



North Carolina Foundations for Early Learning and Development, 2013
(Older Toddlers, Younger Preschoolers and Older Preschoolers)

Aligned with the

Read It Once Again Curriculum Unit based on the story book:

The Napping House

by Audrey Wood

1. Approaches to Play and Learning (APL)

APL-1: Children show curiosity and express interest in the world around them.

APL-1g: Discover things that interest and amaze them and seek to share them with others.

APL-1h: Show pleasure in new skills and in what they have done.

APL-1i: Watch what others are doing and often try to participate.

APL-1j: Discover things that interest and amaze them and seek to share them with others.

APL-1k: Communicate interest to others through verbal and nonverbal means.

APL-1l: Show interest in a growing range of topics, ideas, and tasks.

APL-1m: Discover things that interest and amaze them and seek to share them with others.

APL-1n: Communicate interest to others through verbal and nonverbal means.

APL-1o: Show interest in a growing range of topics, ideas, and tasks.

APL-1p: Demonstrate interest in mastering new skills (writing name, riding a bike).

APL-2: Children actively seek to understand the world around them.

APL-2f: Seek more information about people and their surroundings (study an object).

APL-2g: Use their whole body to learn.

APL-2h: Communicate what they want to do or know using gestures, facial expressions, or words (“What dat?”).

APL-2i: Ask questions about the people and things around them.

APL-2j: Use all available senses, tools and a variety of strategies to explore the environment.

APL-2k: Purposely try different ways of doing things to see what and how they work.

APL-2l: Ask questions to find out more about the things that interest them, including questions about future events.

APL-2m: Choose among different ways to explore the environment based on past experiences (use a magnifying glass).

APL-2n: Use what they know from past experiences to understand what is happening now (get an umbrella when raining).

APL-3: Children engage in increasingly complex play.

APL-3i: Try to involve other children in play.

APL-3j: Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone).

APL-3k: Play with others with a common purpose (chase).

APL-3l: Communicate about what is happening during pretend play.

APL-3m: Engage in dramatic play themes that include interacting with other children, but often not coordinated.

APL-3n: Talk to peers and share materials during play.

APL-3o: Engage in make-believe play with imaginary objects.

APL-3p: Use language to begin and carry on play with others.

APL-3q: Express knowledge of their everyday lives and culture through play.

APL-3r: Develop and sustain more complex pretend play themes in cooperation with peers.

APL-3s: Use more complex and varied language to share ideas and influence others during play.

APL-3t: Choose to use new knowledge and skills during play (write list).

APL-3u: Demonstrate their cultural values and “rules” during play (“that’s not what mommies do”).

APL-4: Children demonstrate creativity, imagination, and inventiveness.

APL-4e: Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake).

APL-4f: Pretend to be somebody or something other than themselves.

APL-4g: Pretend one object is really something different (Legos as food).

APL-4h: Offer new ideas about how to do or make things.

APL-4i: Add new actions, props or dress-up items to pretend play.

APL-4j: Use materials (art supplies) or actions to represent experiences or ideas in novel ways.

APL-4k: Experiment with language, musical sounds and movement.

APL-4l: Plan play scenarios and use or create a variety of props or tools to enact them.

APL-4m: Expand the variety of roles taken during dramatic play and add more actions, language or props to enact roles.

APL-4n: Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.

APL-4o: Make up stories, songs or dances for fun during play.

APL-5: Children are willing to try new and challenging experiences.

APL-5g: Explore freely without a familiar adult nearby.

APL-5h: Try out new skills in a familiar environment.

APL-5i: Approach a challenge with confidence (“I can do it.”).

APL-5j: Want to do things their own way (“Me do it.”).

APL-5k: Express a belief that they can do things that are hard.

APL-5l: Choose to participate in an increasing variety of familiar and new experiences.

APL-5m: Accept new challenges when offered.

APL-5n: Try things they are not sure they can do, while avoiding dangerous risks.

APL-5o: Express a belief that they can do things that are hard.

APL-5p: Approach new experiences independently.

APL-5q: Ask to participate in new experiences that they have observed or heard about.

APL-5r: Independently seek new challenges.

APL-6: Children use a variety of strategies to solve problems.

APL-6h: Try a variety of strategies to get what they want or solve a problem.

APL-6i: Use language to obtain help to solve a problem.

APL-6j: Use materials in new ways to explore and solve problems (bring a spoon when all the shovels in the sand table are in use).

APL-6k: Seek and make use of ideas and help from adults and peers to solve problems.

APL-6l: Purposefully use a variety of strategies to solve different types of problems.

APL-6m: Talk to themselves to work through the steps to solve a problem.

APL-6n: Seek and make use of ideas and help from adults and peers to solve problems.

APL-6o: Describe the steps they will use to solve a problem.

APL-6p: Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.

APL-6q: Explain how they solved a problem to another person.

APL-7: Children demonstrate initiative.

APL-7e: Select and carry out activities (choose to set the table).

APL-7f: Show increasing interest in performing tasks independently (put on jacket).

APL-7g: Show and/or tell others what they have done.

APL-7h: Show increasing independence and purpose when making choices.

APL-7i: Express goals or plans and follow through on them.

APL-7j: Show increasing independence and purpose when making choices.

APL-7k: Independently identify and seek things they need to complete activities or tasks.

APL-7l: Set simple goals that extend over time, make plans and follow through.

APL-8: Children maintain attentiveness and focus.

APL-8f: Focus on a person or a hands-on activity for a short period of time.

APL-8g: Keep working on interesting activities with other things going on around them.

APL-8h: Focus on age appropriate activities for a short period of time, even with interruptions.

APL-8i: Remain engaged in more complex activities that they have chosen.

APL-8j: Maintain focus and return to an activity after a break.

APL-8k: Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).

APL-8l: Consistently remain engaged in self-directed activities.

APL-9: Children persist at challenging activities.

APL-9c: Seek help from others to complete a challenging activity.

APL-9d: Keep working on an activity even after setbacks (puzzle piece doesn't fit).

APL-9e: Seek help from others to complete a challenging activity.

APL-9f: When something does not work, try different ways to complete the task.

APL-9g: Keep working to complete tasks, including those that are somewhat difficult.

APL-9h: Seek help from others to complete a challenging activity.

APL-9i: When something does not work, try different ways to complete the task.

APL-9j: Plan and follow through on longer-term tasks (planting a seed, caring for plant).

APL-9k: Keep trying until a challenging activity is complete despite distractions or interruptions (start a puzzle and finish it after lunch).

2. Emotional and Social Development (ESD)

ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.

ESD-1h: Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures).

ESD-1i: Use their own name or a personal pronoun to refer to themselves.

ESD-1j: Make choices and have favorite clothes, toys and activities.

ESD-1k: Describe self (characteristics, things they can do or like).

ESD-1l: Express a sense of belonging to a group (my class, I'm a girl).

ESD-1m: Use own first and last name.

ESD-1n: Choose activities they like and name their favorite activities.

ESD-1o: Describe themselves in concrete ways, with greater detail and accuracy.

ESD-1p: Express awareness that they are members of different groups (family, class, ethnic group).

ESD-1q: Choose to spend more time on preferred activities and express awareness of skills they are developing.

ESD-2: Children express positive feelings about themselves and confidence in what they can do.

ESD-2g: Express positive feelings about themselves by showing and/or telling others about themselves, things they like or things they have done.

ESD-2h: Explore the environment independently to satisfy their own interests (seek out a favorite toy).

ESD-2i: Show confidence in their abilities through actions and/or language (try to lift an object, say "I'm strong.").

ESD-2j: Attempt to reach goals without help from others ("Me do it myself!").

ESD-2k: Express positive feelings about themselves by showing and/or telling others about themselves, things they like or things they have done.

ESD-2l: Express the belief that they can do many things.

ESD-2m: Try new activities and attempt new challenges.

ESD-2n: Express positive feelings about themselves by showing and/or telling others about themselves, things they like or things they have done.

ESD-2o: Express the belief that they can do many things.

ESD-2p: Stick with tasks even when they are challenging.

ESD-2q: Express opinions about their abilities in different areas ("I'm a good friend." or "I can run fast.").

ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

ESD-3i: Form close relationships with their primary caregivers and other familiar adults.

ESD-3j: Seek help from trusted adults when upset.

ESD-3k: Are less likely to get upset when primary caregiver is with them.

ESD-3l: Use words to influence caregivers' behavior (ask for help, talk about what they want the adult to do).

ESD-3m: Seek out trusted teachers and caregivers as needed.

ESD-3n: Show affection for adults they are close to.

ESD-3o: Given time, form positive relationships with new teachers or caregivers.

ESD-3p: Show ease and comfort in their interactions with familiar adults.

ESD-3q: Seek out trusted teachers and caregivers as needed.

ESD-3r: Form positive relationships with new teachers or caregivers over time.

ESD-3s: Use language effectively to continue conversations with familiar adults and to influence their behavior.

ESD-4- Children form relationships and interact positively with other children.

ESD-4f: Show affection or preference for particular children.

ESD-4g: Remember and use names of familiar playmates.

ESD-4h: Use appropriate words to influence playmates' behavior ("Play with me.").

ESD-4i: Participate in play with other children.

ESD-4j: Show positive emotion and turn taking with familiar playmates.

ESD-4k: Demonstrate social skills when interacting with other children.

ESD-4l: Form and maintain friendships with a few other children.

ESD-4m: Identify another child as a friend.

ESD-4n: Approach other children easily, expecting positive interactions.

ESD-4o: Show ease and comfort in their interactions with familiar children.

ESD-4p: Demonstrate social skills when interacting with other children.

ESD-4q: Form and maintain friendships with other children of diverse cultural backgrounds and abilities.

ESD-4r: Seek and give support with children they identify as friends.

ESD-4s: Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy).

ESD-4t: Play and interact cooperatively with other children (work on a project).

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e: Follow social rules, transitions and routines that have been explained to them with reminders and practice.

ESD-5f: Adjust their behavior to fit different situations (use inside voice).

ESD-5g: Evaluate their own and others' actions as right or wrong.

ESD-5h: Show caring and cooperation (help put toys away, help another person).

ESD-5i: Wait for a short time to get what they want, with guidance and support.

ESD-5j: Accept "no" without getting overly upset.

ESD-5k: Follow social rules, transitions and routines that have been explained to them with reminders and practice.

ESD-5l: Often make requests clearly and effectively.

ESD-5m: Show awareness that their actions affect others (move around a classmate's block structure).

ESD-5n: Wait for a short time to get what they want.

ESD-5o: Work to resolve conflicts effectively, with guidance and support.

ESD-5p: Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures.

ESD-5q: Follow social rules, transitions, and routines that have been explained to them.

ESD-5r: Make requests clearly and effectively most of the time.

ESD-5s: Balance their own needs with those of others in the group.

ESD-5t: Anticipate consequences and plan ways to solve problems effectively with guidance and support.

ESD-5u: Use a variety of strategies to solve problems and conflicts with increasing independence.

ESD-5v: Express respect and caring for all people, including people with disabilities and those from different cultures.

ESD-6: Children identify, manage, and express their feelings.

ESD-6h: Express a range of emotions with their face, body, vocal sounds and words.

ESD-6i: Communicate to make needs known.

ESD-6j: Manage emotions and control impulses with guidance and support.

ESD-6k: Display emotional outbursts less often.

ESD-6l: Express a range of emotions with their face, body, vocal sounds and words.

ESD-6m: Use a variety of words or signs to express and manage feelings more clearly.

ESD-6n: Describe reasons for their feelings (That makes me mad when you do that!).

ESD-6o: Express a range of emotions with their face, body, vocal sounds and words.

ESD-6p: Independently manage and express feelings effectively most of the time.

ESD-6q: Use a larger vocabulary for talking about different feelings (I'm excited about it.)

ESD-6r: Give reasons for their feelings that may include thoughts and beliefs as well as outside events.

ESD-6s: Use problem-solving strategies when feeling angry or frustrated.

ESD-7: Children recognize and respond to the needs and feelings of others.

ESD-7f: Try to comfort another child or an adult who is upset.

ESD-7g: Communicate concern for others (ask "Are you okay?").

ESD-7h: Offer help to meet the needs of others (pick up item someone dropped).

ESD-7i: Recognize facial expressions or actions associated with different emotions.

ESD-7j: Try to comfort another child or an adult who is upset.

ESD-7k: Communicate concern for others.

ESD-7l: Offer help to meet the needs of others.

ESD-7m: Show awareness that other people have different feelings ("I like cats, she doesn't").

ESD-7n: Communicate understanding and empathy for others' feelings.

ESD-7o: Show awareness that their behavior can affect the feelings of others.

ESD-7p: Choose to act in ways that shows respect for others' feelings and points of view most of the time with guidance and support.

3. Health and Physical Development (HPD)

HPD-1: Children develop healthy eating habits.

HPD-1l: Try new foods.

HPD-1m: Feed themselves using utensils and hands.

HPD-1n: Accept or refuse food depending on their appetite and personal preference.

HPD-1o: Notice and talk about food preferences, textures, temperatures and tastes.

HPD-1p: Try new foods.

HPD-1q: Feed themselves with utensils independently.

HPD-1r: Communicate that some foods are good for them and some are not healthy.

HPD-1s: Try new foods.

HPD-1t: Feed themselves with utensils independently.

HPD-1u: Given a selection of familiar foods, identify which foods are nutritious and which are not.

HPD-1v: Talk about variety and amount of foods needed to be healthy.

HPD-1w: Name foods and beverages that help to build healthy bodies.

HPD-2: Children engage in active physical play indoors and outdoors.

HPD-2h: Develop strength and stamina by spending moderate periods of time playing vigorously.

HPD-2i: Show satisfaction with new active skills and strengths.

HPD-2j: With guidance and support, transition from active to quiet activities.

HPD-2k: Develop strength and stamina by spending moderate periods of time playing vigorously.

HPD-2l: Choose a variety of structured and unstructured physical activities indoors and outdoors.

HPD-2m: Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing, catching).

HPD-2n: Transition from active to quiet activities with limited guidance and support.

HPD-2o: Develop strength and stamina by spending extended periods of time playing vigorously.

HPD-2p: Communicate ways exercise keeps us healthy and makes us feel good.

HPD-2q: Participate in structured and unstructured motor activities that build strength, speed, flexibility and coordination.

HPD-2r: Transition independently from active to quiet activities most of the time.

HPD-3: Children develop healthy sleeping habits.

HPD-3f: Use language about sleep.

HPD-3g: With guidance, participate in sleep routines (lay down on mat).

HPD-3h: Fall asleep on their own.

HPD-3i: Recognize and communicate signs of being tired.

HPD-3j: With increasing independence, start and participate in sleep routines.

HPD-3k: Communicate ways sleep keeps us healthy and makes us feel good.

HPD-3l: Independently start and participate in sleep routines most of the time.

HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

HPD-4h: Move their arms and legs to complete a task (kick, step, pedal).

HPD-4i: Move through the world with a variety of movements and with increasing independence.

HPD-4j: Use familiar objects that encourage large motor movements (ride toys).

HPD-4k: Perform actions smoothly with balance, strength and coordination (dance, walk up and down steps).

HPD-4l: Demonstrate strength and balance by managing uneven surfaces such as hill, ramps and steps.

HPD-4m: Refine movements and show generally good coordination (throwing and catching).

HPD-4n: Use a variety of toys and equipment that enhance gross motor development.

HPD-4o: Move their bodies in space with good coordination (running, hopping).

HPD-4p: Coordinate movement of upper and lower body.

HPD-4q: Perform complex movements smoothly (skipping, balance beams, hopping).

HPD-4r: Move quickly through the environment and be able to stop (run or pedal fast).

HPD-4s: Show awareness of own body in relation to other people and objects while moving through space.

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

HPD-5g: Use more complex, refined hand movements (draw, turn pages).

HPD-5h: Use hands and eyes together with a moderate degree of control (puzzles).

HPD-5i: Use tools that require finger and hand control (large paintbrush, shovel).

HPD-5j: Draw simple shapes and figures (square, circle).

HPD-5k: Engage in activities that require hand-eye coordination (puzzles, mold Play-Doh).

HPD-5l: Use tools that require strength, control and dexterity of small muscles (forks, crayons, scissors).

HPD-5m: Draw and write smaller figures with more detail (faces with detail, letters).

HPD-5n: Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes).

HPD-5o: Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).

HPD-6: Children develop awareness of their needs and the ability to communicate their needs.

HPD-6e: Use words or sign language to ask for the things they need (food, drink).

HPD-6f: Soothe themselves when needed (find a quiet area for alone time).

- HPD-6g: Use words or sign language to ask for the things they need (food, drink).
- HPD-6h: Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).
- HPD-6i: Use language to ask adults or peers specifically for the kind of help needed in a particular situation.
- HPD-6j: Consistently use strategies to calm themselves when needed.
- HPD-7: Children develop independence in caring for themselves and their environment.**
- HPD-7e: Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.
- HPD-7f: Initiate self-care routines and complete with guidance (dressing, undressing, show interest in toileting).
- HPD-7g: Feed themselves with a spoon.
- HPD-7h: Help with meal and snack routines.
- HPD-7i: Take care of objects (put toys away, water plants).
- HPD-7j: Use adaptive equipment, ask for help with positioning and movement, and/or participate medical care routines as needed.
- HPD-7k: Dress and undress themselves with occasional assistance.
- HPD-7l: Follow basic hygiene practices with reminders (brush teeth, wash hands).
- HPD-7m: Serve food for themselves.
- HPD-7n: Help with routine care of the indoor and outdoor learning environment (care for garden).
- HPD-7o: Name people who help children stay healthy.
- HPD-7p: Use adaptive equipment, ask for help with positioning an movement, and/or participate medical care routines as needed.
- HPD-7q: Dress and undress themselves independently.
- HPD-7r: Gain independence in hygiene practices (wash hands, flush toilet).
- HPD-7s: Eat with a fork.
- HPD-7t: Perform tasks to maintain the indoor and outdoor learning environment independently.
- HPD-7u: Describe the value of good health practices (wash hands to get rid of germs).
- HPD-8: Children develop awareness of basic safety rules and begin to follow them.**
- HPD-8f: Remember cause and effect experiences and apply their experiences to future situations (walk slowly down steep hill where fall happened).
- HPD-8g: Increase self-control over their impulses (wait for adult, no running ahead.).
- HPD-8h: With guidance and support, recognize and avoid situations that might cause harm.

HPD-8i: Know what their bodies can do and play within their abilities to avoid injury to self or others.

HPD-8j: Usually recognize and avoid objects and situations that might cause harm.

HPD-8k: Usually follow basic safety rules.

HPD-8l: Call a trusted adult when someone gets injured or is in an unsafe situation.

HPD-8m: Avoid potentially dangerous behaviors.

HPD-8n: Consistently recognize and avoid people, objects, substances, activities and environments that might cause harm.

HPD-8o: Independently follow basic safety rules.

HPD-8p: Identify people who can help them in the community (police, nurse).

4. Language Development and Communication (LDC)

LDC-1: Children understand communications from others.

LDC-1h: Respond when others talk to them, using a larger variety of words or signs.

LDC-1i: Respond to gestures, facial expressions, tone of voice, and some words that show emotions.

LDC-1j: Follow two-step directions with visual cues if needed.

LDC-1k: Show understanding of increasingly complex sentences.

LDC-1l: With prompting and support, respond to requests for information or action.

LDC-1m: Follow simple multistep directions with visual cues if needed.

LDC-1n: Show understanding of increasingly complex sentences.

LDC-1o: Respond to requests for information or action.

LDC-1p: Follow more detailed multistep directions.

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g: Engage in short dialogues of a few turns.

LDC-2h: Ask questions or use verbal or nonverbal cues to initiate communication with another.

LDC-2i: Demonstrate an understanding that people communicate in many ways (gestures, different languages, sign language).

LDC-2j: Initiate and carry on conversations and ask question about things that interest them.

LDC-2k: With prompting and support, make comments and ask questions related to the topic of discussion.

LDC-2l: Express an understanding that people communicate in many ways (gestures, another language, sign language).

- LDC-2m: Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.
- LDC-2n: Initiate and participate in conversations related to interests of their own or the persons they are communicating with.
- LDC-2o: Participate in a group discussion, making comments and asking questions related to the topic.
- LDC-2p: Appreciate and use humor.
- LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.**
- LDC-3b: Answer simple questions (What happened to the bear in the story?).
- LDC-3c: Use simple sentences or questions to ask for things or gain information.
- LDC-3d: Answer longer questions using more detail.
- LDC-3e: Use sentences or questions to ask for things or gain information.
- LDC-3f: Answer more complex questions with more explanation (“I didn’t like camping because it rained.”).
- LDC-3g: Ask specific questions to learn more about their world, understand tasks, and solve problems.
- LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.**
- LDC-4f: Communicate messages with expression, tone and inflection.
- LDC-4g: Use speech that is understood most of the time by familiar listeners.
- LDC-4h: Communicate messages with expression, tone and inflection appropriate to the situation.
- LDC-4i: Speak clearly enough to be understood by familiar adults and children.
- LDC-4j: Use language and nonverbal cues to communicate thoughts, beliefs, and intentions.
- LDC-4k: Adapt their communication to meet social expectations (speak quietly in the library).
- LDC-4l: Speak clearly enough to be understood by most people.
- LDC-5: Children describe familiar people, places, things and events.**
- LDC-5b: Talk to themselves and others about what they are “working on”, what they are doing, routines and events of the day.
- LDC-5c: Use dramatic play to act out familiar scenes and events, and imitate familiar people.
- LDC-5d: Talk to themselves and others about what they are “working on”, what they are doing, routines and events of the day.
- LDC-5e: Describe experiences and create or retell short narratives.
- LDC-5f: Describe experiences and create and /or retell longer narratives.

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e: Communicate in short sentences that follow the word order of their home language.

LDC-6f: Combine two and three words.

LDC-6g: Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).

LDC-6h: Make grammatical errors that follow language rules (mouses for mice).

LDC-6i: Speak in full sentences that are grammatically correct most of the time.

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h: Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy).

LDC-7i: Participate in or repeat familiar songs, chants or rhymes.

LDC-7j: Show they understand many new vocabulary words and a variety of concepts (big and little, in and out).

LDC-7k: Repeat familiar songs, chants or rhymes.

LDC-7l: Use more than one word for the same object and use words for parts of objects (dog, beagle, Rover).

LDC-7m: Make up names for things using words they know (dog doctor).

LDC-7n: Use many kinds of cues in the environment to figure out what words mean.

LDC-7o: Repeat familiar songs, chants or rhymes.

LDC-7p: Use a growing vocabulary that includes many different kinds of words to express ideas clearly.

LDC-7q: Infer the meaning of different kinds of new words from the context in which they are used .

LDC-8: Children develop interest in books and motivation to read.

LDC-8h: Engage in reading behaviors independently (turn pages, tell the story).

LDC-8i: Listen for short periods of time to storybooks, informational books, stories, poetry, songs and finger plays.

LDC-8j: Engage in reading behaviors independently (choose books, turn pages, tell story).

LDC-8k: Show an interest in books, other print and reading-related activities.

LDC-8l: Listen to and discuss storybooks, simple information books and poetry.

LDC-8m: Engage in reading behaviors independently with increased focus for longer periods of time.

LDC-8n: Use and share books and print in their play.

LDC-8o: Listen to and discuss increasingly complex storybooks, information books, poetry.

LDC-9: Children comprehend and use information presented in books and other print media.

LDC-9d: Chime in on a repeated line in a book while being read to by an adult.

LDC-9e: Pretend to read familiar books from memory; repeat familiar phrases while looking at a book.

LDC-9f: Begin to relate personal experiences to events described in familiar books.

LDC-9g: Answer simple questions about stories.

LDC-9h: Imitate the special language in storybooks and story dialogue (repetitive language, sound effects, words).

LDC-9i: Imitate the special language in storybooks and story dialogue with some accuracy.

LDC-9j: With prompting and support, use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.

LDC-9k: Use their knowledge of the world to make sense of stories and information texts.

LDC-9l: Relate personal experiences to events described in familiar books, with prompting and support.

LDC-9m: Ask questions about a story or the information in a book.

LDC-9n: With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.

LDC-9o: Imitate the special language in storybooks and story dialogue with accuracy.

LDC-9p: Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.

LDC-9q: Use knowledge of the world to make sense of more challenging texts.

LDC-9r: Relate personal experiences to an increasing variety of events described in familiar and new books.

LDC-9s: Ask more focused and detailed questions about a story or the information in a book.

LDC-9t: Discuss storybooks by responding to questions about what is happening and predicting what will happen next.

LDC-10: Children develop book knowledge and print awareness.

LDC-10e: Hold a book upright, turn some pages front to back, close the book and say done.

LDC-10f: Demonstrate understanding of the need for and the uses of print (look at a menu and say "I want chicken.").

LDC-10g: Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print.

- LDC-10h:** Hold a book upright while turning pages one by one front to back, but not always in order.
- LDC-10i:** With prompting and support, recognize print occurs in different forms and is used for a variety of functions.
- LDC-10j:** Demonstrate an understanding that print can tell people what to do.
- LDC-10k:** Hold a book upright while turning pages one by one from front to back.
- LDC-10l:** Recognize print in different forms for a variety of functions (note, story).
- LDC-10m:** Recognize print and symbols used to organize classroom activities and show understanding of their meaning.
- LDC-10n:** With prompting and support, run their finger under or over print as they pretend to read text.
- LDC-10o:** Demonstrate understanding of some basic print conventions (concept of letter and words, directionality of print).
- LDC-10p:** Identify their name and the names of some friends when they see them in print.

LDC-11: Children develop phonological awareness.

- LDC-11c:** Participate in rhyming games.
- LDC-11d:** Notice sounds that are the same and different.
- LDC-11e:** Participate in experiences using rhythmic patterns in poems, and songs using words, clapping, marching and/or using instruments.
- LDC-11f:** Participate in experiences with songs, poems and books that have rhyme, and wordplay, and learn words will enough to complete refrains and fill in missing words and sounds.
- LDC-11g:** Repeat rhythmic patterns in poems and songs using works, clapping, marching and/or using instruments.
- LDC-11h:** Play with the sounds of language and begin to identify rhymes (repeat rhyming words).
- LDC-11i:** Enjoy rhymes and wordplay and sometimes add their own variations.
- LDC-11j:** Repeat rhythmic patterns in poems and songs using works, clapping, marching and/or using instruments.
- LDC-11k:** Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.
- LDC-11l:** Associate sounds with specific words, such as awareness that different words begin with the some sound.
- LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.***
- LDC-12a:** Demonstrate an interest in letters by asking about and/or naming some of them.

- LDC-12b:** Demonstrate an interest in learning the alphabet.
- LDC-12c:** Recognize letters of the alphabet as a special category of print, different from pictures, shapes and numerals.
- LDC-12d:** Recognize and name some letters of the alphabet, especially those in their own name.
- LDC-12e:** Demonstrate an interest in learning the alphabet.
- LDC-12f:** Show they know that letters function to represent sounds in spoken words.
- LDC-12g:** Recognize and name several letters of the alphabet, especially those in the names of others who are important to them.
- LDC-12h:** Make some sound-to-letter matches, using letter name knowledge (b for ball).
- LDC-12i:** Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.
- LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.***
- LDC-13b:** Pretend to write in ways that mimic adult writing.
- LDC-13c:** Represent thoughts and ideas through marks, scribbles, drawings, and paintings.
- LDC-13d:** With prompting and support, communicate their thoughts for an adult to write.
- LDC-13e:** Engage in writing behaviors that imitate real-life situations.
- LDC-13f:** Represent thoughts and ideas in drawings and by writing letters or letter-like forms.
- LDC-13g:** Communicate their thoughts for an adult to write.
- LDC-13h:** Independently engage in writing behaviors for various purposes.
- LDC-14: Children use knowledge of letters in their attempts to write.***
- LDC-14a:** Begin to use letters and approximations of letters to write their name.
- LDC-14b:** Show they know that written words are made up of particular letters (find the first letter of their name in a list of letters).
- LDC-14c:** Use known letters and approximations of letters to write their own name and some familiar words.
- LDC-14d:** Try to connect the sounds in a spoken word with letters in the written word.
- LDC-15: Children use writing skills and conventions.***
- LDC-15c:** Explore a variety of tools that can be used for writing.
- LDC-15d:** Scribble and/or imitate an adult's marks with markers, crayons, paints, etc.
- LDC-15e:** Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger.
- LDC-15f:** Use a variety of writing tools and materials with purpose and control.
- LDC-15g:** Make marks they call "writing" that look different from drawings.
- LDC-15h:** Play with writing letters and make letter-like forms.

- LDC-15i: Use a variety of writing tools and materials with increasing precision.
- LDC-15j: Imitate adult writing conventions that they have observed (write on a line).
- LDC-15k: Use some conventional letters in their writing.

5. Cognitive Development (CD)

CD-1: Children use their senses to construct knowledge about the world around them.

- CD-1e: Explore objects and materials physically to learn about their properties.
 - CD-1f: Experiment with safe tools to learn how they work (hammer/pegs, sifter).
 - CD-1g: Express knowledge gathered through their senses through play (imitate what they have seen an adult do).
 - CD-1h: Explore objects, tools and materials systematically to learn about their properties (weigh an object).
 - CD-1i: Express knowledge gathered through their senses using play, art, language and other forms of representation.
 - CD-1j: Group familiar objects that go together (sock and shoe).
 - CD-1k: Explore objects, tools and materials systematically to learn about their properties (weigh an object).
 - CD-1l: Explore objects, tools and materials systematically to learn about their properties (weigh an object).
 - CD-1m: Distinguish appearance from reality (the person behind the mask is still the same person).
 - CD-1n: Organize and use information through matching, grouping and sequencing.
- CD-2: Children recall information and use it for new situations and problems.**
- CD-2k: Search for objects in several places, even when not seen recently.
 - CD-2l: Show they remember people, objects and events.
 - CD-2m: Show they remember the order in which familiar events happen (finish a line in an story or song).
 - CD-2n: Choose objects to represent something else with similar features during play.
 - CD-2o: Recognize whether a picture or object is the same as or different from something they have seen before.
 - CD-2p: Apply what they know about everyday experiences to new situations (look for seat belt on bus).
 - CD-2q: Describe or act out a memory of a situation or action, with adult support.
 - CD-2r: Make predictions about what will happen using what they know.
 - CD-2s: Introduce ideas or actions in play based on previous knowledge or experience.
 - CD-2t: Ask questions about why things happen and try to understand cause and effect.
 - CD-2u: Demonstrate their ability to apply what they know about everyday experiences to new situations.

CD-2v: Describe past events in an organized way, including details or personal reactions.
CD-2w: Improve their ability to make predictions and explain why things happen using what they know.

CD-2x: Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.

CD-2y: Try to reach logical conclusions (conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.

CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

CD-3d: Use words like “think,” “remember,” and “pretend.”

CD-3e: Talk about what they and other people want or like.

CD-3f: Use language to identify pretend or fantasy situations.

CD-3g: Use words like “think” and “know” to talk about thoughts and beliefs.

CD-3h: Recognize that beliefs and desires can determine what people do.

CD-3i: Use language to identify pretend or fantasy situations.

CD-3j: Express understanding that others may have different thoughts, beliefs or feelings than their own.

CD-3k: Use language to describe their thinking processes with adult support.

CD-4: Children demonstrate appreciation for different forms of artistic expression.

CD-4e: Express pleasure in different forms of art.

CD-4f: Participate in and describe art, music, dance, drama or other aesthetic experiences.

CD-4g: Express pleasure in different forms of art.

CD-4h: Participate in and describe art, music, dance, drama or other aesthetic experiences.

CD-4i: Express pleasure in different forms of art.

CD-4j: Participate in and describe art, music, dance, drama or other aesthetic experiences.

CD-4k: Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (we need a stage for our show).

CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama and dance.

CD-5i: Recreate familiar scenes using play materials, language and actions.

CD-5j: Experiment and create art with clay, crayons, markers, paint and collage materials.

CD-5k: Make up simple nonsense songs, sign, chant and dance.

CD-5l: Express ideas and feelings through music, movement and dance.

CD-5m: Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance and dramatic play.

CD-5n: Show creativity and imagination when using materials and assuming roles during pretend play.

CD-5o: Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.

CD-5p: Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.

CD-5q: Show awareness of various patterns of beat, rhythm and movement through music and dance activities.

CD-5r: Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance and dramatic play.

CD-5s: Plan and act out scenes based on books, stories, everyday life, and imagination.

CD-5t: Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.

CD-5u: Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities.

CD-5v: Recall and imitate patterns of beat, rhythm and movement as they create dances or participate in movement and dance activities.

CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms and communities.

CD-6e: Use play to show what they know about relationships and roles in families and other familiar contexts.

CD-6f: Talk about what others do during the day.

CD-6g: Help with daily routines (put out cups, feed pets).

CD-6h: Talk about close family members, name their relationships to each other, and describe family routines.

CD-6i: Adopt roles of family and community members during play, given support and realistic props.

CD-6j: Recognize and identify the roles of some community helpers.

CD-6k: Talk about a wide circle of family members and other people important to the family, their relationships to each other and shared experiences.

CD-6l: Adopt roles of a wide variety of family and community members during dramatic play, using props, language and actions to add detail to their play.

CE-6m: Recognize and identify the roles of a wide variety of community helpers.

CD-7: Children recognize that they are members of different groups (family, preschool class, cultural group).

CD-7c: Put self into categories based on age, gender and physical characteristics.

CD-7d: Identify self as a part of a specific family, preschool class, or other familiar group.

CD-7e: Identify and express self as a part of several groups.

CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.

CD-8b: Describe people who are similar and different based on characteristics such as age, gender, and other characteristics.

CD-8c: Show awareness of similarities and differences among people and families during play.

CD-8d: Show acceptance of people who are different from themselves as well as people who are similar.

CD-8e: Given support and guidance, explore different cultural practices during play and planned activities.

CD-8f: Show acceptance of people who are different from themselves as well as people who are similar.

CD-8g: Talk about how other children have different family members and family structures than their own.

CD-8h: Show acceptance of different cultures through exploration of varying customs and traditions, past and present.

CD-9: Children explore concepts connected with their daily experiences in the community.

CD-9a: Use play to communicate what they know about their community (pretend to be a policeman).

CD-9b: Describe characteristics of the places where they live and play (my house is big).

CD-9c: Notice changes that happen over time (seasons, self growing bigger).

CD-9d: Notice and talk about weather conditions.

CD-9e: With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet).

CD-9f: Describe characteristics of the places where they live and play (my house is big).

CD-9g: Observe and talk about changes in themselves and their families over time.

CD-9h: Observe and talk about how people adapt to seasons and weather conditions.

CD-9i: Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help others).

CD-9j: Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turn, follow rules).

CD-10: Children show understanding of numbers and quantities during play and other activities.

CD-10f: Use words or actions that show understanding of the concepts of “more,” “all,” “none” (ask for more food).

CD-10g: Attempt to chant or recite numbers, but not necessarily in the correct order.

- CD-10h: Place items in one-to-one correspondence during play and daily routines (one spoon for each plate).
- CD-10i: Make a small group (1-3) with the same number of items as another group of items.
- CD-10j: Rote count in order to 10 with increasing accuracy.
- CD-10k: Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question "How many?"
- CD-10l: Compare visually two groups of objects that are obviously equal or unequal in quantity and communicate that they are the same or different, and which one has more.
- CD-10m: Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group.
- CD-10n: Rote count in order to 20 with increasing accuracy.
- CD-10o: Without counting, state the number of objects in a small collection (1-3).
- CD-10p: Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy and answer the question "How many?"
- CD-10q: Given a number 0-5, count out that many objects.
- CD-10r: Compare the amount of items in small sets of objects (up to 5) by matching or counting and use language such as "more than" to describe the sets of objects.
- CD-10s: Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into small groups.
- CD-10t: Write numerals or number-like forms during play and daily activities.
- CD-10u: Match numerals 1-5 to sets of objects, with guidance and support.
- CD-10v: Recognize some numerals and attempt to write them during play and daily activities.
- CD-10w: Show understanding of first, next, and last during play and daily activities.
- CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.**
- CD-11d: Group objects into categories (cars with cars).
- CD-11e: Use size and amount words to label objects, people, and collections (big truck).
- CD-11f: Use descriptive language for size, length or weight.
- CD-11g: Use simple measurement tools with guidance and support to measure objects.
- CD-11h: Compare the size or weight of two objects and identify which one is longer/taller/heavier than the other.
- CD-11i: Identify familiar objects as the same or different.
- CD-11j: Sort familiar objects into categories with increasing accuracy.
- CD-11k: Recognize simple repeating patterns and attempt to create them during play.
- CD-11l: Use descriptive language for size, length, or weight.
- CD-11m: Use simple measurement tools with guidance and support to measure objects.
- CD-11n: Directly compare more than two objects by size, length, or weight.

CD-11o: Put a few objects in order by length.

CD-11p: Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy.

CD-11q: Duplicate and extend simple patterns using concrete objects.

CD-12: Children identify and use common shapes and concepts about position during play and other activities.

CD-12e: Respond to and begin to use words describing positions (in, over, under).

CD-12f: Name or match a few shapes.

CD-12g: Stack or line up blocks that are the same shape.

CD-12h: Show they understand positions in space by using position words during play and by following directions from an adult.

CD-12i: Use 2 and 3 dimensional shapes to create pictures, designs or structures.

CD-12j: Find shapes in the environment and describe them in their own words.

CD-12k: Consistently use a variety of words for positions in space and follow directions using these words.

CD-12l: Use 2 and 3 dimensional shapes to represent real-world objects.

CD-12m: Name basic shapes and describe their characteristics using descriptive and geometric attributes.

CD-13: Children use mathematical thinking to solve problems in their everyday environment.

CD-13a: Use observation and emerging counting skills during play and other daily activities.

CD-13b: Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller).

CD-13c: Use observation and counting to find out how many things are needed during play and other daily activities (figure out how many spoons need for snack).

CD-13d: Use drawing and concrete materials to represent mathematical ideas.

CD-13e: Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.

CD-13f: Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities.

CD-13g: Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern).

CD-13h: Begin to explain how a mathematical problem was solved ("I saw that there was always a blue flower after a red flower, so I put red).

CD-14: Children observe and describe characteristics of living things and the physical world.

CD-14c: Participate in the care of living things with guidance and support.

CD-14d: Show curiosity and investigate the world of nature indoors and outdoors.

CD-14e: Participate in the care of living things, with guidance and support.

CD-14f: Notice and react to the natural world and the outdoor environment.

CD-14g: Notice and describe characteristics of plants and animals, such as appearance similarities, differences, behavior and habitat.

CD-14h: Notice and describe current weather conditions.

CD-14i: Notice and describe properties of materials and changes in substances (water freezes, pudding thickens).

CD-14j: Participate in activities that help care for the environment, with guidance and support (pick up trash).

CD-14k: Collect items from nature and classify them using physical characteristics.

CD-14l: Notice and react to the natural world and the outdoor environment.

CD-14m: Describe some things plants and animals need to live and grow.

CD-14n: Take responsibility for the care of living things (independently feed pet as class chore, water plants).

CD-14o: Notice and describe weather conditions, position of the sun and moon at different times and seasonal changes.

CD-14p: Notice, describe, and attempt to explain properties of materials and changes in substances (ice melts as it get warmer).

CD-14q: Participate in activities that help to care for the environment and explain why they are important with guidance and support.

CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

CD-15f: Investigate differences between materials (sand, water, goop, air).

CD-15g: Use simple tools to manipulate and explore objects and materials, with guidance and support.

CD-15h: Notice changes in materials when mixing and manipulating (food ingredients).

CD-15i: Represent what they learn during scientific exploration through drawings, modeling, building, movement or other methods.

CD-15j: Observe objects materials and phenomena and describe what they notice (size, weight, color).

CD-15k: Ask questions to find out more about the natural world.

CD-15l: Use simple tools to investigate objects and materials, with guidance and support.

CD-15m: Describe and predict changes that take place when mixing and manipulating materials.

CD-15n: Represent what they learn during scientific exploration through drawing, modeling, building, movement or other methods.

CD-15o: Ask questions and identify ways to find answers (look in a book, use a computer).

CD-15p: Compare objects, materials and phenomena by observing and describing their physical characteristics.

CD-15q: Use an increasing variety of tools to investigate the world around them.

CD-15r: Make and check predictions through observations and experimentation, with adult support and guidance.

CD-15s: Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to a light so they can turn off the light).

North Carolina Foundations for Early Learning and Development, 2013

Aligned with the

Read It Once Again Curriculum Unit based on the story book

The Napping House

by Audrey Wood

Speech and Language Section



1. Approaches to Play and Learning (**APL**)
2. Emotional and Social Development (**ESD**)
3. Health and Physical Development (**HPD**)
4. Language Development and Communication (**LDC**)
5. Cognitive Development (**CD**)

(Older Toddlers, Younger Preschoolers and Older Preschoolers)

APL-1: Children show curiosity and express interest in the world around them.

APL-1i, APL-1k, APL-1l, APL-1n, APL-1o, APL-1p

APL-5: Children are willing to try new and challenging experiences. APL-5i, APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f, APL-8g, APL-8h, APL-8h, APL-8k

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2m, ESD-2p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5e ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o, LDC-1p

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2j, LDC-2k LDC-2

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c LDC-3e LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j LDC-7p

LDC-8: Children develop interest in books and motivation to read.

LDC-8i LDC-8k LDC-8m

LDC-9: Children comprehend and use information presented in books and other print media. LDC-9g LDC-9n LDC-9t

CD-1: Children use their senses to construct knowledge about the world around them.

CD-1n

CD-2: Children recall information and use it for new situations and problems.

CD-2l, CD-2m CD-2q CD-2v

CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. CD-3d

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus. APL-8,f APL-8g APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e APL-9g APL-9h

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5f ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h HPD-5k HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p

CD-2: Children recall information and use it for new situations and problems.

CD-2l CD-2o CD-2u

CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. CD-3d

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1n, APL-1o

APL-8: Children maintain attentiveness and focus.

APL-8,f APL-8g APL-8h APL-8k

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5f ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3d, LDC-3e LDC-3f, LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p

LDC-8: Children develop interest in books and motivation to read.

LDC-8i LDC-8k, LDC-8l LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media.

LDC-9d, LDC-9g, LDC-9h LDC-9i, LDC-9l, LDC-9m, LDC-9n LDC-9o, LDC-9t

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1n, APL-1o

APL-8: Children maintain attentiveness and focus.

APL-8,f APL-8g APL-8h APL-8k

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5f ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3d, LDC-3e LDC-3f, LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p

LDC-8: Children develop interest in books and motivation to read.

LDC-8i LDC-8k, LDC-8l LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media.

LDC-9d, LDC-9g, LDC-9h LDC-9i, LDC-9l, LDC-9m, LDC-9n LDC-9o, LDC-9t

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1n, APL-1o

APL-8: Children maintain attentiveness and focus.

APL-8,f APL-8g APL-8h APL-8k

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5f ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3d, LDC-3e LDC-3f, LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p

LDC-8: Children develop interest in books and motivation to read.

LDC-8i LDC-8k, LDC-8l LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media.

LDC-9d, LDC-9g, LDC-9h LDC-9i, LDC-9l, LDC-9m, LDC-9n LDC-9o, LDC-9t

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1n, APL-1o

APL-8: Children maintain attentiveness and focus.

APL-8,f APL-8g APL-8h APL-8k

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5f ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3d, LDC-3e LDC-3f, LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p

LDC-8: Children develop interest in books and motivation to read.

LDC-8i LDC-8k, LDC-8l LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media.

LDC-9d, LDC-9g, LDC-9h LDC-9i, LDC-9l, LDC-9m, LDC-9n LDC-9o, LDC-9t

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1o, APL-1p

APL-5: Children are willing to try new and challenging experiences. APL-5h APL-5m APL-5o

APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k

APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h HPD-5k

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4k, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j LDC-7l LDC-7p

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1i APL-1o, APL-1p

APL-5: Children are willing to try new and challenging experiences. APL-5h APL-5m APL-5o

APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k

APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4k, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j LDC-7l LDC-7p

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1l APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5h, APL-5i APL-5l, APL-5m APL-5o, APL-5q

APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h, APL-9k

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2g, ESD-2j ESD-2k, ESD-2m ESD-2n, ESD-2p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5f ESD-5k, ESD-5l ESD-5q, ESD-5r

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k

LDC-1: Children understand communications from others.

LDC-1h LDC-1j LDC-1k LDC-1l LDC-1n LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2j, LDC-2k LDC-2o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4k, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary. LDC-7h LDC-7j LDC-7l LDC-7p

CD-1: Children use their senses to construct knowledge about the world around them.

CD-1e CD-1i, CD-1j CD-1n

CD-2: Children recall information and use it for new situations and problems. CD-2l CD-2o

CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.

CD-11d, CD-11e CD-11f, CD-11h, CD-11i, CD-11j CD-11l, CD-11n, CD-11p

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1l APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5h, APL-5i APL-5l, APL-5m APL-5o, APL-5q

APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h, APL-9k

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2g, ESD-2j ESD-2k, ESD-2m ESD-2n, ESD-2p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5f ESD-5k, ESD-5l ESD-5q, ESD-5r

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k

LDC-1: Children understand communications from others.

LDC-1h LDC-1j LDC-1k LDC-1l LDC-1n LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2j, LDC-2k LDC-2o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4k, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary. LDC-7h LDC-7j LDC-7l LDC-7p

CD-1: Children use their senses to construct knowledge about the world around them.

CD-1e CD-1i, CD-1j CD-1n

CD-2: Children recall information and use it for new situations and problems.

CD-2l CD-2o

CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.

CD-11d, CD-11e CD-11f, CD-11h, CD-11i, CD-11j CD-11l, CD-11n, CD-11p

| Which One is Different? Level A | Page 55 |
|--|---------|
| APL-5: Children are willing to try new and challenging experiences. APL-5h APL-5m APL-5o | |
| APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k | |
| APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h, APL-9k | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q | |
| LDC-1: Children understand communications from others. LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1o | |
| LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2h LDC-2k LDC-2o | |
| LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4l | |
| LDC-6: Children use most grammatical constructions of their home language well. LDC-6e, LDC-6f LDC-6g LDC-6i | |
| LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j LDC-7l LDC-7p | |
| CD-2: Children recall information and use it for new situations and problems. CD-2o | |
| CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11i | |

| Which One is Different? Level B | Page 57 |
|---|---------|
| APL-5: Children are willing to try new and challenging experiences. APL-5h , APL-5m , APL-5o | |
| APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k | |
| APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h, APL-9k | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q | |
| HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n | |
| LDC-1: Children understand communications from others. LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1o | |
| LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g LDC-2h LDC-2k LDC-2o | |
| LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4l | |
| LDC-6: Children use most grammatical constructions of their home language well. LDC-6e, LDC-6f LDC-6g LDC-6i | |
| LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j LDC-7l LDC-7p | |
| CD-2: Children recall information and use it for new situations and problems. CD-2o | |
| CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11i | |
| CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k | |

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1o

APL-5: Children are willing to try new and challenging experiences. APL-5h APL-5m APL-5o

APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h, APL-9k

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c LDC-3d, LDC-3e LDC-3f, LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4k, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j LDC-7l LDC-7p

LDC-8: Children develop interest in books and motivation to read.

LDC-8i LDC-8k LDC-8l LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media. LDC-9d, LDC-9f, LDC-9g, LDC-9h LDC-9i, LDC-9,k LDC-9l, LDC-9m

LDC-9n LDC-9o, LDC-9r, LDC-9t

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1l APL-1o

APL-8: Children maintain attentiveness and focus.

APL-8f, APL-8g APL-8h APL-8k

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e, ESD-5f ESD-5k, ESD-5l ESD-5q, ESD-5r

LDC-1: Children understand communications from others.

LDC-1h LDC-1j LDC-1k LDC-1l LDC-1n LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g, LDC-2h LDC-2j, LDC-2k LDC-2o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4k, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary

LDC-7h LDC-7j LDC-7l LDC-7p

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1l APL-1o

APL-8: Children maintain attentiveness and focus.

APL-8f, APL-8g APL-8h APL-8k

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e, ESD-5f ESD-5k, ESD-5l ESD-5q, ESD-5r

LDC-1: Children understand communications from others.

LDC-1h LDC-1j LDC-1k LDC-1l LDC-1n LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g, LDC-2h LDC-2j, LDC-2k LDC-2o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4k, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary

LDC-7h LDC-7j LDC-7l LDC-7p

| Listening Center | Page 73 |
|--|---------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h APL-1l APL-1o</p> <p>APL-5: Children are willing to try new and challenging experiences. APL-5h APL-5m APL-5o</p> <p>APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k</p> <p>APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h, APL-9k</p> | |
| <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1j</p> <p>LDC-8: Children develop interest in books and motivation to read. LDC-8h, LDC-8i LDC-8j, LDC-8k LDC-8m</p> <p>LDC-9: Children comprehend and use information presented in books and other print media. LDC-9d, LDC-9h LDC-9i LDC-9o</p> <p>LDC-10: Children develop book knowledge and print awareness. LDC-10e LDC-10h LDC-10k, LDC-10n</p> | |
| <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k</p> | |

| Bookless Story Time | Page 74 |
|--|---------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h APL-1l APL-1o</p> <p>APL-5: Children are willing to try new and challenging experiences. APL-5h APL-5m APL-5o</p> <p>APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8k</p> <p>APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h, APL-9k</p> | |
| <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1j</p> <p>LDC-8: Children develop interest in books and motivation to read. LDC-8h, LDC-8i LDC-8j, LDC-8k LDC-8m</p> <p>LDC-9: Children comprehend and use information presented in books and other print media. LDC-9d, LDC-9h LDC-9i LDC-9o</p> <p>LDC-10: Children develop book knowledge and print awareness. LDC-10e LDC-10h LDC-10k, LDC-10n</p> | |
| <p>CD-1: Children use their senses to construct knowledge about the world around them. CD-1n</p> <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k</p> | |

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1o

APL-5: Children are willing to try new and challenging experiences. APL-5h APL-5m APL-5o

APL-7: Children demonstrate initiative.

APL-7f, APL-7g APL-7h, APL-7i APL-7j, APL-7k, APL-7l

APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h, APL-8j APL-8l

ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.

ESD-1j ESD-1n ESD-1q

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5i HPD-5l HPD-5m

HPD-6: Children develop awareness of their needs and the ability to communicate their needs. HPD-6e HPD-6g HPD-6i

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3c LDC-3e LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4l

LDC-5: Children describe familiar people, places, things and events. LDC-5b LDC-5d

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p

LDC-10: Children develop book knowledge and print awareness. LDC-10p

CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama and dance. CD-5j

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1o

APL-7: Children demonstrate initiative.

APL-7f, APL-7g APL-7h, APL-7i APL-7j, APL-7k, APL-7l

ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.

ESD-1j ESD-1n ESD-1q

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2g, ESD-2i ESD-2k, ESD-2l ESD-2n, ESD-2o

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5i HPD-5l HPD-5m

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2h LDC-2k LDC-2o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4l

LDC-5: Children describe familiar people, places, things and events.

LDC-5b LDC-5d LDC-5f

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j LDC-7l LDC-7p

LDC-8: Children develop interest in books and motivation to read.

LDC-8h, LDC-8i LDC-8j, LDC-8k LDC-8m, LDC-8n, LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media.

LDC-9d, LDC-9e, LDC-9h LDC-9i, LDC-9j, LDC-9n LDC-9o, LDC-9t

LDC-10: Children develop book knowledge and print awareness.

LDC-10e LDC-10h LDC-10k, LDC-10n, LDC-10p

Cognitive Section



1. Approaches to Play and Learning (**APL**)
2. Emotional and Social Development (**ESD**)
3. Health and Physical Development (**HPD**)
4. Language Development and Communication (**LDC**)
5. Cognitive Development (**CD**)

(Older Toddlers, Younger Preschoolers and Older Preschoolers)

| Matching Colors, Level A | Page 81 |
|---|----------------|
| <p><i>APL-1: Children show curiosity and express interest in the world around them.</i> APL-1h APL-1l APL-1o</p> <p><i>APL-8: Children maintain attentiveness and focus.</i> APL-8f APL-8h APL-8k</p> | |
| <p><i>ESD-2: Children express positive feelings about themselves and confidence in what they can do.</i> ESD-2i ESD-2m ESD-2n</p> <p><i>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</i> ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q</p> | |
| <p><i>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</i> HPD-5g, HPD-5h HPD-5k</p> | |
| <p><i>LDC-1: Children understand communications from others.</i> LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o</p> <p><i>LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.</i> LDC-4g LDC-4i LDC-4l</p> <p><i>LDC-7: Children respond to and use a growing vocabulary.</i> LDC-7h, LDC-7j</p> | |
| <p><i>CD-1: Children use their senses to construct knowledge about the world around them.</i> CD-1j CD-1n</p> <p><i>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</i> CD-11d CD-11j CD-11p</p> | |

| Put the Cat to Bed, Matching Colors, Level B | Page 83 |
|--|---------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h APL-1l APL-1o</p> | |
| <p>APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k</p> | |
| <p>ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i ESD-2m ESD-2n</p> | |
| <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q</p> | |
| <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o</p> | |
| <p>LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4g LDC-4i LDC-4l</p> | |
| <p>LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j</p> | |
| <p>CD-1: Children use their senses to construct knowledge about the world around them. CD-1j CD-1n</p> | |
| <p>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11d CD-11j CD-11p</p> | |

| Handprint Rainbow | Page 85 |
|---|---------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h APL-1l APL-1o</p> | |
| <p>APL-5: Children are willing to try new and challenging experiences. APL-5h APL-5m APL-</p> | |
| <p>APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k</p> | |
| <p>APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h, APL-9k</p> | |
| <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q</p> | |
| <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o</p> | |
| <p>LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4g LDC-4i LDC-4l</p> | |
| <p>LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j</p> | |
| <p>LDC-8: Children develop interest in books and motivation to read. LDC-8h, LDC-8i LDC-8j, LDC-8k LDC-8m, LDC-8n, LDC-8</p> | |
| <p>LDC-9: Children comprehend and use information presented in books and other print media. LDC-9d, LDC-9e, LDC-9h LDC-9i, LDC-9j, LDC-9n LDC-9o, LDC-9t</p> | |
| <p>CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11d CD-11j CD-11p</p> | |

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1o

APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i ESD-2m ESD-2n

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4l

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j

LDC-8: Children develop interest in books and motivation to read.

LDC-8h, LDC-8i LDC-8j, LDC-8k LDC-8m, LDC-8n, LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media.

LDC-9d, LDC-9e, LDC-9h LDC-9i, LDC-9j, LDC-9n LDC-9o, LDC-9t

CD-1: Children use their senses to construct knowledge about the world around them.

CD-1e CD-1i

CD-2: Children recall information and use it for new situations and problems.

CD-2l CD-2r, CD-2t CD-2w, CD-2y

CD-14: Children observe and describe characteristics of living things and the physical world. CD-14d CD-14i CD-14p

CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

CD-15h CD-15j, CD-15m CD-15p

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1o

APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i ESD-2m ESD-2n

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4l

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j

LDC-8: Children develop interest in books and motivation to read.

LDC-8h, LDC-8i LDC-8j, LDC-8k LDC-8m, LDC-8n, LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media.

LDC-9d, LDC-9e, LDC-9h LDC-9i, LDC-9j, LDC-9n LDC-9o, LDC-9t

CD-1: Children use their senses to construct knowledge about the world around them.

CD-1e CD-1i

CD-2: Children recall information and use it for new situations and problems.

CD-2l CD-2r, CD-2t CD-2w, CD-2y

CD-4: Children demonstrate appreciation for different forms of artistic expression.

CD-4f CD-4h CD-4j

CD-14: Children observe and describe characteristics of living things and the physical world. CD-14d CD-14i CD-14o

CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations. CD-15k CD-15o

| Raining Shapes | Page 95 |
|--|---------|
| APL-1: Children show curiosity and express interest in the world around them. APL-1h APL-1l APL-1o | |
| APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k | |
| ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i ESD-2m ESD-2n | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q | |
| HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k | |
| LDC-1: Children understand communications from others. LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o | |
| LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4g LDC-4i LDC-4l | |
| LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j | |
| CD-1: Children use their senses to construct knowledge about the world around them. CD-1j CD-1n | |
| CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11d CD-11j CD-11p | |
| CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12f CD-12h CD-12m | |

| Building a House | Page 101 |
|--|----------|
| APL-1: Children show curiosity and express interest in the world around them. APL-1h APL-1l APL-1o | |
| APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k | |
| ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i ESD-2m ESD-2n | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q | |
| HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k | |
| LDC-1: Children understand communications from others. LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o | |
| LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4g LDC-4i LDC-4l | |
| LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j | |
| CD-1: Children use their senses to construct knowledge about the world around them. CD-1j CD-1n | |
| CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11d CD-11j CD-11p | |
| CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e, CD-12f CD-12h, CD-12i CD-12l, CD-12m | |

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1l APL-1o

APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i ESD-2m ESD-2n

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4l

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j

CD-1: Children use their senses to construct knowledge about the world around them.

CD-1j CD-1n

CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11d CD-11j CD-11p

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e, CD-12f CD-12h, CD-12i CD-12l, CD-12m

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

LDC-8: Children develop interest in books and motivation to read.

LDC-8i LDC-8k, LDC-8l LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media. LDC-9d LDC-9f LDC-9g

LDC-9j, LDC-9k, LDC-9l, LDC-9m, LDC-9n LDC-9p, LDC-9r, LDC-9s, LDC-9t

CD-2: Children recall information and use it for new situations and problems.

CD-2l CD-2o

CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11i

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-1: Children use their senses to construct knowledge about the world around them.

CD-1j CD-1n

CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11d CD-11i, CD-11j CD-11p

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11i, CD-11k CD-11q

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-10: Children show understanding of numbers and quantities during play and other activities.

CD-10g, CD-10h, CD-10i CD-10j, CD-10k CD-10n, CD-10o, CD-10p, CD-10q

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

HPD-5g, HPD-5h HPD-5k HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-10: Children show understanding of numbers and quantities during play and other activities.

CD-10g, CD-10h, CD-10i CD-10j, CD-10k CD-10n, CD-10o, CD-10p, CD-10q

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

HPD-5g, HPD-5h HPD-5k HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-10: Children show understanding of numbers and quantities during play and other activities.

CD-10g, CD-10h, CD-10i CD-10j, CD-10k CD-10n, CD-10o, CD-10p, CD-10q, CD-10u, CD-10v

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

HPD-5g, HPD-5h HPD-5k HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-10: Children show understanding of numbers and quantities during play and other activities.

CD-10g, CD-10h, CD-10i CD-10j, CD-10k CD-10n, CD-10o, CD-10p, CD-10q, CD-10u,
CD-10v

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

HPD-5g, HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

LDC-15: Children use writing skills and conventions.

LDC-15c, LDC-15e LDC-15f LDC-15i

CD-10: Children show understanding of numbers and quantities during play and other activities.

CD-10g, CD-10h, CD-10i CD-10j, CD-10k CD-10n, CD-10o, CD-10p, CD-10q, CD-10u, CD-10v

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities.

APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood.

LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-2: Children recall information and use it for new situations and problems.

CD-2l CD-2o

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

Gross Motor Section



1. Approaches to Play and Learning (**APL**)
2. Emotional and Social Development (**ESD**)
3. Health and Physical Development (**HPD**)
4. Language Development and Communication (**LDC**)
5. Cognitive Development (**CD**)

(Older Toddlers, Younger Preschoolers and Older Preschoolers)

| I Spy a Flea | Page 153 |
|--|----------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h, APL-1i APL-1l APL-1o</p> <p>APL-5: Children are willing to try new and challenging experiences. APL-5h, APL-5i APL-5l, APL-5m APL-5q</p> <p>APL-8: Children maintain attentiveness and focus. APL-8f APL-8h</p> | |
| <p>ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i, ESD-2j ESD-2m ESD-2p</p> <p>ESD-4: Children form relationships and interact positively with other children. ESD-4j ESD-4k ESD-4p</p> <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s</p> <p>ESD-6: Children identify, manage, and express their feelings. ESD-6j</p> | |
| <p>HPD-2: Children engage in active physical play indoors and outdoors. HPD-2h, HPD-2i, HPD-2j HPD-2k, HPD-2m, HPD-2n HPD-2o, HPD-2q, HPD-2r</p> <p>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment. HPD-4h, HPD-4i, HPD-4k HPD-4m, HPD-4o HPD-4p, HPD-4q, HPD-4s</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o</p> <p>LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4g LDC-4i LDC-4l</p> <p>LDC-6: Children use most grammatical constructions of their home language well. LDC-6e, LDC-6f LDC-6g LDC-6i</p> <p>LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7i, LDC-7j LDC-7k LDC-7o</p> <p>LDC-8: Children develop interest in books and motivation to read. LDC-8i</p> <p>LDC-11: Children develop phonological awareness. LDC-11e, LDC-11f</p> | |
| <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k</p> | |

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1l APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5h, APL-5i APL-5l, APL-5m APL-5q

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i, ESD-2j ESD-2m ESD-2p

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s

ESD-6: Children identify, manage, and express their feelings. ESD-6j

HPD-2: Children engage in active physical play indoors and outdoors.

HPD-2h, HPD-2i, HPD-2j HPD-2k, HPD-2m, HPD-2n HPD-2o, HPD-2q, HPD-2r

HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

HPD-4h, HPD-4i, HPD-4k HPD-4m, HPD-4n, HPD-4o HPD-4p, HPD-4q, HPD-4s

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7i, LDC-7j LDC-7k LDC-7o

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1l APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5h, APL-5i APL-5l, APL-5m APL-5q

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i, ESD-2j ESD-2m ESD-2p

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s

ESD-6: Children identify, manage, and express their feelings. ESD-6j

HPD-2: Children engage in active physical play indoors and outdoors.

HPD-2h, HPD-2i, HPD-2j HPD-2k, HPD-2m, HPD-2n HPD-2o, HPD-2q, HPD-2r

HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

HPD-4h, HPD-4i, HPD-4k HPD-4m, HPD-4o HPD-4p, HPD-4q, HPD-4s

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7i, LDC-7j LDC-7k LDC-7o

LDC-8: Children develop interest in books and motivation to read.

LDC-8i

LDC-11: Children develop phonological awareness.

LDC-11e, LDC-11f

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1l APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5h, APL-5i APL-5l, APL-5m APL-5q

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i, ESD-2j ESD-2m ESD-2p

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s

ESD-6: Children identify, manage, and express their feelings.

ESD-6j

HPD-2: Children engage in active physical play indoors and outdoors.

HPD-2h, HPD-2i, HPD-2j HPD-2k, HPD-2m, HPD-2n HPD-2o, HPD-2q, HPD-2r

HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

HPD-4h, HPD-4i, HPD-4k HPD-4m, HPD-4o HPD-4p, HPD-4q, HPD-4s

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7i, LDC-7j LDC-7k LDC-7o

LDC-8: Children develop interest in books and motivation to read.

LDC-8i

LDC-11: Children develop phonological awareness.

LDC-11e, LDC-11f

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

| Flea Hop and Stop | Page 157 |
|---|----------|
| <p>APL-4: Children demonstrate creativity, imagination, and inventiveness. APL-4f APL-4k APL-4o</p> <p>APL-8: Children maintain attentiveness and focus. APL-8f APL-8h</p> | |
| <p>ESD-4: Children form relationships and interact positively with other children. ESD-4j ESD-4k ESD-4p</p> <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s</p> | |
| <p>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment. HPD-4h, HPD-4i, HPD-4k HPD-4o HPD-4s</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o</p> <p>LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j LDC-7n</p> | |
| <p>CD-4: Children demonstrate appreciation for different forms of artistic expression. CD-4e, CD-4f CD-4g, CD-4h CD-4i, CD-4j</p> <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k</p> | |

| Painting on the Easel | Page 159 |
|---|----------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h, APL-1i APL-1l APL-1o</p> <p>APL-5: Children are willing to try new and challenging experiences. APL-5h, APL-5i APL-5l, APL-5m APL-5q</p> <p>APL-8: Children maintain attentiveness and focus. APL-8f APL-8h</p> | |
| <p>ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i, ESD-2j ESD-2m ESD-2p</p> | |
| <p>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment. HPD-4h, HPD-4j HPD-4m, HPD-4n</p> <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o</p> <p>LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c LDC-3e LDC-3g</p> <p>LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4, f LDC-4g LDC-4h, LDC-4i LDC-4l</p> <p>LDC-6: Children use most grammatical constructions of their home language well. LDC-6e, LDC-6f LDC-6g LDC-6i</p> <p>LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7i, LDC-7j, LDC-7k, LDC-7o</p> | |
| <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k</p> | |

| Bouncing Animals | Page 161 |
|---|----------|
| APL-5: Children are willing to try new and challenging experiences. APL-5h, APL-5i APL-5l, APL-5m APL-5q | |
| APL-8: Children maintain attentiveness and focus. APL-8f APL-8h | |
| ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i, ESD-2j ESD-2m ESD-2p | |
| ESD-4: Children form relationships and interact positively with other children. ESD-4j ESD-4k ESD-4p | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s | |
| HPD-2: Children engage in active physical play indoors and outdoors. HPD-2h, HPD-2i, HPD-2j HPD-2k, HPD-2m, HPD-2n HPD-2o, HPD-2q, HPD-2r | |
| HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment. HPD-4h, HPD-4i, HPD-4k HPD-4m, HPD-4n, HPD-4o HPD-4p, HPD-4q, HPD-4s | |
| LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o | |
| LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7i, LDC-7j LDC-7k LDC-7o | |
| CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k | |

| Cooked Play Dough | Page 162 |
|---|----------|
| APL-1: Children show curiosity and express interest in the world around them. APL-1h, APL-1i APL-1k, APL-1l APL-1n, APL-1o | |
| APL-7: Children demonstrate initiative. APL-7e APL-7g APL-7h APL-7i APL-7j APL-7k | |
| APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l | |
| ESD-4: Children form relationships and interact positively with other children. ESD-4i, ESD-4j ESD-4k, ESD-4o ESD-4p, ESD-4t | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r, ESD-5s | |
| HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n | |
| LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o | |
| LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2j LDC-2m | |
| LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4g LDC-4i LDC-4j, LDC-4l | |
| LDC-5: Children describe familiar people, places, things and events. LDC-5b LDC-5d LDC-5f | |

Fine Motor Section



1. Approaches to Play and Learning (**APL**)
2. Emotional and Social Development (**ESD**)
3. Health and Physical Development (**HPD**)
4. Language Development and Communication (**LDC**)
5. Cognitive Development (**CD**)

(Older Toddlers, Younger Preschoolers and Older Preschoolers)

| Rainbow Streamers | Page 163 |
|--|-----------------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h, APL-1i APL-1k, APL-1l APL-1n, APL-1o</p> <p>APL-7: Children demonstrate initiative. APL-7f APL-7h APL-7j</p> <p>APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l</p> | |
| <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r</p> | |
| <p>HPD-2: Children engage in active physical play indoors and outdoors. HPD-2h, HPD-2i, HPD-2j HPD-2k, HPD-2m, HPD-2n HPD-2o, HPD-2q, HPD-2r</p> <p>HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment. HPD-4h, HPD-4i, HPD-4k HPD-4m, HPD-4n, HPD-4o HPD-4p, HPD-4q, HPD-4s</p> <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o</p> <p>LDC-6: Children use most grammatical constructions of their home language well. LDC-6e, LDC-6f LDC-6g LDC-6i</p> | |
| <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k</p> | |

| Coffee Filter Rainbows | Page 164 |
|---|----------|
| APL-1: Children show curiosity and express interest in the world around them. APL-1h APL-1l APL-1o | |
| APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k | |
| ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i ESD-2m ESD-2n | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q | |
| HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h, HPD-5i HPD-5k HPD-5n | |
| LDC-1: Children understand communications from others. LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o | |
| LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4g LDC-4i LDC-4l | |
| LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j | |
| CD-1: Children use their senses to construct knowledge about the world around them. CD-1e CD-1i | |
| CD-2: Children recall information and use it for new situations and problems. CD-2l CD-2r, CD-2t CD-2w, CD-2y | |
| CD-14: Children observe and describe characteristics of living things and the physical world. CD-14d CD-14i CD-14p | |
| CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations. CD-15h, CD-15j, CD-15m, CD-15p | |

| Rainbow Color Matching | Page 165 |
|--|----------|
| APL-1: Children show curiosity and express interest in the world around them. APL-1h APL-1l APL-1o | |
| APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k | |
| ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i ESD-2m ESD-2n | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5n ESD-5q | |
| HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5g, HPD-5h HPD-5k | |
| LDC-1: Children understand communications from others. LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o | |
| LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. LDC-4g LDC-4i LDC-4l | |
| LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j | |
| CD-1: Children use their senses to construct knowledge about the world around them. CD-1j CD-1n | |
| CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment. CD-11d CD-11j CD-11p | |

| Who's Sleeping in My Bed | Page 167 |
|---|----------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h, APL-1i APL-1k, APL-1l APL-1n, APL-1o</p> <p>APL-7: Children demonstrate initiative. APL-7f APL-7h APL-7j</p> <p>APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l</p> | |
| <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r</p> | |
| <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o</p> <p>LDC-6: Children use most grammatical constructions of their home language well. LDC-6e, LDC-6f LDC-6g LDC-6i</p> | |
| <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k</p> | |

| Cutting Grids | Page 171 |
|---|----------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1h, APL-1i APL-1k, APL-1l APL-1n, APL-1o</p> <p>APL-7: Children demonstrate initiative. APL-7f APL-7h APL-7j</p> <p>APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l</p> | |
| <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r</p> | |
| <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o</p> <p>LDC-6: Children use most grammatical constructions of their home language well. LDC-6e, LDC-6f LDC-6g LDC-6i</p> | |
| <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k</p> | |

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1k, APL-1l APL-1n, APL-1o

APL-7: Children demonstrate initiative. APL-7f APL-7h APL-7j

APL-8: Children maintain attentiveness and focus.

APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n

HPD-7: Children develop independence in caring for themselves and their environment.

HPD-7f HPD-7k, HPD-7l HPD-7q, HPD-7r

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o

LDC-5: Children describe familiar people, places, things and events. LDC-5b LDC-5d LDC-5f

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-10: Children develop book knowledge and print awareness. LDC-10p

LDC-11: Children develop phonological awareness. LDC-11c LDC-11f LDC-11i

CD-4: Children demonstrate appreciation for different forms of artistic expression.

CD-4f CD-4h CD-4j

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12f CD-12h, CD-12i CD-12k, CD-12m

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5h, APL-5i APL-5k, APL-5m APL-5o, APL-5p

APL-7: Children demonstrate initiative. APL-7f APL-7h APL-7j

APL-8: Children maintain attentiveness and focus.

APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l

APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b LDC-3d LDC-3f

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences.

APL-5h, APL-5i APL-5k, APL-5m APL-5o, APL-5p

APL-7: Children demonstrate initiative. APL-7f APL-7h APL-7j

APL-8: Children maintain attentiveness and focus.

APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l

APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b LDC-3d LDC-3f

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-15: Children use writing skills and conventions. LDC-15c, LDC-15e, LDC-15f LDC-15i

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e, CD-12f CD-12h CD-12k

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-5: Children are willing to try new and challenging experiences. APL-5i APL-5m APL-5o

APL-8: Children maintain attentiveness and focus. APL-8f APL-8h APL-8k

APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k, HPD-5l HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c LDC-3e

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j, LDC-7l, LDC-7p, LDC-7q

LDC-15: Children use writing skills and conventions. LDC-15e LDC-15f LDC-15i

CD-2: Children recall information and use it for new situations and problems. CD-2l CD-2o

CD-10: Children show understanding of numbers and quantities during play and other activities. CD-10g CD-10j CD-10n, CD-10v, CD-10w

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

Daily Living Section



1. Approaches to Play and Learning (APL)
2. Emotional and Social Development (ESD)
3. Health and Physical Development (HPD)
4. Language Development and Communication (LDC)
5. Cognitive Development (CD)

(Older Toddlers, Younger Preschoolers and Older Preschoolers)

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i, ESD-2j

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1,l LDC-1m LDC-1n, LDC-1o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-12: Children identify and use common shapes and concepts about position during play and other activities.

CD-12e CD-12h CD-12k

APL-8: Children maintain attentiveness and focus.

APL-8f APL-8h APL-8k

ESD-2: Children express positive feelings about themselves and confidence in what they can do. ESD-2i, ESD-2j

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1,l LDC-1m LDC-1n, LDC-1o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-12: Children identify and use common shapes and concepts about position during play and other activities.

CD-12e CD-12h CD-12k

| Looking Good | Page 211 |
|--|---------------|
| <p>APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l</p> <p>APL-9: Children persist at challenging activities. APL-9c, APL-9d APL-9e, APL-9g APL-9h</p> | |
| <p>HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5i HPD-5k HPD-5n</p> <p>HPD-7: Children develop independence in caring for themselves and their environment. HPD-7f HPD-7l HPD-7r</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o</p> <p>LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b LDC-3d LDC-3f</p> <p>LDC-10: Children develop book knowledge and print awareness. LDC-10g LDC-10j LDC-10m</p> <p>LDC-11: Children develop phonological awareness. LDC-11f</p> | |
| <p>CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e, CD-12f CD-12h CD-12k</p> | |
| Recipes | Pages 213-218 |
| <p>ESD-1: Children demonstrate a positive sense of self-identity and self-awareness. ESD-1j</p> <p>ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs. ESD-3l ESD-3m, ESD-3p ESD-3q, ESD-3s</p> <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r</p> | |
| <p>HPD-1: Children develop healthy eating habits. HPD-1l, HPD-1m, HPD-1n, HPD-1o HPD-1p, HPD-1q HPD-1s, HPD-1t</p> <p>HPD-6: Children develop awareness of their needs and the ability to communicate their needs. HPD-6e HPD-6g HPD-6i</p> <p>HPD-7: Children develop independence in caring for themselves and their environment. HPD-7g, HPD-7h HPD-7m HPD-7s</p> | |
| <p>LDC-1: Children understand communications from others. LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o</p> <p>LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b LDC-3d LDC-3f</p> | |

Socialization Section



1. Approaches to Play and Learning (**APL**)
2. Emotional and Social Development (**ESD**)
3. Health and Physical Development (**HPD**)
4. Language Development and Communication (**LDC**)
5. Cognitive Development (**CD**)

(Older Toddlers, Younger Preschoolers and Older Preschoolers)

| Dramatic Play and Prop Suggestions | Page 221 |
|---|----------|
| <p>APL-1: Children show curiosity and express interest in the world around them. APL-1i, APL-1k, APL-1n</p> <p>APL-3: Children engage in increasingly complex play.</p> <p>APL-3i, APL-3j, APL-3k, APL-3l APL-3m, APL-3n, APL-3p, APL-3q APL-3r, APL-3s, APL-3t, APL-3u</p> <p>APL-4: Children demonstrate creativity, imagination, and inventiveness.</p> <p>APL-4e, APL-4f, APL-4g APL-4i, APL-4j, APL-4k APL-4l, APL-4m, APL-4n</p> <p>APL-7: Children demonstrate initiative. APL-7e APL-7h, APL-7i APL-7j, APL-7k</p> <p>APL-8: Children maintain attentiveness and focus. APL-8g APL-8h, APL-8i APL-8l</p> | |
| <p>ESD-4: Children form relationships and interact positively with other children.</p> <p>ESD-4h, ESD-4i, ESD-4j ESD-4k, ESD-4n, ESD-4o ESD-4p, ESD-4s, ESD-4t</p> <p>ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</p> <p>ESD-5e, ESD-5i, ESD-5j, ESD-5k, ESD-5l, ESD-5n, ESD-5o, ESD-5q, ESD-5r, ESD-5s, ESD-5t</p> | |
| <p>LDC-1: Children understand communications from others.</p> <p>LDC-1h, LDC-1i LDC-1k, LDC-1l LDC-1n, LDC-1o</p> <p>LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h, LDC-2j, LDC-2k, LDC-2m, LDC-2n, LDC-2p</p> <p>LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.</p> <p>LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4k, LDC-4l</p> <p>LDC-5: Children describe familiar people, places, things and events.</p> <p>LDC-5b, LDC-5c LDC-5d, LDC-5e LDC-5f</p> <p>LDC-6: Children use most grammatical constructions of their home language well.</p> <p>LDC-6e, LDC-6f LDC-6g LDC-6i</p> <p>LDC-7: Children respond to and use a growing vocabulary.</p> <p>LDC-7h, LDC-7j LDC-7l, LDC-7n LDC-7p, LDC-7q</p> | |
| <p>CD-2: Children recall information and use it for new situations and problems.</p> <p>CD-2l, CD-2n CD-2q, CD-2s CD-2u, CD-2x</p> <p>CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. CD-3d, CD-3e CD-3f CD-3i</p> <p>CD-4: Children demonstrate appreciation for different forms of artistic expression.</p> <p>CD-4f CD-4h CD-4j</p> <p>CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama and dance. CD-5i, CD-5m, CD-5n, CD-5r, CD-5s</p> | |

APL-1: Children show curiosity and express interest in the world around them.

APL-1h, APL-1i APL-1k, APL-1l APL-1n, APL-1o

APL-8: Children maintain attentiveness and focus.

APL-8f, APL-8g APL-8h, APL-8i, APL-8j APL-8l

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5i ESD-5k, ESD-5l, ESD-5n ESD-5q, ESD-5r

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h HPD-5k HPD-5n

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g, LDC-2h LDC-2k LDC-2o

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7j LDC-7l LDC-7p, LDC-7q

CD-2: Children recall information and use it for new situations and problems.

CD-2l CD-2s CD-2u

CD-12: Children identify and use common shapes and concepts about position during play and other activities. CD-12e CD-12h CD-12k

APL-8: Children maintain attentiveness and focus. APL-8g APL-8h, APL-8i APL-8l

ESD-4: Children form relationships and interact positively with other children.

ESD-4g, ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2j LDC-2m

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c, LDC-3d, LDC-3e, LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4j, LDC-4l

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j

CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms and communities. CD6-f CD-6h CD-6k

CD-7: Children recognize that they are members of different groups (family, preschool class, cultural group). CD-7c CD-7d CD-7e

CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others. CD-8c CD-8g

CD-9: Children explore concepts connected with their daily experiences in the community.

CD-9b CD-9f

APL-8: Children maintain attentiveness and focus. APL-8g APL-8h, APL-8i APL-8l

ESD-4: Children form relationships and interact positively with other children.

ESD-4g, ESD-4j ESD-4k ESD-4p

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q, ESD-5s

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2j LDC-2m

LDC-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. LDC-3b, LDC-3c, LDC-3d, LDC-3e, LDC-3g

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4j, LDC-4l

LDC-7: Children respond to and use a growing vocabulary. LDC-7h, LDC-7j

LDC-8: Children develop interest in books and motivation to read. LDC-8i, LDC-8l, LDC-8o

LDC-9: Children comprehend and use information presented in books and other print media. LDC-9g LDC-9n LDC-9t

CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms and communities. CD6-f CD-6h CD-6k

CD-7: Children recognize that they are members of different groups (family, preschool class, cultural group). CD-7c CD-7d CD-7e

CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others. CD-8c CD-8g

CD-9: Children explore concepts connected with their daily experiences in the community. CD-9b CD-9f

APL-1: Children show curiosity and express interest in the world around them.

APL-1g, APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-3: Children engage in increasingly complex play. APL-3i, APL-3k, APL-3n, APL-3p, APL-3s

APL-8: Children maintain attentiveness and focus. APL-8f, APL-8g APL-8h APL-8l

ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs. ESD-3k, ESD-3l, ESD-3m, ESD-3p, ESD-3q, ESD-3s

ESD-4: Children form relationships and interact positively with other children.

ESD-4j ESD-4k, ESD-4o ESD-4p, ESD-4s, ESD-4t

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e, ESD-5f, ESD-5h, ESD-5i, ESD-5j

ESD-5k, ESD-5l, ESD-5n, ESD-5o ESD-5q, ESD-5r, ESD-5s, ESD-5u

ESD-6: Children identify, manage, and express their feelings. ESD-6i, ESD-6j, ESD-6k, ESD-6m,

ESD-6p, ESD-6q, ESD-6s

HPD-1: Children develop healthy eating habits. HPD-1l, HPD-1m, HPD-1n, HPD-1o, HPD-1p, HPD-1q HPD-1s, HPD-1t

HPD-2: Children engage in active physical play indoors and outdoors.

HPD-2h, HPD-2j HPD-2m, HPD-2n HPD-2q, HPD-2r

HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.

HPD-4h, HPD-4i, HPD-4k HPD-4m, HPD-4o HPD-4p, HPD-4q, HPD-4r, HPD-4s

HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools. HPD-5h, HPD-5i HPD-5k HPD-5n

HPD-6: Children develop awareness of their needs and the ability to communicate their needs. HPD-6e HPD-6g HPD-6i

HPD-7: Children develop independence in caring for themselves and their environment.

HPD-7g, HPD-7h HPD-7m HPD-7s

LDC-1: Children understand communications from others.

LDC-1h, LDC-1i, LDC-1j LDC-1k, LDC-1l, LDC-1m LDC-1n, LDC-1o, LDC-1p

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. LDC-2g, LDC-2h LDC-2j, LDC-2k LDC-2n

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4g LDC-4i LDC-4j, LDC-4k, LDC-4l

LDC-5: Children describe familiar people, places, things and events. LDC-5b LDC-5d, LDC-5e LDC-5f

LDC-6: Children use most grammatical constructions of their home language well.

LDC-6e, LDC-6f LDC-6g LDC-6i

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7i, LDC-7j LDC-7k, LDC-7l LDC-7o, LDC-7p

CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms and communities. CD6-g

Music and Rhymes Section



1. Approaches to Play and Learning (**APL**)
2. Emotional and Social Development (**ESD**)
3. Health and Physical Development (**HPD**)
4. Language Development and Communication (**LDC**)
5. Cognitive Development (**CD**)

(Older Toddlers, Younger Preschoolers and Older Preschoolers)

| Mother Goose Rhymes | Page 239 |
|--|----------|
| APL-1: Children show curiosity and express interest in the world around them. | |
| APL-1h APL-1k, APL-1l APL-1n, APL-1o | |
| APL-8: Children maintain attentiveness and focus. | |
| APL-8f, APL-8g APL-8h APL-8l | |
| ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups. ESD-5e ESD-5k ESD-5q | |
| | |
| LDC-1: Children understand communications from others. | |
| LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o | |
| LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions. | |
| LDC-2g LDC-2k LDC-2o, LDC-2p | |
| LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly. | |
| LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l | |
| LDC-7: Children respond to and use a growing vocabulary. | |
| LDC-7h, LDC-7i, LDC-7j LDC-7k LDC-7o | |
| LDC-8: Children develop interest in books and motivation to read. | |
| LDC-8i LDC-8l LDC-8o | |
| LDC-9: Children comprehend and use information presented in books and other print media. | |
| LDC-9d, LDC-9h LDC-9i LDC-9o | |
| LDC-11: Children develop phonological awareness. | |
| LDC-11c LDC-11f LDC-11i | |
| CD-2: Children recall information and use it for new situations and problems. | |
| CD-2m CD-2q | |

APL-1: Children show curiosity and express interest in the world around them.

APL-1h APL-1k, APL-1l APL-1n, APL-1o

APL-8: Children maintain attentiveness and focus.

APL-8f, APL-8g APL-8h APL-8l

ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

ESD-5e ESD-5k ESD-5q

LDC-1: Children understand communications from others.

LDC-1h, LDC-1j LDC-1k, LDC-1l LDC-1m LDC-1n, LDC-1o

LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.

LDC-2g LDC-2k LDC-2o, LDC-2p

LDC-4: Children speak audibly and express thoughts, feelings and ideas clearly.

LDC-4f, LDC-4g LDC-4h, LDC-4i LDC-4j, LDC-4l

LDC-7: Children respond to and use a growing vocabulary.

LDC-7h, LDC-7i, LDC-7j LDC-7k LDC-7o

LDC-8: Children develop interest in books and motivation to read.

LDC-8i LDC-8l LDC-8o.

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LDC-9d, LDC-9h LDC-9i LDC-9o

LDC-11: Children develop phonological awareness.

LDC-11c LDC-11f LDC-11i

CD-2: Children recall information and use it for new situations and problems.

CD-2m CD-2q