



North Carolina Foundations for Early Learning and Development

Correlation



DIG: Develop. Inspire. Grow.™

Correlated to the

North Carolina Foundations for Early Learning and Development

Prepared by:



Approaches to Play and Learning

Curiosity, Information-Seeking, and Eagerness

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

Developmental Indicators: Younger Preschoolers

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

T1TG p. 62
T4TG p. 146
T5TG p. 44
T7TG pp. 108, 136
T8TG p. 148

APL-1k: Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).

T1TG pp. 61, 62, 131
T6TG pp. 28, 34
T7TG p. 108
T8TG pp. 130, 148

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

T1TG pp. 61, 62
T5TG p. 78
T7TG p. 110
T8TG p. 112

Developmental Indicators: Older Preschoolers

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

T1TG p. 62
T4TG p. 146
T5TG p. 44
T7TG pp. 108, 136
T8TG p. 148

APL-1n: Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal).

T1TG pp. 61, 62, 131
T6TG pp. 28, 34
T7TG p. 108
T8TG pp. 130, 148

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

T1TG pp. 61, 62
T5TG p. 78
T7TG p. 110
T8TG p. 112

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

T1TG pp. 44, 112
T5TG pp. 133, 139, 145
T8TG pp. 44, 53

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

Developmental Indicators: Younger Preschoolers

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

T6TG pp. 27, 51, 74, 96
T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130

APL-2j: Use all available senses, tools, and a variety of strategies to explore the environment (drop objects in water to see if they sink or float).

T1TG p. 78
T2TG pp. 112, 113, 119
T5TG p. 102
T6TG pp. 61, 63, 95, 102, 114, 131
T7TG pp. 51, 67, 95, 101, 112, 114, 148

APL-2k: Purposely try different ways of doing things to see what and how they work (adjust blocks used as a ramp to make a ball roll faster and farther).

T2TG p. 113
T6TG pp. 61, 63, 95, 102, 114, 131
T7TG pp. 95, 112, 114, 148

Developmental Indicators: Older Preschoolers

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

T6TG pp. 27, 51, 74, 96
T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130

APL-2m: Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new).

T1TG p. 78
T2TG pp. 112, 113, 119
T5TG p. 102
T6TG pp. 61, 63, 95, 102, 114, 131
T7TG pp. 51, 67, 95, 101, 112, 114, 148

APL-2n: Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining).

T2TG p. 104
T5TG p. 82
T6TG pp. 34, 46, 53, 80, 86, 96, 130
T7TG p. 46
T8TG pp. 130, 136, 148

Play and Imagination

Goal APL-3. Children engage in increasingly complex play.

Developmental Indicators: Younger Preschoolers

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

T1TG pp. 44, 147
T2TG p. 88
T3TG pp. 78, 102
T5TG pp. 67, 85
T6TG p. 112
T7TG p. 78
T8TG pp. 33, 101

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

T1TG pp. 95, 112
T2TG p. 87
T5TG p. 117

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

T3TG p. 78
T4TG p. 44
T6TG p. 78

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

T1TG pp. 141, 147
T3TG p. 44
T4TG p. 112
T7TG p. 78
T8TG pp. 95, 141

APL-3q: Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair).

This activity happens daily in Learning Centers.
T3TG pp. 130, 136

Developmental Indicators: Older Preschoolers

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

T1TG pp. 44, 147
T2TG p. 88
T3TG pp. 78, 102
T5TG pp. 67, 85
T6TG p. 112
T7TG p. 78
T8TG pp. 33, 101

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

T1TG pp. 141, 147
T3TG p. 44
T4TG p. 112
T7TG p. 78
T8TG pp. 95, 141

North Carolina Foundations for Early Learning and Development	<i>DIG: Develop. Inspire. Grow.™</i>
APL-3t: Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture).	T1TG p. 114 T5TG p. 155 T8TG p. 149
APL-3u: Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”).	<i>This activity happens daily in Learning Centers.</i> T3TG pp. 130, 136
Goal APL-4. Children demonstrate creativity, imagination, and inventiveness.	
Developmental Indicators: Younger Preschoolers	
APL-4h: Offer new ideas about how to do or make things.	T3TG pp. 78, 148 T5TG p. 108
APL-4i: Add new actions, props, or dress-up items to pretend play.	T1TG p. 114 T3TG p. 46 T4TG p. 78 T5TG p. 155 T7TG p. 145
APL-4j: Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways.	T3TG p. 78 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145 T6TG pp. 78, 112 T7TG p. 44
APL-4k: Experiment with language, musical sounds, and movement.	T1TG pp. 41, 47, 53, 80, 86, 109, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 97, 120, 148, 154, 155 T4TG pp. 86, 154 T5TG pp. 113, 121, 155 T6TG pp. 120, 148 T7TG pp. 27, 33, 45, 46, 51, 109, 121, 154 T8TG pp. 47, 53, 75, 87, 103, 120, 121, 131, 154
Developmental Indicators: Older Preschoolers	
APL-4l: Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	T2TG p. 151 T3TG p. 46 T4TG p. 78 T7TG pp. 145, 150 T8TG pp. 132, 138, 153
APL-4m: Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.	T1TG pp. 114, 141, 147 T3TG p. 44 T4TG p. 112 T5TG p. 155 T7TG p. 78 T8TG pp. 95, 141
APL-4n: Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.	T3TG p. 78 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145 T6TG pp. 78, 112 T7TG p. 44
APL-4o: Make up stories, songs, or dances for fun during play.	T1TG pp. 41, 47, 53 T3TG p. 97 T5TG p. 113 T6TG p. 121 T7TG pp. 27, 33, 45, 51 T8TG pp. 47, 52, 53, 75, 103, 131

Risk-Taking, Problem-Solving, and Flexibility

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

Developmental Indicators: Younger Preschoolers

APL-5k: Express a belief that they can do things that are hard.
T1TG pp. 39, 79, 119
T2TG p. 46
T5TG p. 51
T6TG p. 51
T7TG p. 129

APL-5l: Choose to participate in an increasing variety of familiar and new experiences.
T1TG pp. 61, 62
T5TG p. 78
T7TG p. 110
T8TG p. 112

APL-5m: Accept new challenges when offered.
T1TG pp. 39, 119
T5TG p. 51
T6TG p. 51

APL-5n: Try things they are not sure they can do, while avoiding dangerous risks.
T1TG pp. 39, 119
T5TG p. 51
T6TG p. 51

Developmental Indicators: Older Preschoolers

APL-5o: Express a belief that they can do things that are hard.
T1TG pp. 39, 79, 119
T2TG p. 46
T5TG p. 51
T6TG p. 51
T7TG p. 129

APL-5p: Approach new experiences independently.
T1TG pp. 39, 119
T4TG p. 79
T5TG pp. 40, 51, 121
T6TG p. 51
T7TG p. 121

APL-5q: Ask to participate in new experiences that they have observed or heard about.
T1TG pp. 61, 62
T5TG p. 78
T7TG p. 110
T8TG p. 112

APL-5r: Independently seek new challenges.
T1TG p. 39
T4TG p. 79
T5TG pp. 40, 121
T7TG p. 121

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

Developmental Indicators: Younger Preschoolers

APL-6k: Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).
T2TG pp. 30, 98
T5TG pp. 133, 139, 145
T6TG pp. 36, 42, 54, 70, 76, 83
T8TG pp. 36, 42, 43, 54, 82

APL-6l: Purposefully use a variety of strategies to solve different types of problems.
T1TG p. 130
T5TG p. 29
T6TG pp. 87, 155
T7TG p. 155
T8TG p. 132

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APL-6m: Talk to themselves to work through the steps to solve a problem.	T3TG p. 132 T5TG pp. 132, 150, 157 T8TG pp. 71, 76, 77
Developmental Indicators: Older Preschoolers	
APL-6n: Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”).	T2TG pp. 30, 98 T5TG pp. 133, 139, 145 T6TG pp. 36, 42, 54, 70, 76, 83 T8TG pp. 36, 42, 43, 54, 82
APL-6o: Describe the steps they will use to solve a problem.	T3TG p. 132 T5TG pp. 132, 150, 157 T8TG pp. 71, 76, 77
APL-6p: Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
APL-6q: Explain how they solved a problem to another person.	T3TG p. 132 T5TG pp. 132, 150, 157 T8TG pp. 71, 76, 77
Attentiveness, Effort, and Persistence	
Goal APL-7. Children demonstrate initiative.	
Developmental Indicators: Younger Preschoolers	
APL-7h: Show increasing independence and purpose when making choices (“I want to go to blocks.”).	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121
APL-7i: Express goals or plans and follow through on them (“I’m going to draw my house.”).	T5TG pp. 133, 139, 145 T8TG p. 53
Developmental Indicators: Older Preschoolers	
APL-7j: Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”).	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121
APL-7k: Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).	T7TG pp. 139, 157 T8TG pp. 111, 117
APL-7l: Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks”).	T5TG pp. 133, 139, 145 T8TG p. 53
Goal APL-8. Children maintain attentiveness and focus.	
Developmental Indicators: Younger Preschoolers	
APL-8h: Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking).	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53

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APL-8i: Remain engaged in more complex activities that they have chosen.	T1TG pp. 47, 53, 63, 69, 75, 81 T3TG pp. 108, 150 T4TG p. 53 T8TG pp. 53, 96
APL-8j: Maintain focus and return to an activity after a break.	T1TG p. 44 T5TG pp. 139, 145
Developmental Indicators: Older Preschoolers	
APL-8k: Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
APL-8l: Consistently remain engaged in self-directed activities.	T1TG p. 44 T5TG pp. 139, 145
Goal APL-9. Children persist at challenging activities.	
Developmental Indicators: Younger Preschoolers	
APL-9e: Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
APL-9f: When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
APL-9g: Keep working to complete tasks, including those that are somewhat difficult.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
Developmental Indicators: Older Preschoolers	
APL-9h: Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture).	T1TG p. 101 T5TG pp. 133, 139, 145 T8TG p. 71
APL-9i: When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
APL-9j: Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	T5TG pp. 133, 139, 145 T8TG p. 53
APL-9k: Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
Emotional and Social Development	
Developing a Sense of Self	
Goal ESD-1. Children demonstrate a positive sense of self-identity and self-awareness.	
Developmental Indicators: Younger Preschoolers	
ESD-1k: Describe self (characteristics that can be seen, things they can do, things they like, possessions).	T1TG pp. 79, 141, 148 T2TG pp. 28, 46 T3TG p. 129

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ESD-1l: Express a sense of belonging to a group (say “There’s Kirby from my class,” move to stand with own group upon request, “I am a girl.”).	T1TG pp. 36, 42 T2TG pp. 45, 46, 62, 68, 74, 80, 96 T7TG p. 147
ESD-1m: Use own first and last name.	T1TG pp. 47, 69, 75, 81, 115
ESD-1n: Choose activities they like and name their favorite activities.	T2TG pp. 46, 96 T7TG p. 147
Developmental Indicators: Older Preschoolers	
ESD-1o: Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”).	T1TG pp. 79, 141, 148 T2TG pp. 28, 46 T3TG p. 129
ESD-1p: Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	T1TG pp. 36, 42 T2TG pp. 45, 46, 62, 68, 74, 80, 96 T7TG p. 147
ESD-1q: Choose to spend more time on preferred activities, and express awareness of skills they are developing.	T1TG p. 79 T2TG p. 46 T7TG p. 129
Goal ESD-2. Children express positive feelings about themselves and confidence in what they can do.	
Developmental Indicators: Younger Preschoolers	
ESD-2k: Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	T2TG pp. 46, 96 T7TG p. 147
ESD-2l: Express the belief that they can do many things.	T1TG pp. 39, 119 T5TG p. 51 T6TG p. 51
ESD-2m: Try new activities and attempt new challenges.	T1TG p. 39 T4TG p. 79 T5TG pp. 40, 121 T7TG p. 121
Developmental Indicators: Older Preschoolers	
ESD-2n: Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	T2TG pp. 46, 96 T7TG p. 147
ESD-2o: Express the belief that they can do many things.	T1TG pp. 39, 119 T5TG p. 51 T6TG p. 51
ESD-2p: Stick with tasks even when they are challenging.	T1TG p. 112 T5TG pp. 139, 145 T8TG p. 44
ESD-2q: Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”)	T1TG p. 79 T2TG p. 46 T7TG p. 129

Developing a Sense of Self With Others

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

Developmental Indicators: Younger Preschoolers

ESD-3m: Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).

T2TG pp. 30, 98
T5TG pp. 133, 139, 145
T6TG pp. 36, 42, 54, 70, 76, 83
T8TG pp. 36, 42, 43, 54, 82

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

T4TG p. 53
T5TG p. 129

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

T5TG p. 129

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

T4TG p. 53
T5TG p. 129

Developmental Indicators: Older Preschoolers

ESD-3q: Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).

T2TG pp. 30, 98
T5TG pp. 133, 139, 145
T6TG pp. 36, 42, 54, 70, 76, 83
T8TG pp. 36, 42, 43, 54, 82

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

T5TG p. 129

ESD-3s: Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).

T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153
T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148
T3TG pp. 27, 28, 46, 130, 142
T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142
T5TG pp. 33, 45, 62, 80, 130
T6TG pp. 33, 129, 142, 147
T7TG pp. 62, 74, 85, 119, 137, 154
T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145

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

Developmental Indicators: Younger Preschoolers

ESD-4k: Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).

T1TG p. 130
T5TG p. 29
T6TG pp. 87, 155
T7TG p. 155
T8TG p. 132

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

T1TG pp. 46, 130, 154, 155

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

T1TG pp. 46, 130, 154, 155

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

T1TG pp. 114, 135
T5TG pp. 79, 95
T7TG p. 87

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

T1TG pp. 61, 96, 130, 136, 154, 155
T3TG pp. 121, 133
T5TG p. 85
T7TG p. 87

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Developmental Indicators: Older Preschoolers	
ESD-4p: Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
ESD-4q: Form and maintain friendships with other children of diverse cultural backgrounds and abilities.	T1TG pp. 46, 130, 154, 155
ESD-4r: Seek and give support with children they identify as friends.	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
ESD-4s: Use language effectively to have conversations with other children and influence another child’s behavior (negotiate sharing a toy, plan how to build a block tower together).	T1TG p. 147 T2TG pp. 28, 39, 51, 62, 96, 114 T3TG pp. 28, 46, 61, 67, 74, 95, 135 T4TG p. 28 T6TG pp. 129, 142
ESD-4t: Play and interact cooperatively with other children (work on project together, exchange ideas).	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
Goal ESD-5. Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
Developmental Indicators: Younger Preschoolers	
ESD-5k: Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	T1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
ESD-5l: Often make requests clearly and effectively.	T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144
ESD-5m: Show awareness that their actions affect others (move carefully around classmate’s block structure).	T1TG p. 51 T3TG pp. 44, 80 T4TG p. 113
ESD-5n: Wait for a short time to get what they want (a turn with a toy, a snack).	T1TG pp. 96, 102, 120, 121
ESD-5o: Work to resolve conflicts effectively, with guidance and support.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132

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ESD-5p: Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures.	T1TG pp. 63, 136 T2TG p. 34 T3TG pp. 131, 136, 142, 148, 155 T7TG p. 143
Developmental Indicators: Older Preschoolers	
ESD-5q: Follow social rules, transitions, and routines that have been explained to them.	T1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
ESD-5r: Make requests clearly and effectively most of the time.	T1TG p. 75 T2TG p. 141 T3TG p. 39 T4TG pp. 61, 107 T5TG p. 28 T6TG pp. 44, 74 T7TG pp. 61, 62, 73, 81, 86, 87, 108 T8TG p. 144
ESD-5s: Balance their own needs with those of others in the group.	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44
ESD-5t: Anticipate consequences and plan ways to solve problems effectively, with guidance and support.	T1TG pp. 52, 96, 102 T5TG p. 29 T8TG p. 133
ESD-5u: Use a variety of strategies to solve problems and conflicts with increasing independence.	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
ESD-5v: Express respect and caring for all people, including people with disabilities and those from different cultures.	T1TG pp. 63, 136 T2TG p. 34 T3TG pp. 131, 136, 142, 148, 155 T7TG p. 143
Learning About Feelings	
Goal ESD-6. Children identify, manage, and express their feelings.	
Developmental Indicators: Younger Preschoolers	
ESD-6l: Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.	T1TG pp. 102, 119, 136 T3TG pp. 80, 86 T4TG pp. 44, 52, 74 T5TG pp. 46, 109, 114 T6TG p. 146 T8TG p. 155
ESD-6m: Use a variety of words or signs to express and manage feelings more clearly.	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155
ESD-6n: Describe reasons for their feelings (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”).	T2TG p. 121 T4TG p. 88 T6TG pp. 53, 155 T7TG p. 155

Developmental Indicators: Older Preschoolers

ESD-6o: Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words.

T1TG pp. 102, 119, 136
T3TG pp. 80, 86
T4TG pp. 44, 52, 74
T5TG pp. 46, 109, 114
T6TG p. 146
T8TG p. 155

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

T2TG p. 121
T4TG p. 88
T6TG pp. 53, 155
T7TG p. 155

ESD-6q: Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”).

T1TG pp. 28, 51, 102, 157
T2TG pp. 121, 155
T3TG pp. 27, 52, 53, 61
T4TG pp. 97, 109
T5TG pp. 115, 149
T6TG pp. 78, 131, 143, 155, 157
T7TG p. 87
T8TG pp. 34, 155

ESD-6r: Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”).

T2TG p. 121
T4TG p. 88
T6TG pp. 53, 155
T7TG p. 155

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

T1TG pp. 27, 33
T2TG pp. 64, 73, 155
T6TG pp. 53, 155
T7TG p. 155
T8TG p. 33

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

Developmental Indicators: Younger Preschoolers

ESD-7j: Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).

T1TG pp. 112, 121, 129, 136, 146, 153, 155
T2TG p. 53
T3TG pp. 53, 131, 153, 155
T5TG pp. 33, 87
T7TG p. 155
T8TG p. 155

ESD-7k: Communicate concern for others (share a toy with someone who doesn’t have one, ask, “Are you OK?”).

T1TG pp. 112, 121, 129, 136, 146, 153, 155
T2TG p. 53
T3TG pp. 53, 131, 153, 155
T5TG pp. 33, 87
T7TG p. 155
T8TG p. 155

ESD-7l: Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).

T1TG pp. 61, 96, 130, 136, 154, 155
T3TG pp. 121, 133
T5TG p. 85
T7TG p. 87

ESD-7m: Show awareness that other people have different feelings (“I like raisins but he doesn’t.” “I’m scared on that ride but she isn’t.”).

T1TG pp. 52, 102
T2TG pp. 78, 87, 95, 129
T4TG p. 44

Developmental Indicators: Older Preschoolers

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

T1TG pp. 112, 121, 129, 136, 146, 153, 155
T2TG p. 53
T3TG pp. 53, 131, 153, 155
T5TG pp. 33, 87
T7TG p. 155
T8TG p. 155

ESD-7o: Show awareness that their behavior can affect the feelings of others (say, "I didn't mean to scare you when I yelled.").

T1TG pp. 34, 86, 96, 107, 108, 121, 130, 154, 155
T2TG pp. 53, 87, 141, 155
T3TG pp. 53, 96, 102, 114, 121
T5TG pp. 53, 130, 155
T7TG pp. 53, 87

ESD-7p: Choose to act in ways that show respect for others' feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others).

T1TG pp. 52, 102, 130
T2TG pp. 78, 87, 95, 129
T4TG p. 44
T5TG p. 29
T6TG pp. 87, 155
T7TG p. 155
T8TG p. 132

Health and Physical Development

Physical Health and Growth

Goal HPD-1. Children develop healthy eating habits.

Developmental Indicators: Younger Preschoolers

HPD-1p: Try new foods.

T4TG pp. 46, 62, 65, 67, 68, 85, 86
T6TG pp. 95, 113

HPD-1q: Feed themselves with utensils independently.

This activity happens daily during lunch and snack.

HPD-1r: Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda).

T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119
T6TG p. 95

Developmental Indicators: Older Preschoolers

HPD-1s: Try new foods.

T4TG pp. 46, 62, 65, 67, 68, 85, 86
T6TG pp. 95, 113

HPD-1t: Feed themselves with utensils independently.

This activity happens daily during lunch and snack.

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

T2TG p. 112
T4TG pp. 68, 87

HPD-1v: Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).

T4TG pp. 68, 74, 87
T6TG pp. 97, 113
T7TG p. 33

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

T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 119
T6TG p. 95

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Goal HPD-2. Children engage in active physical play indoors and outdoors.	
Developmental Indicators: Younger Preschoolers	
HPD-2k: Develop strength and stamina by spending moderate periods of time playing vigorously.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
HPD-2l: Choose a variety of structured and unstructured physical activities indoors and outdoors.	<i>This activity happens daily during lunch and snack.</i>
HPD-2m: Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 147, 148 T4TG pp. 39, 73, 79, 96, 112, 114, 119, 120, 147, 148 T5TG pp. 46, 80, 86, 141, 153 T6TG pp. 45, 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
HPD-2n: Transition from active to quiet activities with limited guidance and support.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
Developmental Indicators: Older Preschoolers	
HPD-2o: Develop strength and stamina by spending extended periods of time playing vigorously.	T2TG pp. 147, 153 T4TG pp. 96, 109, 113, 114, 115, 119, 121
HPD-2p: Communicate ways exercise keeps us healthy and makes us feel good.	T4TG pp. 34, 46, 52, 95, 96, 97, 102, 103, 108, 109, 113, 114, 115, 119, 120, 121
HPD-2q: Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	T1TG pp. 54, 64, 80, 109, 114, 116, 148, 150, 151 T2TG pp. 39, 46, 107, 109, 114, 116, 148 T3TG pp. 75, 109, 114, 129, 147, 148 T4TG pp. 39, 73, 79, 96, 112, 114, 119, 120, 147, 148 T5TG pp. 46, 80, 86, 141, 153 T6TG pp. 45, 114, 120, 154 T7TG pp. 52, 114, 120 T8TG pp. 46, 73, 80, 114, 148
HPD-2r: Transition independently from active to quiet activities most of the time.	T1TG pp. 45, 69, 95 T2TG pp. 95, 107 T6TG p. 147 T8TG pp. 33, 53
Goal HPD-3. Children develop healthy sleeping habits.	
Developmental Indicators: Younger Preschoolers	
HPD-3i: Recognize and communicate signs of being tired.	T4TG pp. 28, 33, 40, 121
HPD-3j: With increasing independence, start and participate in sleep routines.	T4TG pp. 28, 33, 40, 121
Developmental Indicators: Older Preschoolers	
HPD-3k: Communicate ways sleep keeps us healthy and makes us feel good.	T4TG pp. 28, 33, 40, 121
HPD-3l: Independently start and participate in sleep routines most of the time.	T4TG pp. 28, 33, 40, 121

Motor Development

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

Developmental Indicators: Younger Preschoolers

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

T1TG pp. 116, 150
T2TG pp. 33, 121
T3TG pp. 51, 67, 80, 112
T5TG pp. 78, 120
T7TG p. 61

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

T3TG p. 147
T4TG p. 147
T5TG p. 141
T6TG p. 45

HPD-4n: Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).

T3TG p. 153
T5TG p. 107
T8TG p. 135

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

T1TG pp. 150, 151
T2TG pp. 44, 61, 67, 75, 85, 107, 129
T5TG p. 135
T6TG p. 146
T7TG pp. 79, 135
T8TG p. 73

Developmental Indicators: Older Preschoolers

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

T1TG pp. 54, 64, 116, 150, 151
T2TG pp. 30, 36, 54, 82, 88
T3TG p. 101
T4TG p. 27
T5TG pp. 27, 61
T6TG pp. 120, 146, 154
T7TG p. 110

HPD-4q: Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).

T1TG pp. 150, 151
T2TG pp. 44, 61, 67, 75, 85, 107, 129
T6TG p. 146
T7TG pp. 79, 135
T8TG p. 73

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

T2TG p. 64
T3TG pp. 46, 135
T6TG p. 27

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

T1TG p. 46
T2TG p. 33
T3TG p. 87
T5TG p. 154
T8TG p. 44

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

Developmental Indicators: Younger Preschoolers

HPD-5j: Draw simple shapes and figures (square for block, circles).

T1TG p. 112
T3TG p. 46

HPD-5k: Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh®, work puzzles with smaller pieces).

T1TG pp. 138, 144
T3TG p. 116
T5TG pp. 37, 43
T7TG pp. 31, 37, 43, 65, 71, 145

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

T2TG pp. 145, 157
T3TG pp. 65, 111
T5TG pp. 71, 77, 105, 111, 139, 145
T6TG p. 146
T8TG pp. 37, 71, 105, 139

Developmental Indicators: Older Preschoolers

HPD-5m: Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).

T1TG pp. 97, 105, 111, 131, 139, 145
T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145
T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139
T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139
T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139
T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139
T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139
T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145

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

T1TG pp. 138, 144
T3TG p. 116
T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117
T5TG pp. 37, 43, 139, 145
T7TG pp. 31, 65, 145

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

T2TG pp. 145, 157
T3TG pp. 65, 111
T5TG pp. 71, 77, 105, 111, 139, 145
T6TG p. 146
T8TG pp. 37, 71, 105, 139

Self-Care

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

Developmental Indicators: Younger Preschoolers

HPD-6g: Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).

T2TG p. 121
T4TG p. 88
T6TG pp. 53, 155
T7TG pp. 27, 52, 55, 155

HPD-6h: Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).

T1TG pp. 27, 33
T2TG pp. 64, 73, 155
T6TG pp. 53, 155
T7TG p. 155
T8TG p. 33

Developmental Indicators: Older Preschoolers

HPD-6i: Use language to ask adults or peers specifically for the kind of help needed in a particular situation.

T2TG p. 121
T4TG p. 88
T6TG pp. 53, 155
T7TG pp. 27, 52, 55, 155

HPD-6j: Consistently use strategies to calm themselves when needed.

T1TG pp. 27, 33
T2TG pp. 64, 73, 155
T6TG pp. 53, 155
T7TG p. 155
T8TG p. 33

Goal HPD-7. Children develop independence in caring for themselves and their environment.

Developmental Indicators: Younger Preschoolers

HPD-7j: Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.

This is addressed in the Special Needs boxes on the following pages:
T1TG pp. 54, 64, 114, 115, 132, 149, 150
T2TG pp. 64, 70
T3TG pp. 34, 48, 54, 75, 80, 122, 138
T4TG pp. 46, 70, 96, 148
T5TG pp. 46, 80
T6TG pp. 47, 81, 115

HPD-7k: Dress and undress themselves with occasional assistance.

T1TG p. 138

HPD-7l: Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow).

T2TG pp. 67, 153, 155
T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 148, 154, 155
T5TG pp. 75, 121

HPD-7m: Serve food for themselves.

This activity happens daily during lunch and snack.

HPD-7n: Help with routine care of the indoor and outdoor learning environment (recycle, care for garden).

T3TG pp. 96, 101, 102, 114, 120, 148
T5TG pp. 35, 130, 147, 148, 154, 155
T6TG p. 45

HPD-7o: Name people who help children stay healthy.

T4TG pp. 33, 34, 53, 135
T5TG p. 63

Developmental Indicators: Older Preschoolers

HPD-7p: Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.

This is addressed in the Special Needs boxes on the following pages:
T1TG pp. 54, 64, 114, 115, 132, 149, 150
T2TG pp. 64, 70
T3TG pp. 34, 48, 54, 75, 80, 122, 138
T4TG pp. 46, 70, 96, 148
T5TG pp. 46, 80
T6TG pp. 47, 81, 115

HPD-7q: Dress and undress themselves independently.

T1TG p. 138

HPD-7r: Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet).

T2TG pp. 67, 153, 155
T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 148, 154, 155
T5TG pp. 75, 121

HPD-7s: Eat with a fork.

This activity happens daily during lunch and snack.

HPD-7t: Perform tasks to maintain the indoor and outdoor learning environment independently.

T3TG pp. 96, 101, 102, 114, 120, 148
T5TG pp. 35, 130, 147, 148, 154, 155
T6TG p. 45

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HPD-7u: Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).	T2TG pp. 67, 153, 155 T4TG pp. 46, 62, 65, 67, 68, 85, 86, 135, 136, 142, 148, 154, 155 T6TG pp. 95, 113
Safety Awareness	
Goal HPD-8. Children develop awareness of basic safety rules and begin to follow them.	
Developmental Indicators: Younger Preschoolers	
HPD-8i: Know what their bodies can do, and play within their abilities to avoid injury to self or others.	T1TG p. 51 T3TG p. 87 T8TG p. 119
HPD-8j: Usually recognize and avoid objects and situations that might cause harm.	T1TG pp. 62, 67, 68, 87 T2TG pp. 130, 135, 136, 142, 146, 147, 148, 154 T8TG pp. 87, 121
HPD-8k: Usually follow basic safety rules.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
HPD-8l: Call a trusted adult when someone gets injured or is in an unsafe situation.	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87
Developmental Indicators: Older Preschoolers	
HPD-8m: Avoid potentially dangerous behaviors.	T1TG pp. 68, 85, 87 T2TG pp. 136, 154 T7TG p. 53 T8TG p. 87
HPD-8n: Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	T1TG pp. 62, 67, 68, 87 T2TG pp. 130, 135, 136, 142, 146, 147, 148, 154 T8TG pp. 87, 121
HPD-8o: Independently follow basic safety rules.	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 146, 147, 154, 155 T5TG p. 87 T8TG p. 87
HPD-8p: Identify people who can help them in the community (police, firefighter, nurse).	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
Language Development and Communication	
Learning to Communicate	
Goal LDC-1. Children understand communications from others.	
Developmental Indicators: Younger Preschoolers	
LDC-1k: Show understanding of increasingly complex sentences.	T1TG pp. 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150 T2TG p. 131 T3TG pp. 45, 108, 109, 119, 150 T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137 T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150 T6TG pp. 35, 45, 81, 88, 102, 148, 154 T7TG pp. 27, 114 T8TG pp. 31, 52, 54, 73, 76, 85

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LDC-1l: With prompting and support, respond to requests for information or action.	T2TG pp. 97, 98, 104, 142 T3TG pp. 40, 86, 102, 108, 135 T4TG pp. 28, 62, 95, 130, 135, 136 T5TG pp. 33, 62, 120, 130 T6TG pp. 54, 61, 86, 135 T7TG pp. 40, 62, 98, 156 T8TG p. 89
LDC-1m: Follow simple multistep directions with visual cues if needed.	T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89
Developmental Indicators: Older Preschoolers	
LDC-1n: Show understanding of increasingly complex sentences.	T1TG pp. 36, 48, 64, 70, 76, 82, 86, 101, 104, 110, 138, 150 T2TG p. 131 T3TG pp. 45, 108, 109, 119, 150 T4TG pp. 33, 39, 45, 73, 78, 101, 104, 122, 129, 137 T5TG pp. 28, 39, 40, 46, 73, 75, 110, 131, 143, 150 T6TG pp. 35, 45, 81, 88, 102, 148, 154 T7TG pp. 27, 114 T8TG pp. 31, 52, 54, 73, 76, 85
LDC-1o: Respond to requests for information or action.	T2TG pp. 97, 98, 104, 142 T3TG pp. 40, 86, 102, 108, 135 T4TG pp. 28, 62, 95, 130, 135, 136 T5TG pp. 33, 62, 120, 130 T6TG pp. 54, 61, 86, 135 T7TG pp. 40, 62, 98, 156 T8TG p. 89
LDC-1p: Follow more detailed multistep directions.	T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89
Goal LDC-2. Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.	
Developmental Indicators: Younger Preschoolers	
LDC-2i: Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, augmentative communication).	T1TG pp. 81, 87 T5TG p. 47
LDC-2j: Initiate and carry on conversations, and ask questions about things that interest them.	T1TG p. 147 T2TG pp. 28, 39, 51, 62, 96, 114 T3TG pp. 28, 46, 61, 67, 74, 95, 135 T4TG p. 28 T6TG pp. 129, 142

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LDC-2k: With prompting and support, make comments and ask questions related to the topic of discussion.	T2TG pp. 97, 98, 104, 142 T3TG pp. 40, 86, 102, 108, 135 T4TG pp. 28, 40, 62, 95, 129, 130, 135, 136 T5TG pp. 33, 62, 120, 130 T6TG pp. 54, 61, 86, 135 T7TG pp. 40, 46, 62, 98, 156 T8TG p. 89
Developmental Indicators: Older Preschoolers	
LDC-2l: Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	T1TG pp. 81, 87 T5TG p. 47
LDC-2m: Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.	T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153 T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148 T3TG pp. 27, 28, 46, 130, 142 T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142 T5TG pp. 33, 45, 62, 80, 130 T6TG pp. 33, 129, 142, 147 T7TG pp. 62, 74, 85, 119, 137, 154 T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145
LDC-2n: Initiate and participate in conversations related to interests of their own or the persons they are communicating with.	T1TG p. 147 T2TG pp. 28, 39, 51, 62, 96, 114 T3TG pp. 28, 46, 61, 67, 74, 95, 135 T4TG p. 28 T6TG pp. 129, 142
LDC-2o: Participate in a group discussion, making comments and asking questions related to the topic.	T1TG pp. 33, 46, 80, 101, 103, 114, 116, 137, 148, 154 T2TG pp. 46, 80, 114, 148 T3TG pp. 33, 40, 46, 61, 74, 79, 114 T4TG pp. 40, 46, 74, 80, 85, 114, 120, 132, 137, 138, 142, 144, 148, 149, 153, 156 T5TG pp. 31, 46, 52, 54, 80, 81, 86, 96, 114, 131, 148, 154 T6TG pp. 51, 80, 86, 88, 98, 104, 114, 120, 129, 141, 148, 153, 154 T7TG pp. 28, 35, 46, 52, 69, 80, 81, 103, 114, 120, 148 T8TG pp. 42, 46, 64, 65, 70, 71, 76, 80, 88, 114, 119, 135, 138, 147, 148
LDC-2p: Appreciate and use humor.	T1TG pp. 28, 34, 52 T2TG pp. 109, 115 T3TG pp. 109, 115 T5TG pp. 41, 47 T6TG pp. 28, 34, 52, 143, 149, 151
Goal LDC-3. Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Developmental Indicators: Younger Preschoolers	
LDC-3d: Answer longer questions using more detail.	T1TG p. 54 T2TG pp. 97, 98, 104, 142 T3TG pp. 40, 86, 102, 108, 135 T4TG pp. 28, 62, 95, 130, 135, 136 T5TG pp. 33, 62, 120, 130, 132 T6TG pp. 54, 61, 86, 135 T7TG pp. 40, 62, 98, 156 T8TG p. 89

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LDC-3e: Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	T1TG pp. 40, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 141 T5TG pp. 39, 73, 107, 141 T6TG pp. 39, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 107, 141 T8TG pp. 39, 67, 73, 107, 141, 144
Developmental Indicators: Older Preschoolers	
LDC-3f: Answer more complex questions with more explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”).	T1TG p. 54 T2TG pp. 97, 98, 104, 142 T3TG pp. 40, 86, 102, 108, 135 T4TG pp. 28, 62, 95, 130, 135, 136 T5TG pp. 33, 62, 120, 130, 132 T6TG pp. 54, 61, 86, 135 T7TG pp. 40, 62, 98, 156 T8TG p. 89
LDC-3g: Ask specific questions to learn more about their world, understand tasks, and solve problems.	T1TG pp. 40, 107, 141 T2TG p. 141 T3TG pp. 39, 73, 107, 141 T4TG pp. 39, 61, 73, 141 T5TG pp. 39, 73, 107, 141 T6TG pp. 39, 73, 74, 107, 141 T7TG pp. 27, 39, 61, 107, 141 T8TG pp. 39, 67, 73, 107, 141, 144
Goal LDC-4. Children speak audibly and express thoughts, feelings, and ideas clearly.	
Developmental Indicators: Younger Preschoolers	
LDC-4h: Communicate messages with expression, tone, and inflection appropriate to the situation.	T2TG pp. 108, 123, 157 T3TG pp. 89, 96 T4TG pp. 123, 157 T5TG pp. 55, 74, 89, 123, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 157 T7TG pp. 55, 89, 123, 157 T8TG pp. 55, 85, 89, 123, 157
LDC-4i: Speak clearly enough to be understood by familiar adults and children.	T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157
Developmental Indicators: Older Preschoolers	
LDC-4j: Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	T1TG pp. 27, 28, 52, 61, 86, 95, 120, 129, 136, 154 T2TG pp. 52, 61, 86, 108, 123, 142, 155, 157 T3TG pp. 27, 53, 61, 89, 95, 96, 113, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 87, 89, 95, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 74, 79, 86, 89, 95, 123, 129, 157 T6TG pp. 55, 86, 89, 102, 108, 123, 143, 154, 155, 157 T7TG pp. 55, 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 102, 121, 123, 129, 154, 155, 157

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LDC-4k: Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	T1TG p. 104 T3TG pp. 46, 62 T4TG p. 46 T5TG pp. 87, 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104
LDC-4l: Speak clearly enough to be understood by most people.	T1TG pp. 29, 35, 108 T2TG pp. 108, 123, 157 T3TG pp. 89, 114, 123, 157 T4TG pp. 55, 89, 123 T5TG p. 142 T6TG pp. 55, 86, 89, 108, 123, 157 T7TG pp. 40, 89, 157
Goal LDC-5. Children describe familiar people, places, things, and events.	
Developmental Indicators: Younger Preschoolers	
LDC-5d: Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	T1TG pp. 40, 74, 108, 142 T2TG pp. 40, 74, 130, 131 T3TG pp. 40, 62, 68, 74 T4TG pp. 40, 108 T5TG pp. 30, 70, 74, 76 T6TG pp. 40, 74, 108, 130 T7TG pp. 74, 76, 121, 130, 148 T8TG pp. 40, 96, 108, 130
LDC-5e: Describe experiences and create or retell short narratives.	T1TG pp. 40, 41, 47, 53, 74, 95, 108, 121, 137, 142, 155 T2TG pp. 40, 53, 69, 87, 120 T3TG pp. 30, 53, 121, 142 T4TG p. 121 T5TG pp. 28, 30, 53, 64, 69, 74, 87, 108, 113, 142, 155, 156 T6TG pp. 53, 74, 108, 120, 142, 143 T7TG pp. 29, 34, 35, 40, 53, 69, 74, 87, 103, 109, 121, 137, 142, 143 T8TG pp. 28, 29, 40, 53, 63, 69, 74, 97, 108, 131, 132, 142, 148
Developmental Indicators: Older Preschoolers	
LDC-5f: Describe experiences and create and/or retell longer narratives.	T1TG pp. 40, 41, 47, 53, 74, 95, 108, 121, 137, 142, 155 T2TG pp. 40, 53, 69, 87, 120 T3TG pp. 30, 53, 121, 142 T4TG p. 121 T5TG pp. 28, 30, 53, 64, 69, 74, 87, 108, 113, 142, 155, 156 T6TG pp. 53, 74, 108, 120, 142, 143 T7TG pp. 29, 34, 35, 40, 53, 69, 74, 87, 103, 109, 121, 137, 142, 143 T8TG pp. 28, 29, 40, 53, 63, 69, 74, 97, 108, 131, 132, 142, 148
Goal LDC-6. Children use most grammatical constructions of their home language well.	
Developmental Indicators: Younger Preschoolers	
LDC-6g: Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 144, 143 T6TG pp. 40, 62, 120, 142 T7TG pp. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141

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LDC-6h: Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).	T3TG p. 115 T4TG p. 80 T5TG pp. 81, 83 T7TG p. 81
Developmental Indicators: Older Preschoolers	
LDC-6i: Speak in full sentences that are grammatically correct most of the time.	T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 143, 144 T6TG pp. 40, 62, 120, 142 T7TG pp. 79, 86, 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141
Goal LDC-7. Children respond to and use a growing vocabulary.	
Developmental Indicators: Younger Preschoolers	
LDC-7k: Repeat familiar songs, chants, or rhymes.	T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115
LDC-7l: Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg).	T1TG p. 27 T2TG p. 68 T3TG p. 35 T5TG pp. 30, 36, 42, 52, 68, 70, 76, 97, 102, 131 T6TG p. 63 T7TG pp. 68, 122 T8TG p. 144
LDC-7m: Make up names for things using words they know (e.g., dog doctor for veterinarian).	T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104
LDC-7n: Use many kinds of cues in the environment to figure out what words mean.	T1TG pp. 30, 97, 122 T2TG pp. 29, 41, 54, 62, 68, 74, 97, 103, 108, 109, 143, 144 T3TG pp. 29, 34, 41, 63, 75, 97, 103, 131 T4TG pp. 28, 29, 34, 41, 62, 63, 70, 75, 88, 102, 109, 136, 148 T5TG pp. 29, 40, 63, 97, 102, 136 T6TG pp. 29, 30, 48, 63, 96, 97, 108, 130, 131, 136, 142 T7TG pp. 29, 30, 34, 36, 40, 42, 64, 68, 70, 76, 88, 96, 97, 102, 131, 137, 142, 148, 149 T8TG pp. 36, 46, 122
Developmental Indicators: Older Preschoolers	
LDC-7o: Repeat familiar songs, chants, or rhymes.	T1TG pp. 115, 135, 149 T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153 T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149 T4TG pp. 47, 52, 81, 115, 149 T5TG pp. 115, 149 T6TG pp. 47, 81 T7TG pp. 47, 81, 115, 119, 149 T8TG pp. 81, 115

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LDC-7p: Use a growing vocabulary that includes many different kinds of words to express ideas clearly.	T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156
LDC-7q: Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots).	T1TG pp. 30, 97, 122 T2TG pp. 29, 41, 54, 62, 68, 74, 97, 103, 108, 109, 143, 144 T3TG pp. 29, 34, 41, 63, 75, 97, 103, 131 T4TG pp. 28, 29, 34, 41, 62, 63, 70, 75, 88, 102, 109, 136, 148 T5TG pp. 29, 40, 63, 97, 102, 136 T6TG pp. 29, 30, 48, 63, 96, 97, 108, 130, 131, 136, 142 T7TG pp. 29, 30, 34, 36, 40, 42, 64, 68, 70, 76, 88, 96, 97, 102, 131, 137, 142, 148, 149 T8TG pp. 36, 46, 122
Foundations for Reading	
Goal LDC-8. Children develop interest in books and motivation to read.	
Developmental Indicators: Younger Preschoolers	
LDC-8j: Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	T1TG pp. 78, 117, 123, 151 T2TG p. 49 T4TG p. 83 T5TG p. 78 T6TG pp. 44, 47, 55, 83, 89, 151, 157 T8TG p. 78
LDC-8k: Show an interest in books, other print, and reading-related activities.	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
LDC-8l: Listen to and discuss storybooks, simple information books, and poetry.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
Developmental Indicators: Older Preschoolers	
LDC-8m: Engage in reading behaviors independently with increased focus for longer periods of time.	T1TG p. 78 T5TG p. 78 T6TG p. 44 T8TG p. 78
LDC-8n: Use and share books and print in their play.	<i>This activity happens daily in Learning Centers.</i>

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LDC-8o: Listen to and discuss increasingly complex storybooks, information books, and poetry.	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149 T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149 T4TG pp. 47, 81, 149 T5TG pp. 49, 89, 96, 123, 151, 157 T6TG pp. 81, 149 T7TG pp. 47, 81, 115, 149 T8TG pp. 47, 81, 115, 149
Goal LDC-9. Children comprehend and use information presented in books and other print media.	
Developmental Indicators: Younger Preschoolers	
LDC-9i: Imitate the special language in storybooks and story dialogue with some accuracy and detail.	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
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.	T1TG pp. 28, 74, 105, 109, 117, 143 T2TG pp. 28, 34, 49, 75, 81, 102, 130, 149 T3TG pp. 28, 53, 155 T4TG pp. 28, 62, 81, 96, 102, 130, 136, 142, 148, 155 T5TG pp. 28, 34, 41, 46, 49, 62, 68, 75, 78, 83, 96, 98, 102, 109, 117, 143, 151 T6TG pp. 41, 44, 49, 62, 68, 75, 81, 96, 104, 109, 130, 143, 151 T7TG pp. 28, 34, 41, 52, 62, 68, 96, 109, 130, 136 T8TG pp. 34, 83, 98, 154
LDC-9k: Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts.	T1TG pp. 28, 34, 46, 52 T2TG pp. 34, 47, 86, 115, 136 T3TG pp. 34, 115, 136, 149, 154 T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155 T5TG pp. 34, 41, 49, 53, 75, 86, 87, 104, 109, 115, 136, 155 T6TG pp. 87, 117, 123, 136 T7TG pp. 86, 121, 151, 154 T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143
LDC-9l: Relate personal experiences to events described in familiar books, with prompting and support.	T1TG pp. 28, 34, 52 T3TG pp. 81, 83 T5TG pp. 121, 149 T6TG pp. 123, 143 T7TG p. 121
LDC-9m: Ask questions about a story or the information in a book.	T1TG pp. 96, 130 T2TG pp. 34, 35, 47, 68, 96, 103, 109, 130, 137, 143 T3TG pp. 28, 35, 41, 62, 69, 75, 109, 121, 130 T4TG pp. 28, 35, 68, 96, 103, 109, 120 T5TG pp. 49, 68, 98, 157 T6TG pp. 28, 35, 41, 52, 62, 81, 103, 137, 143 T7TG pp. 68, 81, 115 T8TG pp. 41, 52, 62, 68, 86, 96, 109, 130
LDC-9n: With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.	T1TG p. 104 T2TG p. 143 T3TG pp. 34, 41, 62, 83, 117 T4TG pp. 49, 64, 83, 117 T5TG pp. 28, 83, 109, 114, 117, 151 T6TG pp. 83, 96, 114, 117 T7TG pp. 28, 115, 117, 151 T8TG pp. 28, 83, 98, 114, 117, 151

Developmental Indicators: Older Preschoolers

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

T1TG pp. 141, 147
T3TG p. 44
T4TG p. 112
T7TG p. 78
T8TG pp. 95, 141

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

T1TG pp. 34, 122, 136
T2TG pp. 68, 102, 120, 154
T4TG pp. 68, 143, 148
T5TG pp. 46, 49, 83, 109, 130, 136, 137
T6TG pp. 34, 41, 68, 75, 117, 120, 136, 151, 154, 157
T7TG pp. 49, 52, 62, 68, 75, 86, 108, 109, 114, 117, 123
T8TG pp. 34, 49, 83, 102, 117, 136, 151

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

T1TG pp. 28, 34, 46, 52
T2TG pp. 34, 47, 86, 115, 136
T3TG pp. 34, 115, 136, 149, 154
T4TG pp. 49, 52, 68, 83, 115, 136, 149, 151, 155
T5TG pp. 34, 41, 49, 53, 75, 86, 87, 104, 109, 115, 136, 155
T6TG pp. 87, 117, 123, 136
T7TG pp. 86, 121, 151, 154
T8TG pp. 41, 52, 68, 75, 87, 98, 109, 136, 143

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

T1TG pp. 28, 34, 52
T3TG pp. 81, 83
T5TG pp. 121, 149
T6TG pp. 123, 143
T7TG p. 121

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

T1TG pp. 96, 130
T2TG pp. 34, 35, 47, 68, 96, 103, 109, 130, 137, 143
T3TG pp. 28, 35, 41, 62, 69, 75, 109, 121, 130
T4TG pp. 28, 35, 68, 96, 103, 109, 120
T5TG pp. 49, 68, 98, 157
T6TG pp. 28, 35, 41, 52, 62, 81, 103, 137, 143
T7TG pp. 68, 81, 115
T8TG pp. 41, 52, 62, 68, 86, 96, 109, 130

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

T1TG p. 104
T2TG p. 143
T3TG pp. 34, 41, 62, 83, 117
T4TG pp. 49, 64, 83, 117
T5TG pp. 28, 83, 109, 114, 117, 151
T6TG pp. 83, 96, 114, 117
T7TG pp. 28, 115, 117, 151
T8TG pp. 28, 83, 98, 114, 117, 151

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

Developmental Indicators: Younger Preschoolers

LDC-10h: Hold a book upright while turning pages one by one front to back, but not always in order.

T1TG pp. 117, 123, 151
T2TG p. 49
T4TG p. 83
T6TG pp. 47, 55, 83, 89, 151, 157

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LDC-10i: With prompting and support, recognize print occurs in different forms and is used for a variety of functions (sign naming block structure, “message” on card for family member).	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
LDC-10j: Demonstrate an understanding that print can tell people what to do (such as print and symbols to organize classroom activities—where to store things, when they will have a turn).	T1TG p. 129 T7TG pp. 73, 153
Developmental Indicators: Older Preschoolers	
LDC-10k: Hold a book upright while turning pages one by one from front to back.	T1TG pp. 117, 123, 151 T2TG p. 49 T4TG p. 83 T6TG pp. 47, 55, 83, 89, 151, 157
LDC-10l: Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story”).	T1TG pp. 97, 111, 131, 145 T2TG pp. 29, 43, 63, 69, 77, 97, 111, 131, 145 T3TG pp. 29, 35, 43, 49, 63, 77, 83, 97, 111, 131, 145, 151 T4TG pp. 29, 43, 63, 69, 77, 86, 97, 111, 131, 145 T5TG pp. 29, 43, 63, 77, 96, 97, 111, 131, 145 T6TG pp. 29, 43, 44, 63, 77, 97, 111, 131, 145 T7TG pp. 29, 43, 63, 77, 97, 111, 131, 145
LDC-10m: Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity).	T1TG p. 129 T7TG pp. 73, 153
LDC-10n: With prompting and support, run their finger under or over print as they pretend to read text.	T1TG pp. 109, 117, 123, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 109, 117, 143, 151, 157 T4TG pp. 41, 75 T6TG pp. 41, 151 T7TG pp. 41, 49, 55, 75, 109, 151 T8TG pp. 49, 55, 83, 89
LDC-10o: Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	T1TG pp. 109, 117, 123, 151, 157 T2TG pp. 41, 49, 75, 83, 109, 117, 123, 143, 151, 157 T3TG pp. 109, 117, 143, 151, 157 T4TG pp. 41, 75 T6TG pp. 41, 151 T7TG pp. 41, 49, 55, 75, 109, 151 T8TG pp. 49, 55, 83, 89
LDC-10p: Identify their name and the names of some friends when they see them in print.	T1TG pp. 47, 69, 75, 81, 115

Goal LDC-11. Children develop phonological awareness.

Developmental Indicators: Younger Preschoolers

LDC-11f: Participate in experiences with songs, poems, and books that have rhyme and wordplay, and learn words well enough to complete refrains and fill in missing words and sounds.

T1TG pp. 115, 135, 149
T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153
T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149
T4TG pp. 47, 52, 81, 115, 149
T5TG pp. 115, 149
T6TG pp. 47, 81
T7TG pp. 47, 81, 115, 119, 149
T8TG pp. 81, 115

LDC-11g: Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.

T1TG pp. 109, 121, 155
T2TG pp. 41, 87, 109, 155
T3TG pp. 41, 53, 109, 143, 155
T4TG pp. 109, 121, 155
T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155
T6TG pp. 41, 53, 75, 87, 109
T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155
T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149

LDC-11h: Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).

T1TG pp. 111, 145
T2TG pp. 43, 77, 111, 115, 139, 143, 145, 157
T3TG pp. 43, 47, 68, 77, 81, 111, 114, 145, 147, 149
T4TG pp. 43, 47, 77, 81, 111, 115, 145, 147,
T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145
T6TG pp. 43, 77, 105, 109, 111, 121, 123, 145
T7TG pp. 34, 43, 71, 75, 77, 89, 111, 143, 145
T8TG pp. 29, 63, 97, 131

Developmental Indicators: Older Preschoolers

LDC-11i: Enjoy rhymes and wordplay, and sometimes add their own variations.

T1TG pp. 115, 135, 149
T2TG pp. 30, 42, 47, 81, 82, 85, 115, 119, 149, 153
T3TG pp. 45, 47, 61, 81, 107, 115, 116, 149
T4TG pp. 47, 52, 81, 115, 149
T5TG pp. 115, 149
T6TG pp. 47, 81
T7TG pp. 47, 81, 115, 119, 149
T8TG pp. 81, 115

LDC-11j: Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.

T1TG pp. 30, 36, 42, 109, 121, 155
T2TG pp. 41, 87, 109, 155
T3TG pp. 41, 53, 109, 143, 155
T4TG pp. 71, 75, 89, 109, 121, 155
T5TG pp. 41, 53, 61, 75, 87, 109, 121, 143, 153, 155
T6TG pp. 41, 53, 75, 87, 109
T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155
T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149

LDC-11k: Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.

T1TG pp. 103, 111, 137, 145
T2TG pp. 43, 69, 77, 111, 115, 137, 139, 143, 145, 157
T3TG pp. 35, 43, 47, 68, 69, 77, 81, 103, 111, 114, 137, 145, 147, 149
T4TG pp. 35, 43, 47, 69, 77, 81, 111, 115, 137, 145, 147,
T5TG pp. 35, 43, 45, 47, 69, 77, 79, 81, 103, 105, 111, 115, 137, 139, 143, 145
T6TG pp. 35, 37, 41, 43, 55, 69, 77, 105, 109, 111, 121, 123, 145
T7TG pp. 34, 35, 43, 71, 75, 77, 89, 103, 111, 143, 145
T8TG pp. 29, 63, 97, 131

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LDC-11i: Associate sounds with specific words, such as awareness that different words begin with the same sound.	T2TG p. 101 T3TG p. 147 T5TG pp. 101, 107, 129 T6TG pp. 109, 139, 143 T8TG pp. 47, 81
Goal LDC-12. Children begin to develop knowledge of the alphabet and the alphabetic principle.	
Developmental Indicators: Younger Preschoolers	
LDC-12b: Demonstrate an interest in learning the alphabet.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87
LDC-12c: Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	T3TG p. 49 T5TG p. 81
LDC-12d: Recognize and name some letters of the alphabet, especially those in their own name.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
Developmental Indicators: Older Preschoolers	
LDC-12e: Demonstrate an interest in learning the alphabet.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87
LDC-12f: Show they know that letters function to represent sounds in spoken words.	T1TG pp. 103, 107, 111, 137, 149 T2TG pp. 35, 37, 43, 47, 71, 79, 103, 105, 115, 137, 139, 149, 157 T3TG pp. 37, 43, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157 T4TG pp. 37, 43, 47, 55, 71, 77, 102, 111, 115, 123, 129, 137, 139, 143, 145, 149 T5TG pp. 35, 43, 69, 71, 103, 111, 137, 139 T6TG pp. 37, 55, 71, 77, 81, 103, 105, 111, 137, 139, 145, 149 T7TG pp. 35, 37, 43, 71, 77, 103, 111, 135, 137, 145, 149 T8TG pp. 39, 101, 129

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LDC-12g: Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them.	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
LDC-12h: Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”).	T1TG pp. 105, 113, 123, 139, 145, 149, 157 T2TG pp. 35, 37, 43, 47, 71, 77, 78, 81, 103, 105, 115, 123, 131, 137, 139, 147, 149, 157 T3TG pp. 37, 43, 47, 77, 81, 89, 103 T4TG pp. 81, 89, 105, 111, 115, 123, 149, 157 T5TG pp. 37, 47, 55, 77, 81, 115, 123, 149 T6TG pp. 43, 47, 55, 77, 81, 89, 105, 111, 139, 145, 149, 157 T7TG pp. 47, 55, 81, 89, 105, 115, 123, 139, 149, 157 T8TG pp. 27, 29, 35, 37, 43, 51, 55, 61, 63, 69, 71, 73, 77, 89, 95, 97, 103, 105, 111, 113, 123, 129, 131, 139, 145, 157
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.	T1TG pp. 111, 145 T2TG pp. 43, 77, 111 T3TG pp. 29, 39, 43, 45, 73, 77, 111, 145 T4TG p. 145 T5TG pp. 33, 37, 41, 43, 55, 67, 77, 111, 145 T6TG pp. 43, 157 T7TG pp. 77, 111 T8TG pp. 47, 81, 89
Foundations for Writing	
Goal LDC-13. Children use writing and other symbols to record information and communicate for a variety of purposes.	
Developmental Indicators: Younger Preschoolers	
LDC-13c: Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want).	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86

North Carolina Foundations for Early Learning and Development	<i>DIG: Develop. Inspire. Grow.™</i>
LDC-13d: With prompting and support, communicate their thoughts for an adult to write.	T1TG pp. 96, 99, 102, 133 T2TG pp. 31, 65, 99, 133 T3TG pp. 31, 65, 99 T4TG pp. 31, 65, 71, 77, 99, 133 T5TG pp. 65, 99, 133 T6TG pp. 65, 99, 133 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 43, 65, 77, 99, 111, 133, 145
LDC-13e: Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play).	<i>This activity happens daily in Learning Centers.</i>
Developmental Indicators: Older Preschoolers	
LDC-13f: Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	T2TG pp. 44, 80, 146 T3TG pp. 37, 112 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG p. 86
LDC-13g: Communicate their thoughts for an adult to write.	T1TG pp. 96, 99, 102, 133 T2TG pp. 31, 65, 99, 133 T3TG pp. 31, 65, 99 T4TG pp. 31, 65, 71, 77, 99, 133 T5TG pp. 65, 99, 133 T6TG pp. 65, 99, 133 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 43, 65, 77, 99, 111, 133, 145
LDC-13h: Independently engage in writing behaviors for various purposes. (e.g., Write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).	<i>This activity happens daily in Learning Centers.</i>
Goal LDC-14. Children use knowledge of letters in their attempts to write.	
Developmental Indicators: Younger Preschoolers	
LDC-14a: Begin to use letters and approximations of letters to write their name.	T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133
LDC-14b: Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a list of letters).	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87
Developmental Indicators: Older Preschoolers	
LDC-14c: Use known letters and approximations of letters to write their own name and some familiar words.	T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133
LDC-14d: Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	T5TG p. 112 T8TG pp. 37, 44, 71, 105, 139

Goal LDC-15. Children use writing skills and conventions.

Developmental Indicators: Younger Preschoolers

LDC-15f: Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).

T5TG p. 145
T6TG p. 133
T8TG pp. 43, 77, 111, 145

LDC-15g: Make marks they call “writing” that look different from drawings (vertical series of marks for a “grocery list,” horizontal line of marks for a “story”).

T1TG pp. 34, 68
T2TG pp. 34, 52, 78, 112
T3TG pp. 28, 34, 86, 112
T4TG pp. 52, 86, 112
T5TG pp. 68, 96, 102, 133
T6TG p. 62
T7TG pp. 34, 150
T8TG pp. 120, 136

LDC-15h: Play with writing letters and make letter-like forms.

T1TG pp. 97, 105, 111, 131, 139, 145
T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145
T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139
T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139
T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139
T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139
T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139
T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145

Developmental Indicators: Older Preschoolers

LDC-15i: Use a variety of writing tools and materials with increasing precision.

T5TG p. 145
T6TG p. 133
T8TG pp. 43, 77, 111, 145

LDC-15j: Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of “words”).

T1TG p. 115
T4TG p. 52
T5TG p. 146
T8TG pp. 43, 111

LDC-15k: Use some conventional letters in their writing.

T1TG pp. 97, 105, 111, 131, 139, 145
T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145
T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139
T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139
T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139
T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139
T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139
T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145

Cognitive Development

Construction of Knowledge: Thinking and Reasoning

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

Developmental Indicators: Younger Preschoolers

CD-1h: Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).

T5TG p. 136
T7TG pp. 95, 96, 101, 146

CD-1i: Express knowledge gathered through their senses using play, art, language, and other forms of representation.

T1TG p. 78
T2TG pp. 96, 99, 102, 108, 113, 119, 120
T7TG pp. 101, 148

CD-1j: Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).

T5TG pp. 136, 141, 147
T7TG pp. 96, 120

Developmental Indicators: Older Preschoolers

CD-1k: Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom).

T5TG p. 136
T7TG pp. 95, 96, 101, 146

CD-1l: Express knowledge gathered through their senses using play, art, language, and other forms of representation.

T1TG p. 78
T2TG pp. 96, 99, 102, 108, 113, 119, 120
T7TG pp. 101, 148

CD-1m: Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).

T6TG p. 112

CD-1n: Organize and use information through matching, grouping, and sequencing.

T5TG pp. 136, 141, 147
T7TG pp. 96, 120

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

Developmental Indicators: Younger Preschoolers

CD-2o: Recognize whether a picture or object is the same as or different from something they have seen before.

T1TG p. 151
T2TG pp. 83, 98, 104, 110, 148
T3TG p. 133
T4TG p. 120
T5TG pp. 105, 111
T7TG pp. 96, 114, 117

CD-2p: Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).

T2TG p. 104
T5TG p. 82
T6TG pp. 34, 46, 53, 80, 86, 96, 130
T7TG p. 46
T8TG pp. 130, 136, 148

CD-2q: Describe or act out a memory of a situation or action, with adult support.

T4TG p. 121
T6TG p. 53

CD-2r: Make predictions about what will happen using what they know.

T5TG pp. 101, 120
T6TG p. 96
T7TG pp. 80, 96, 102, 114, 136, 148, 154

CD-2s: Introduce ideas or actions in play based on previous knowledge or experience.

T2TG p. 104
T5TG p. 82
T6TG pp. 34, 46, 53, 80, 86, 96, 130
T7TG p. 46
T8TG pp. 130, 136, 148

CD-2t: Ask questions about why things happen and try to understand cause and effect.

T1TG p. 103
T3TG p. 96
T4TG pp. 96, 114, 120, 154
T5TG pp. 52, 108, 142
T7TG p. 129
T8TG p. 34

Developmental Indicators: Older Preschoolers

CD-2u: Demonstrate their ability to apply what they know about everyday experiences to new situations.

T2TG p. 104
T5TG p. 82
T6TG pp. 34, 46, 53, 80, 86, 96, 130
T7TG p. 46
T8TG pp. 130, 136, 148

CD-2v: Describe past events in an organized way, including details or personal reactions.

T8TG pp. 62, 65, 67, 68, 80, 86, 136

North Carolina Foundations for Early Learning and Development	<i>DIG: Develop. Inspire. Grow.™</i>
CD-2w: Improve their ability to make predictions and explain why things happen using what they know.	T5TG pp. 101, 120 T6TG p. 96 T7TG pp. 80, 96, 102, 114, 136, 148, 154
CD-2x: Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.	T2TG p. 104 T5TG p. 82 T6TG pp. 34, 46, 53, 80, 86, 96, 130 T7TG p. 46 T8TG pp. 130, 136, 148
CD-2y: Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	T1TG p. 103 T3TG p. 96 T4TG pp. 96, 114, 120, 154 T5TG pp. 52, 108, 142, 146 T6TG pp. 61, 63, 74, 114 T7TG pp. 46, 62, 67, 114, 129, 133, 148 T8TG p. 34
Goal CD-3. Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Developmental Indicators: Younger Preschoolers	
CD-3f: Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	T6TG p. 112
CD-3g: Use words like “think” and “know” to talk about thoughts and beliefs.	T1TG pp. 27, 28, 52, 61, 86, 95, 120, 129, 136, 154 T2TG pp. 52, 61, 86, 121, 123, 142, 155, 157 T3TG pp. 27, 53, 61, 95, 96, 113, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 87, 89, 95, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 79, 86, 89, 95, 123, 129, 157 T6TG pp. 40, 52, 55, 61, 87, 89, 123, 143, 154, 155, 157 T7TG pp. 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 102, 121, 123, 129, 154, 155, 157
CD-3h: Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is).	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44
Developmental Indicators: Older Preschoolers	
CD-3i: Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	T6TG p. 112
CD-3j: Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”).	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 129 T4TG p. 44
CD-3k: Use language to describe their thinking processes with adult support.	T1TG pp. 27, 28, 52, 61, 86, 95, 120, 129, 136, 154 T2TG pp. 52, 61, 86, 121, 123, 142, 155, 157 T3TG pp. 27, 53, 61, 95, 96, 113, 123, 129, 130, 155, 157 T4TG pp. 53, 55, 61, 87, 89, 95, 109, 120, 123, 130, 157 T5TG pp. 27, 52, 55, 79, 86, 89, 95, 123, 129, 157 T6TG pp. 40, 52, 55, 61, 87, 89, 123, 143, 154, 155, 157 T7TG pp. 61, 87, 89, 95, 123, 129, 130, 132, 142, 148, 157 T8TG pp. 27, 34, 52, 53, 55, 61, 68, 86, 87, 89, 95, 102, 121, 123, 129, 154, 155, 157

Creative Expression

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

Developmental Indicators: Younger Preschoolers

CD-4g: Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).

T2TG p. 143
T3TG p. 121
T4TG pp. 41, 53, 75, 87, 143
T5TG pp. 44, 156
T8TG pp. 41, 78

CD-4h: Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).

T2TG p. 143
T3TG p. 121
T4TG pp. 41, 53, 75, 87, 143
T8TG p. 41, 149

Developmental Indicators: Older Preschoolers

CD-4i: Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again).

T2TG p. 143
T3TG p. 121
T4TG pp. 41, 53, 75, 87, 143
T5TG pp. 44, 156
T8TG pp. 41, 78

CD-4j: Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).

T2TG p. 143
T3TG p. 121
T4TG pp. 41, 53, 75, 87, 143
T8TG p. 41, 149

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

T5TG pp. 34, 155, 156
T8TG pp. 81, 115, 149

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

Developmental Indicators: Younger Preschoolers

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

T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 131, 137
T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137
T3TG pp. 29, 35, 63, 69, 78, 97, 103, 112, 131, 137
T4TG pp. 29, 44, 63, 69, 97, 103, 131
T5TG pp. 29, 35, 63, 69, 97, 103, 131, 137
T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137
T7TG pp. 29, 35, 63, 69, 78, 97, 103, 131, 137
T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115

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

T3TG pp. 46, 78, 112, 146
T5TG pp. 133, 139, 145
T6TG p. 112

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

T3TG p. 78
T4TG pp. 44, 78
T5TG pp. 71, 77, 133, 139, 145
T6TG p. 78

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

T1TG pp. 97, 109, 131
T2TG pp. 29, 63, 97, 131
T3TG pp. 29, 63, 131
T4TG pp. 29, 63, 97, 131
T5TG pp. 29, 63, 97, 121, 131, 155
T6TG pp. 29, 63, 97, 131
T7TG pp. 29, 63, 109, 121, 131

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CD-5q: Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.	T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149
Developmental Indicators: Older Preschoolers	
CD-5r: Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 131, 137 T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137 T3TG pp. 29, 35, 63, 69, 78, 97, 103, 112, 131, 137 T4TG pp. 29, 44, 63, 69, 97, 103, 131 T5TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 78, 97, 103, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115
CD-5s: Plan and act out scenes based on books, stories, everyday life, and imagination.	T1TG pp. 52, 141, 147 T3TG p. 44 T4TG p. 112 T6TG p. 119 T7TG pp. 78, 146 T8TG pp. 81, 95, 115, 141, 149
CD-5t: Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.	T3TG pp. 46, 78, 112, 146 T4TG p. 44 T5TG pp. 133, 139, 145 T6TG p. 112 T7TG p. 78 T8TG p. 146
CD-5u: Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song).	T1TG pp. 41, 47, 53 T5TG p. 113 T7TG pp. 27, 33, 45, 51
CD-5v: Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.	T1TG pp. 109, 121, 155 T2TG pp. 41, 87, 109, 155 T3TG pp. 41, 53, 109, 143, 155 T4TG pp. 109, 121, 155 T5TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T6TG pp. 41, 53, 75, 87, 109 T7TG pp. 41, 53, 75, 87, 109, 121, 143, 155 T8TG pp. 29, 35, 47, 63, 69, 75, 81, 109, 115, 137, 143, 149
Social Connections	
Goal CD-6. Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	
Developmental Indicators: Younger Preschoolers	
CD-6h: Talk about close family members, name their relationships to each other, and describe family routines ("Marika is my sister." "My grandma takes care of me at night.").	T2TG pp. 62, 68, 74, 80, 96 T6TG p. 53
CD-6i: Adopt roles of family and community members during play, given support and realistic props.	<i>This activity happens daily in Learning Centers.</i> T8TG p. 146
CD-6j: Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors).	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153

Developmental Indicators: Older Preschoolers

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.

T2TG pp. 62, 68, 74, 80, 96
T6TG p. 53

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.

This activity happens daily in Learning Centers.
T8TG p. 146

CD-6m: Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists).

T3TG pp. 62, 68, 79, 86, 87, 108
T8TG p. 153

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

Developmental Indicators: Younger Preschoolers

CD-7d: Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, "That's my family," or "I'm in Ms. Emily's class.>").

T2TG pp. 62, 68, 74, 80, 96

Developmental Indicators: Older Preschoolers

CD-7e: Identify and express self as a part of several groups (e.g., family, preschool class, faith community).

T2TG pp. 62, 68, 74, 80, 86, 96
T3TG p. 101
T5TG pp. 110, 135
T6TG p. 53, 155
T7TG p. 121

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

Developmental Indicators: Younger Preschoolers

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

T2TG pp. 5, 28, 40, 46
T3TG pp. 53, 130, 131, 153, 154, 155
T7TG p. 143

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

T2TG p. 5
T3TG pp. 130, 136, 142, 148, 153, 154, 155
T7TG p. 143

Developmental Indicators: Older Preschoolers

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

T2TG pp. 5, 28, 40, 46
T3TG pp. 53, 130, 131, 153, 154, 155
T7TG p. 143

CD-8g: Talk about how other children have different family members and family structures than their own ("I live with my Grandma and Shanika lives with her Mom and Dad." "David's dad works but my Daddy stays home and takes care of me.").

T2TG pp. 62, 68, 74, 80, 86

CD-8h: Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.).

T2TG p. 5
T3TG pp. 130, 136, 142, 148, 153, 154, 155
T7TG p. 143

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

Developmental Indicators: Younger Preschoolers

CD-9b: Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).

T3TG pp. 28, 34, 40, 46, 52, 141
T8TG p. 96

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

T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 148, 154
T7TG p. 147

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

T1TG p. 143
T4TG p. 51
T5TG pp. 40, 95, 96, 101, 114, 119
T7TG p. 27

CD-9e: With prompting and support, participate as a member of a democratic classroom community (vote for name of class pet, wait turn to paint when easels are full).

T1TG pp. 34, 121
T5TG p. 102
T6TG p. 143
T8TG pp. 41, 75, 109, 143

Developmental Indicators: Older Preschoolers

CD-9f: Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”).

T3TG pp. 28, 34, 40, 46, 52, 141
T8TG p. 96

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

T6TG p. 53
T7TG p. 129
T8TG pp. 46, 61, 62, 67, 68, 74, 79, 80, 86, 136

CD-9h: Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear).

T1TG p. 143
T4TG p. 51
T5TG pp. 40, 95, 96, 101, 114, 119
T7TG p. 27

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

T4TG pp. 109, 115
T8TG pp. 130, 136, 142, 146, 148, 154

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

T1TG pp. 28, 34, 40, 52, 78, 130, 136
T3TG pp. 95, 96
T5TG p. 154
T7TG p. 121

Mathematical Thinking and Expression

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

Developmental Indicators: Younger Preschoolers

CD-10j: Rote count in order to 10 with increasing accuracy.

T2TG pp. 36, 42, 54, 82, 88, 132
T3TG p. 116
T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156
T5TG p. 67
T6TG p. 101
T7TG p. 107
T8TG p. 138

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?”

T1TG pp. 36, 76
T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123
T3TG pp. 116, 117
T4TG pp. 64, 70, 98, 104, 132, 153

North Carolina Foundations for Early Learning and Development	<i>DIG: Develop. Inspire. Grow.™</i>
CD-10i: 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 (choose a plate with four cookies rather than a plate with one cookie).	T2TG pp. 31, 37, 43, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123 T3TG p. 116 T6TG pp. 150, 157
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.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
Developmental Indicators: Older Preschoolers	
CD-10n: Rote count in order to 20 with increasing accuracy.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG pp. 101, 150 T7TG p. 107 T8TG p. 138
CD-10o: Without counting, state the number of objects in a small collection (1–3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting).	T2TG pp. 82, 151 T4TG pp. 31, 37 T6TG pp. 116, 117, 138, 145, 150
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?”	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
CD-10q: Given a number 0–5, count out that many objects.	T2TG pp. 76, 116 T4TG pp. 31, 37, 49, 55, 64, 71, 76, 77, 82, 83, 89, 99, 105, 111, 117, 123, 133, 139, 145, 151, 156, 157 T6TG pp. 31, 37, 55, 99, 123 T8TG pp. 110, 111
CD-10r: Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects.	T2TG pp. 88, 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG p. 82 T5TG p. 150 T6TG pp. 139, 151, 157 T8TG p. 143
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 smaller groups.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
CD-10t: Write numerals or number-like forms during play and daily activities.	T4TG pp. 30, 31, 36, 37, 42, 71, 76, 77, 99, 104, 105, 111, 116, 117, 122, 139, 145, 151 T5TG p. 150 T6TG pp. 77, 83, 145 T7TG pp. 48, 49

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CD-10u: Match numerals 1–5 to sets of objects, with guidance and support.	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
CD-10v: Recognize some numerals and attempt to write them during play and daily activities.	T2TG pp. 43, 144 T4TG pp. 30, 36, 37, 49, 156 T6TG p. 45
CD-10w: Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train).	T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157
Goal CD-11. Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.	
Developmental Indicators: Younger Preschoolers	
CD-11f: Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	T3TG pp. 43, 77, 98, 122 T6TG p. 79
CD-11g: Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	T3TG pp. 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151
CD-11h: Compare the size or weight of two objects and identify which one is longer/taller/heavier than the other (“That rock is heavier than this one; I can’t lift it.” “A snake is longer than a worm.”).	T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 82, 83 T6TG p. 67
CD-11i: Identify familiar objects as the same or different.	T1TG pp. 30, 36, 42, 48, 54, 76, 82, 123 T3TG pp. 31, 37, 43, 83, 82
CD-11j: Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf).	T1TG pp. 30, 42, 48, 54, 76, 82, 111, 123, 139, 145 T2TG p. 78 T3TG pp. 82, 83 T5TG pp. 48, 65, 82, 83, 104, 105, 111 T7TG pp. 99, 116, 117 T8TG pp. 102, 132
CD-11k: Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors).	T1TG pp. 48, 54, 64, 70, 88, 99, 104, 122, 132, 138 T3TG p. 49
Developmental Indicators: Older Preschoolers	
CD-11l: Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	T3TG pp. 43, 77, 98, 122 T6TG p. 79
CD-11m: Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	T3TG pp. 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151
CD-11n: Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string).	T3TG pp. 30, 36, 37, 42, 55, 64, 65, 76, 77, 83, 88, 89, 98, 105, 122, 132, 133, 144, 145, 150, 151, 157 T5TG pp. 48, 49, 82, 83 T6TG p. 67
CD-11o: Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest).	T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157
CD-11p: Sort a group of objects (0–10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color).	T1TG pp. 76, 82, 111, 123, 139, T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144

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<p>CD-11q: Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).</p>	<p>T1TG pp. 54, 64, 70, 98, 99, 104, 105, 110, 116, 117, 122, 123, 132, 138, 139, 144, 150, 151, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 116, 117 T7TG p. 82 T8TG pp. 132, 133</p>
<p>Goal CD-12. Children identify and use common shapes and concepts about position during play and other activities.</p>	
<p>Developmental Indicators: Younger Preschoolers</p>	
<p>CD-12h: Show they understand positions in space by using position words during play and by following directions from an adult (say, “Stand behind the chair.” “Put the ball in the box.”).</p>	<p>T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144</p>
<p>CD-12i: Use 2- and 3-dimensional shapes to create pictures, designs, or structures.</p>	<p>T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110</p>
<p>CD-12j: Find shapes in the environment and describe them in their own words.</p>	<p>T5TG pp. 55, 76, 98, 99, 104, 110 T7TG pp. 30, 36, 104, 122, 144, 145, 150, 157 T8TG pp. 82, 144, 145</p>
<p>Developmental Indicators: Older Preschoolers</p>	
<p>CD-12k: Consistently use a variety of words for positions in space, and follow directions using these words.</p>	<p>T1TG p. 79 T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157 T7TG pp. 41, 144</p>
<p>CD-12l: Use 2- and 3-dimensional shapes to represent real-world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”).</p>	<p>T5TG pp. 37, 43 T7TG pp. 31, 37, 43, 65, 71, 110</p>
<p>CD-12m: Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”).</p>	<p>T3TG p. 41 T5TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 99, 105, 111, 117, 122, 123 T6TG pp. 48, 82, 83 T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150 T8TG pp. 48, 49, 82, 83, 144, 145</p>
<p>Goal CD-13. Children use mathematical thinking to solve problems in their everyday environment.</p>	
<p>Developmental Indicators: Younger Preschoolers</p>	
<p>CD-13b: Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).</p>	<p>T2TG pp. 83, 150 T3TG pp. 31, 55, 88, 99, 122, T4TG pp. 43, 48, 54, 55, 82, 105, 111, 123, 132 T6TG pp. 64, 65, 70, 76, 77, 99, 123, 144, 156, 157 T8TG pp. 99, 104, 139, 156, 157</p>
<p>CD-13c: Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).</p>	<p>T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139</p>

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CD-13d: Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle® sticks in a pile to show the number of children who want crackers for snack).	T2TG pp. 37, 55, 122 T4TG pp. 64, 65, 77, 83, 89, 138 T5TG pp. 144, 157 T6TG pp. 64, 65, 70, 76, 77, 82, 89, 99, 105, 122, 132, 133 T7TG pp. 48, 49, 110 T8TG pp. 43, 64, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 105, 110, 111, 116, 156, 157
Developmental Indicators: Older Preschoolers	
CD-13e: Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.	T2TG pp. 83, 150 T3TG pp. 31, 55, 88, 99, 122, T4TG pp. 43, 48, 54, 55, 82, 105, 111, 123, 132 T6TG pp. 64, 65, 70, 76, 77, 99, 123, 144, 156, 157 T8TG pp. 99, 104, 139, 156, 157
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 (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
CD-13g: Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question).	T2TG pp. 37, 55, 122 T4TG pp. 64, 65, 77, 83, 89, 138 T5TG pp. 144, 157 T6TG pp. 64, 65, 70, 76, 77, 82, 89, 99, 105, 122, 132, 133 T7TG pp. 48, 49, 110 T8TG pp. 43, 64, 65, 70, 71, 76, 77, 82, 83, 88, 89, 98, 105, 110, 111, 116, 156, 157
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 knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”).	T1TG p. 156 T2TG pp. 64, 70, 71, 76, 88, 98, 104, 110, 150 T5TG pp. 30, 37, 48, 54, 64, 76, 82, 88, 98, 99 T6TG pp. 36, 37, 42, 43, 48, 54, 55, 71, 82, 122, 132, 138 T7TG pp. 30, 36, 42, 64, 70, 88 T8TG pp. 42, 48, 49, 54, 64, 70, 71, 76, 77, 88, 98, 144
Scientific Exploration and Knowledge	
Goal CD-14. Children observe and describe characteristics of living things and the physical world.	
Developmental Indicators: Younger Preschoolers	
CD-14e: Participate in the care of living things, with guidance and support (water plants, help to feed classroom pet).	T4TG p. 108 T5TG pp. 39, 80 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120
CD-14f: Notice and react to the natural world and the outdoor environment.	T3TG pp. 141, 143 T5TG pp. 28, 39, 62, 68, 73, 80, 86, 102, 108, 113, 120, 121 T6TG p. 129
CD-14g: Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	T5TG p. 87 T6TG pp. 28, 40, 51, 79, 80, 107, 108, 130, 142, 148, 154 T7TG pp. 67, 73, 117
CD-14h: Notice and describe current weather conditions.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27

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CD-14i: Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	T5TG p. 136 T7TG pp. 95, 96, 101, 114, 130, 136, 146, 147, 148, 154
CD-14j: Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
Developmental Indicators: Older Preschoolers	
CD-14k: Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).	T1TG p. 78 T2TG pp. 112, 113, 119 T7TG pp. 101, 148
CD-14l: Notice and react to the natural world and the outdoor environment.	T3TG pp. 141, 143 T5TG pp. 28, 39, 62, 68, 73, 80, 86, 102, 108, 113, 120, 121 T6TG p. 129
CD-14m: Describe some things plants and animals need to live and grow (sunlight, water, food).	T4TG p. 108 T5TG pp. 39, 80 T6TG pp. 34, 61, 62, 68, 74, 80, 85, 86, 96, 101, 102, 108, 109, 114, 120
CD-14n: Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).	T1TG p. 9 T6TG pp. 96, 102, 120, 155
CD-14o: Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 114, 119 T7TG p. 27
CD-14p: Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer).	T5TG p. 136 T7TG pp. 95, 96, 101, 114, 130, 136, 146, 147, 148, 154
CD-14q: Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).	T5TG pp. 28, 46, 53, 62, 69, 130, 135, 136, 142, 146, 148, 153, 154, 155
Goal CD-15. Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
Developmental Indicators: Younger Preschoolers	
CD-15i: Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	T5TG pp. 96, 102, 108, 114, 120 T6TG pp. 102, 114, 120 T7TG pp. 80, 96, 102, 120, 133, 142
CD-15j: Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	T2TG p. 113 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 95, 112, 114, 148
CD-15k: Ask questions to find out more about the natural world.	T6TG pp. 27, 51, 74, 96 T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130
CD-15l: Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars).	T5TG p. 102 T7TG pp. 51, 67
CD-15m: Describe and predict changes that take place when mixing and manipulating materials.	T5TG pp. 101, 120 T6TG p. 96 T7TG pp. 80, 96, 102, 114, 136, 148, 154

Developmental Indicators: Older Preschoolers

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

T5TG pp. 96, 102, 108, 114, 120
T6TG pp. 102, 114, 120
T7TG pp. 80, 96, 102, 120, 133, 142

CD-15o: Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).

T6TG pp. 27, 51, 74, 96
T7TG pp. 28, 34, 46, 62, 68, 80, 86, 96, 102, 108, 114, 130

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

T1TG p. 78
T2TG pp. 113, 119
T6TG pp. 61, 63, 95, 102, 114, 131
T7TG pp. 95, 112, 114, 148

CD-15q: Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers).

T5TG p. 102
T7TG pp. 51, 67

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

T5TG pp. 101, 120
T6TG pp. 96, 114
T7TG pp. 80, 96, 102, 114, 130, 136, 148, 154

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

T2TG pp. 48, 76
T5TG pp. 133, 139, 145
T6TG pp. 36, 42, 54, 70, 76, 83, 145
T7TG pp. 48, 49
T8TG pp. 36, 42, 43, 54, 64, 70, 78, 82



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