the one she is wearing. <small>C2M2a</small></p> <p>When his mother shows him how to do it, Joaquin sorts Daddy's "big socks" in one pile and his own "little socks" in another. <small>C2M2b</small></p> <p>Kaitlynn sorts the round blocks of one color in one basket and the square blocks of the same color in a different basket. <small>C2M2c</small></p> <p>Nathan, who is visually impaired, feels the shape of some wooden pieces to find two that match. <small>C2M2d</small></p> <p>Joaquin matches some red circles to the ones his teacher put on the mat in front of him. <small>C2M2e</small></p>

*continued...*

## Cognitive Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop the foundations for mathematical (continued) reasoning and logical thinking. C2M

Indicators	Sample Behaviors
<p><b>Builds beginning number concepts</b> C2M3</p> 	<p>Kristal <b>recites</b>, “1, 2, 3” just like her teacher does when the class is getting ready for lunch. C2M3a</p> <p>Craig <b>sings a counting song</b> about five little monkeys jumping on a bed. C2M3b</p> <p>M’Lee <b>chooses “just one”</b> cookie from the plate for dessert. C2M3c</p> <p>Graham <b>uses some number words</b>; he uses sign language to ask for “two books” to take to his cot at naptime. C2M3d</p> <p>Cheyenne <b>says, “one”</b> when her cousin asks her how many puppies she has. C2M3e</p> <p>Macie <b>asks for another</b> slice of apple because Destinee has two, and she wants the same. C2M3f</p> <p>Kelly <b>puts a blanket on each doll</b> when her teacher asks if each baby has one. C2M3g</p>
<p><b>Builds beginning measurement concepts</b> C2M4</p> 	<p>Ahmad <b>uses a smaller cup to fill a larger one</b> with sand in the sandbox at the Center. C2M4a</p> <p>Gina says “<b>Time</b> to eat!” when her class comes in from the playground. C2M4b</p> <p>Moe <b>stacks</b> a large block on the bottom, a smaller one next, and an even smaller one on the top. C2M4c</p> <p>Kassidy <b>nects</b> two smaller cups inside a larger one. C2M4d</p> <p>Nyla <b>points to</b> the “Mama Bear” instead of the “Baby Bear” when her teacher asks her which one is <b>bigger</b>. C2M4e</p>

*continued...*

## Cognitive Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop the foundations for mathematical reasoning and logical thinking. C2M  
(continued)

Indicators	Sample Behaviors
<p><b>Begins to solve simple problems using logical reasoning and mathematical thinking</b> <small>C2M5</small> →</p>	<p>Kahneisha <b>completes a puzzle</b> with 3 or 4 connecting pieces. <small>C2M5a</small></p> <p>Eric is playing with stuffed animals – a puppy, a dinosaur, and a lion - when he turns away for a moment Ellie comes by and picks up the dinosaur and walks away; Eric turns back, <b>notices it is missing</b>, and says, “Where’s my dinosaur?” <small>C2M5b</small></p> <p>Risa <b>finds the ball</b> under the middle of three boxes after seeing her brother pretend to put it under one of the other ones. <small>C2M5c</small></p>
<p><b>Explores concepts related to patterning</b> <small>C2M6</small> →</p>	<p>Francesca <b>watches</b> her sister make a necklace with a pattern of red and yellow beads; Francesca puts red and yellow beads on her string, but they aren’t in a pattern yet. <small>C2M6a</small></p> <p><b>With</b> his big cousin’s help, Emiliano <b>copies a simple pattern</b>; he places a pine cone, a rock, a pine cone, and another rock on the ground just like his cousin did. <small>C2M6b</small></p> <p>Patti claps her hands, pats her knees, and <b>continues this clap-pat pattern</b> in imitation of her teacher. <small>C2M6c</small></p>
<p><b>Thinks creatively using logical reasoning and mathematical thinking</b> <small>C2M7</small> →</p>	<p>Kody puts a toy person in each of his toy cars; when he has an extra car and no more people, he <b>puts a ball in it instead</b>. <small>C2M7a</small></p> <p>Madyson <b>stacks blocks to make towers of different shapes and sizes</b>; sometimes they balance and stand firmly; sometimes they fall over, and she builds them up again. <small>C2M7b</small></p> <p>Arieh plays with different shaped boxes - a shoe box, an oatmeal box, and a spaghetti box - <b>experimenting with different ways to use them</b>. <small>C2M7c</small></p>

## Cognitive Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to demonstrate early scientific inquiry skills. C2S

Indicators	Sample Behaviors
<p><b>Actively explores the environment</b> <small>C2S1</small></p> 	<p>Sawyer <b>collects</b> leaves on the playground and brings them into his class to add to the collection. <small>C2S1a</small></p> <p>At Mrs. Lee's house, Elaina pours water onto the sand in the sandbox and squishes her fingers in it to <b>explore</b> how it feels. <small>C2S1b</small></p> <p>Madelyn <b>observes</b> what her hand looks like under the magnifying glass. <small>C2S1c</small></p> <p>Vincent and his father <b>examine</b> the empty bird's nest that Vincent found. <small>C2S1d</small></p> <p>Wyatt puts just a little bit of food in the tank and <b>watches</b> his goldfish eat most of it before it falls to the bottom. <small>C2S1e</small></p> <p>Lydia <b>discovers</b> what she can pick up with the magnet wand as she takes it around the classroom and <b>experiments</b> with different objects. <small>C2S1f</small></p> <p>Liam explores <b>cause and effect</b> when he pushes the lever on his electric wheelchair to make it go. <small>C2S1g</small></p>

*continued...*

## Cognitive Development: 24 to 36 months—2 year olds

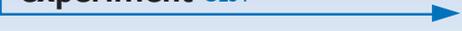
**Standard:** The child will begin to to demonstrate early scientific inquiry skills. C2S  
(continued)

Indicators	Sample Behaviors
<p><b>Uses language to describe things in the environment</b> C2S2</p> 	<p>Mariah hands the fire engine to her teacher and <b>points to the missing wheel</b> to show her that it is broken. C2S2a</p> <p>DeAnthony <b>draws a picture and says</b> it's the tree in front of his house. C2S2b</p> <p>Courtney <b>describes</b> the Center's pet rabbit as "soft and furry." C2S2c</p> <p>Stephen runs into the house and <b>reports</b> to his father that they "can't go," because "mommy's car broke." C2S2d</p> <p>Bailey <b>sings a song</b> about different body parts and moves them as she sings. C2S2e</p> <p>Calvina closes the bathroom door and says to her mother, "<b>It's dark!</b>" C2S2f</p> <p>Maxwell puts the magnetic shapes on the refrigerator and <b>uses signs to tell</b> his grandfather that they "stick." C2S2g</p>
<p><b>Asks questions about the environment</b> C2S3</p> 	<p>Anastasia looks for the fish hiding under the rock in the fish tank and <b>wants to know</b> where it went; she <b>asks</b>, "Fishy go?" C2S3a</p> <p>Casey <b>asks</b>, "Wiggly sleep?" when he sees the class gerbil with its eyes closed. C2S3b</p> <p><b>Karlynn asks</b>, "<b>What's that?</b>" pointing to a chipmunk running across the playground. C2S3c</p> <p>Brenden watches the bath water go down the drain and <b>asks</b> "<b>Where</b> water go?" C2S3d</p>

*continued...*

## Cognitive Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to to demonstrate early scientific inquiry skills. C2S  
(continued)

Indicators	Sample Behaviors
<p><b>Uses tools to experiment</b> <small>C2S4</small></p> 	<p>Savanna <b>uses a toy hammer</b> to flatten the play dough. <small>C2S4a</small></p> <p>Jim <b>uses a mop</b> to help clean the kitchen floor just like his grandfather does. <small>C2S4b</small></p> <p>Yahir <b>dips the paintbrush into the water</b> to clean it. <small>C2S4c</small></p> <p>Tatiana <b>shakes the sifter</b> in the sandbox and sees the pebbles left behind. <small>C2S4d</small></p>

## Cognitive Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop the foundations for social studies. C2SS

Indicators	Sample Behaviors
<p><b>Recognizes family roles and personal relationships</b> <small>C2SS1</small></p>	<p>Drake sees his aunt coming across the parking lot and exclaims, “<b>Auntie Mary!</b>” <small>C2SS1a</small></p> <p>Lukas <b>grins widely</b> when he helps put some toys away at bedtime, and his mother tells him he is a “big family helper.” <small>C2SS1b</small></p> <p>Miriam <b>doesn’t see her teacher</b> on the playground and starts to cry. <small>C2SS1c</small></p> <p>Brady brings photographs of his family to the Center and <b>identifies the pictures</b> of his mother, brother, grandfather, and their dog Alfie, too! <small>C2SS1d</small></p> <p>Cierra has a new baby sister; she says “I am <b>big sister!</b>” <small>C2SS1e</small></p>
<p><b>Recognizes obvious individual preferences and differences</b> <small>C2SS2</small></p>	<p>Leon notices Margo’s glasses and says, “<b>Glasses.</b>” <small>C2SS2a</small></p> <p>Marcos <b>walks next to</b> his friend Malik, who is riding in his <b>wheelchair.</b> <small>C2SS2b</small></p> <p>Zoey is <b>curious to taste</b> a new dish for lunch when she goes to Sarita’s house to play. <small>C2SS2c</small></p> <p>Enya says, “<b>My hair is long; Andra’s is short.</b>” <small>C2SS2d</small></p>

*continued...*

## Cognitive Development: 24 to 36 months—2 year olds

**Standard:** The child will begin to develop the foundations for social studies. C2SS  
(continued)

Indicators	Sample Behaviors
<p><b>Recognizes community roles and relationships</b> C2SS3</p>	<p>Perla <b>puts on the police hat</b> in the Dramatic Play area after the Police Officer comes to her class to visit. C2SS3a</p> <p>Braxton puts a toy stethoscope around his neck and says he will “<b>make the baby better.</b>” C2SS3b</p> <p>Tessa puts her cup in the trash can “<b>to keep our class clean.</b>” C2SS3c</p>
<p><b>Explore concepts of place and location</b> C2SS4</p>	<p>Dane looks <b>under</b> the table for his truck when his mother tells him she thinks it rolled there. C2SS4a</p> <p>Breann says she <b>wants to go “downstairs”</b> to see the toy train set her grandfather has in the basement. C2SS4b</p> <p>Johnathan remembers where he left his cup of juice; <b>he walks from the living room into the kitchen</b> to get it. C2SS4c</p> <p>Marta takes her Tío Roberto (Uncle Roberto) by the hand and <b>leads him to her classroom</b> when he comes to the Center for the first time. C2SS4d</p>