

# Alignment Rubric for use with the North Carolina Foundations for Early Learning and Development

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## **Aligning Learning Events with the North Carolina Foundations for Early Learning and Development**

The rubric below is provided to support Professional Development Practitioners as they work towards aligning new and existing trainings with the North Carolina Foundations for Early Learning and Development (NC FELD). By following these instructions and completing the rubric, PD practitioners will be able to identify areas where their trainings are strong in regard to representing and supporting the content presented in NC FELD, or where course content may need to be revised to better align with NC FELD.

### **Instructions for completing the Rubric:**

**Step 1: Determine what NCFELD domains, sub-domains, goals, and developmental indicators are addressed in the learning event (*Question 1*).** Analyze the learning objectives and course content of the training. What domains, sub-domains, goals, and/or developmental indicators are reflected in course content? Follow course content closely. Only aspects of the NC FELD that directly relate to course content should be considered.

**Step 2: Determine how NCFELD domains, sub-domains, goals, indicators and strategies are incorporated into the learning even (*Questions 2-6*).** Consider how course content is presented, and what talking points were developed. Are aspects of the NC FELD incorporated into learning objectives, talking point, examples, and/or activities in the training?

**Step 3: Rate alignment using scoring section.** When the rubric is complete, add the number of “Yes” answers given to the training and compare to the scoring chart on page 4.

**Step 4: If aligned, add to NC FELD Mapping tool (if utilized).** The NC CCR&R Council has provided agencies with a sample mapping tool that can be used to house alignment information on all trainings within the agency. If an agency is utilizing this mapping tool, once a training has met alignment (as determined by the scoring chart on page 4), the training should be added to the mapping tool.

# North Carolina Foundations for Early Learning and Development Alignment Rubric

Course Title:

Course Creator:

Date:

Rubric Question	Yes	No	Notes/Evidence
1. Determine what NC FELD domains, sub-domains, goals, indicators and strategies are addressed by the course content:			
a. Do any of the subjects/topics/segments of this learning event address any <b>domains</b> of NC FELD? <i>Please indicate in the notes/evidence section which domains are addressed.</i>	X		First Impressions: Ready, Set, Go APL 1k, n, o; 3m, n, p, q; 7h, j ESD 1k, l; 4k, p; 6l, o; 7m, p LDC 2n CD 3f, h, j; 8d, f
b. Do any of the subjects/topics/segments of this learning event address any <b>sub-domains</b> of NC FELD? <i>Please indicate in the notes/evidence section which sub-domains are addressed.</i>	X		First Impressions: Graph Comparisons CD 7e CD 10j, k, l, m, o, r CD 13d, g
c. Do any of the subjects/topics/segments of this learning event address any <b>goals</b> of NC FELD? <i>Please indicate in the notes/evidence section which goals are addressed.</i>	X		Fishing Fun: Ready, Set, Go! APL 1p APL 2k APL 3m, n, p, q, s, t APL 6k, n CD 5n
d. Do any of the subjects/topics/segments of this learning event address any <b>indicators</b> of NC FELD? <i>Please indicate in the notes/evidence section which indicators are addressed.</i>	X		First Impressions: Ready, Set, Go APL 1k, n, o; 3m, n, p, q; 7h, j ESD 1k, l; 4k, p; 6l, o; 7m, p LDC 2n CD 3f, h, j; 8d, f
e. Do any of the subjects/topics/segments of this learning event address any <b>strategies</b> of NC FELD? <i>Please indicate in the notes/evidence section which strategies are addressed.</i>	X		First Impressions: Graph Comparisons CD 7e CD 10j, k, l, m, o, r CD 13d, g)

			*Incorporate many different types of counting activities. (#4) *Model problem-solving strategies. (#8)
2. Are all aspects of the NC FELD used appropriately in course content? <i>Does course content aligned to specific areas of the NC FELD support the document? Does course content support the guiding principles of NC FELD? If course content conflicts with the content of NC FELD, answer No.</i>	X		See Curriculum Guide
3. Are domains, sub-domains, goals, indicators, and strategies from the NC FELD referenced in the learning objectives of your learning event? <i>Please list in the notes/evidence section where in course content aspects of the NC FELD are referenced.</i>	X		See Handout
4. Are domains, sub-domains, goals, indicators, and strategies from the NCFELD incorporated explicitly as a part of your learning event? <i>Please list in the notes/evidence section where in course content aspects of the NC FELD are incorporated explicitly.</i>	X		See Handout
5. Do activities and/or materials in the learning event incorporate NC FELD goals, sub-goals, indicators and/or strategies? <i>Please list in the notes/evidence section where in course content aspects of the NC FELD are used in activities and/or materials.</i>	X		See Curriculum Guide
6. Are participants asked to share/reflect/develop strategies, activities and/or approaches to their classroom that relate to aspects of NC FELD? <i>Please list in the notes/evidence section where in course content where participants are asked to relate classroom strategies, activities, and/or approaches to their classroom that relate to NC FELD.</i>	X		Opportunity for homework assignment to complete activities with their students

<b>“Score”</b>	<b>Level of Alignment</b>	<b>Description</b>
10	Fully Aligned	The stated learning objectives, talking points, activities and materials utilized in course content address at least one aspect of each level of NC FELD. Course content will provide participants with an understanding of NC FELD as it relates to the topic.
1-9	Not Yet Aligned	Some of the following: stated learning objectives, talking points, activities and materials utilized in course content address at least one aspect of each level of NC FELD. Course content may provide participants with an understanding of NC FELD as it relates to the topic. Further work is required to bring this training into alignment
0	Not Aligned	No aspects of the NC FELD are incorporated into this learning event. There is no evidence that participants will gain an understanding of the NC FELD as it relates to this topic.

North Carolina Resource and Referral Council

# NC FELD Alignment Domain Worksheets

Preschool

# Domain Worksheet: Approaches to Learning

## Sub-Domain: Curiosity, Information-Seeking, and Eagerness

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

Younger Preschoolers		Evidence
<b>APL 1j</b>	Discover things that interest and amaze them and seek to share them with others.	First Impressions: Getting To Know You
<b>APL 1k</b>	Communicate interest to others through verbal and non-verbal means (take teacher to the science center to see a new animal).	First Impressions: Ready, Set, Go!
<b>APL 1l</b>	Show interest in a growing range of topics, ideas, and tasks.	First Impressions: Ready, Set, Go!
Older Preschoolers		
<b>APL 1m</b>	Discover things that interest and amaze them and seek to share them with others.	First Impressions: Getting To Know You
<b>APL 1n</b>	Communicate interest to others through verbal and non-verbal means (take teacher to the science center to see a new animal).	First Impressions: Ready, Set, Go!; Healthy Me!
<b>APL 1o</b>	Show interest in a growing range of topics, ideas, and tasks.	First Impressions: Ready, Set, Go!
<b>APL 1p</b>	Demonstrate interest in mastering new skills (e.g. name writing, riding a bike, dance moves, building skills).	Fishing Fun: Practice Casting

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

Younger Preschoolers		
<b>APL 2i</b>	Ask questions about the people and things around them.	Fishing Fun: Ready, Set, Go!
<b>APL 2j</b>	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).	Fishing Fun: Cause and Effect; Bait and Lures
<b>APL 2k</b>	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).	Fishing Fun: Ready, Set, Go!
Older Preschoolers		
<b>APL 2l</b>	Ask questions to find out more about the things that interest them, including questions about future events.	
<b>APL 2m</b>	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).	
<b>APL 2n</b>	Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining).	

**Sub-domain: Play and Imagination**

- **Goal APL3:** Children engage in increasingly complex play

Younger Preschoolers		
<b>APL 3m</b>	Engage in dramatic play themes that include interacting with other children, but often are not coordinated.	Fishing Fun: Ready, Set, Go!; Practice Casting
<b>APL 3n</b>	Talk to peers and share materials during play.	Fishing Fun: Ready, Set, Go!
<b>APL 3o</b>	Engage in make-believe play with imaginary objects.	Fishing Fun: Fish Tag; Warm-Up
<b>APL 3p</b>	Use language to begin and carry on play with others.	Wildlife Water Safari: Ready, Set, Go!
<b>APL 3q</b>	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).	Fishing Fun: Healthy Me
Older Preschoolers		
<b>APL 3r</b>	Develop and sustain more complex pretend play themes in cooperation with peers.	Fishing Fun: Fish Tag
<b>APL 3s</b>	Use more complex and varied language to share ideas and influence others during play.	Fishing Fun: Ready, Set, Go!
<b>APL 3t</b>	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).	Fishing Fun: Ready, Set, Go!
<b>APL 3u</b>	Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”)	Fishing Fun: Clean-Up

- **Goal APL4:** Children demonstrate creativity, imagination, and inventiveness.

Younger Preschoolers		
<b>APL 4h</b>	Offer new ideas about how to do or make things.	Wildlife Water Safari: Safari Hats
<b>APL 4i</b>	Add new actions, props, or dress-up items to pretend play.	Wildlife Water Safari: Safari Hats
<b>APL 4j</b>	Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways.	
<b>APL 4k</b>	Experiment with language, musical sounds, and movement.	Fishing Fun: Fishy Swimming School
Older Preschoolers		
<b>APL 4l</b>	Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them.	Fishing Fun: Fish Tag
<b>APL 4m</b>	Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles.	Wildlife Water Safari: Ready, Set, Go!
<b>APL 4n</b>	Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas.	Fishing Fun: Gyotaku
<b>APL 4o</b>	Make up stories, songs, or dances for fun during play.	

**Sub-domain: Risk-Taking, Problem Solving, and Flexibility**

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

<b>Younger Preschoolers</b>		
<b>APL 5k</b>	Express a belief that they can do things that are hard.	
<b>APL 5l</b>	Choose to participate in an increasing variety of familiar and new experiences.	Wildlife Water Safari: Ready, Set, Go!
<b>APL 5m</b>	Accept new challenges when offered.	Wildlife Water Safari: Water Quest
<b>APL 5n</b>	Try things they are not sure they can do, while avoiding dangerous risks.	Fishing Fun: Casting Practice
<b>Older Preschoolers</b>		
<b>APL 5o</b>	Express a belief that they can do things that are hard.	
<b>APL 5p</b>	Approach new experiences independently.	
<b>APL 5q</b>	Ask to participate in new experiences that they have observed or heard about.	
<b>APL 5r</b>	Independently seek new challenges.	

□ **Goal APL-6:** Children use a variety of strategies to solve problems. **Developmental Indicators:**

<b>Younger Preschoolers</b>		
<b>APL 6k</b>	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?”).	Fishing Fun: Ready, Set, Go!
<b>APL 6l</b>	Purposefully use a variety of strategies to solve different types of problems.	
<b>APL 6m</b>	Talk to themselves to work through the steps to solve a problem.	
<b>Older Preschoolers</b>		
<b>APL 6n</b>	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?”).	Fishing Fun: Ready, Set, Go!
<b>APL 6o</b>	Describe the steps they will use to solve a problem.	
<b>APL 6p</b>	Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it.	
<b>APL 6q</b>	Explain how they solved a problem to another person.	

**Sub-domain: Attentiveness, Effort, and Persistence**

□ **Goal APL-7:** Children demonstrate initiative.

<b>Younger Preschoolers</b>		
<b>APL 7h</b>	Show increasing independence and purpose when making choices (“I want to go to blocks.”).	
<b>APL 7i</b>	Express goals or plans and follow through on them (“I’m going to draw my house.”).	

Older Preschoolers		
APL 7j	Show increasing independence and purpose when making choices (“I want to go to blocks.”).	First Impressions: Ready, Set, Go!
APL 7k	Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message).	
APL 7l	Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”).	

□ **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).	Wildlife Water Safari: Safari Hats
APL 8i	Remain engaged in more complex activities that they have chosen.	Wildlife Water Safari: Water Quest Map
APL 8j	Maintain focus and return to an activity after a break	
Older Preschoolers		
APL 8k	Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape).	
APL 8l	Consistently remain engaged in self-directed activities.	
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).	Wildlife Water Safari: Ready, Set, Go!
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).	
APL 9g	Keep working to complete tasks, including those that are somewhat difficult.	Wildlife Water Safari: Safari Hats
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).	Wildlife Water Safari: Water Quest Map
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).	
APL 9j	Plan and follow through on longer-term tasks (planting a seed and caring for the plant).	Wiggling Worms: Worm Farms
APL 9k	Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).	

# Domain Worksheet: Emotional and Social Development

## Sub-Domain: Developing a Sense of Self

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

Younger Preschoolers		
<b>ESD 1k</b>	Describe self (characteristics that can be seen, things they can do, things they like, possessions).	First Impressions: Ready, Set, Go!
<b>ESD 1l</b>	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.”).	First Impressions: Ready, Set, Go!
<b>ESD 1m</b>	Use own first and last name.	
<b>ESD 1n</b>	Choose activities they like and name their favorite activities.	
Older Preschoolers		
<b>ESD 1o</b>	Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”).	
<b>ESD 1p</b>	Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group).	
<b>ESD 1q</b>	Choose to spend more time on preferred activities, and express awareness of skills they are developing.	

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

Younger Preschoolers		
<b>ESD 2k</b>	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	
<b>ESD 2l</b>	Express the belief that they can do many things.	
<b>ESD 2m</b>	Try new activities and attempt new challenges.	
Older Preschoolers		
<b>ESD 2n</b>	Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done.	First Impressions: Share Your Feelings
<b>ESD 2o</b>	Express the belief that they can do many things.	
<b>ESD 2p</b>	Sticks with tasks even when they are challenging.	
<b>ESD 2q</b>	Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”)	

**Sub-domain: Developing a Sense of Self with Others**

- **Goal ESD3:** Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.

<b>Younger Preschoolers</b>		
<b>ESD 3m</b>	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).	
<b>ESD 3n</b>	Show affection for adult they are close with.	
<b>ESD 3o</b>	Given time, form positive relationships with new teachers or caregivers.	
<b>ESD 3p</b>	Show ease and comfort in their interactions with familiar adults.	
<b>Older Preschoolers</b>		
<b>ESD 3q</b>	Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem-solving, and approval).	
<b>ESD 3r</b>	Form positive relationships with new teachers or caregivers over time.	
<b>ESD 3s</b>	Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something).	

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

<b>Younger Preschoolers</b>		
<b>ESD 4k</b>	Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	First Impressions: Ready, Set, Go!
<b>ESD 4l</b>	Form and maintain friendships with a few other children.	
<b>ESD 4m</b>	Identify another child as a friend.	
<b>ESD 4n</b>	Approach other children easily, expecting positive interactions	
<b>ESD 4o</b>	Show ease and comfort in their interactions with familiar children.	
<b>Older Preschoolers</b>		
<b>ESD 4p</b>	Demonstrate social skills when interacting with other children (turn-taking, conflict resolution, sharing).	First Impressions: Ready, Set, Go!
<b>ESD 4q</b>	Form and maintain friendships with other children of diverse cultural backgrounds and abilities.	
<b>ESD 4r</b>	Seek and give support with children they identify as friends.	
<b>ESD 4s</b>	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).	
<b>ESD 4t</b>	Play and interact cooperatively with other children (work on project together, exchange ideas).	

- **Goal EDS-5:** Children demonstrated the social and behavioral skills needed to successfully participate in groups.

<b>Younger Preschoolers</b>		
<b>ESD 5k</b>	Follow social rules, transitions, and routines that have been explained to them, with reminders and practice.	
<b>ESD 5l</b>	Often make requests clearly and effectively	
<b>ESD 5m</b>	Show awareness that their actions affect others (move carefully around classmate's block structure).	
<b>ESD 5n</b>	Wait for a short time to get what they want (a turn with a toy, a snack).	
<b>ESD 5o</b>	Work to resolve conflicts effectively, with guidance and support.	
<b>ESD 5p</b>	Notice and accept similarities and differences among all people, including people with disabilities and those from different cultures.	
<b>Older Preschoolers</b>		
<b>ESD 5q</b>	Follow social rules, transitions, and routines that have been explained to them.	
<b>ESD 5r</b>	Make requests clearly and effectively most of the time.	
<b>ESD 5s</b>	Balance their own needs with those of others in the group.	
<b>ESD 5t</b>	Anticipate consequences and plan ways to solve problems effectively, with guidance and support.	
<b>ESD 5u</b>	Use a variety of strategies to solve problems and conflicts with increasing independence.	
<b>ESD 5v</b>	Express respect and caring for all people, including people with disabilities and those from different cultures.	

**Sub-domain: Learning About Feelings**

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

<b>Younger Preschoolers</b>		
<b>ESD 6l</b>	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body and voice.	First Impressions: Ready, Set, Go!
<b>ESD 6m</b>	Use a variety of words or signs to express and manage feelings more clearly.	First Impressions: Share Your Feelings
<b>ESD 6n</b>	Describe reasons for their feelings ("I'm sad because Grandma's leaving." "That makes me mad when you do that!").	First Impressions: I Feel...
<b>Older Preschoolers</b>		
<b>ESD 6o</b>	Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body and voice.	First Impressions: Ready, Set, Go!
<b>ESD 6p</b>	Independently manage and express feelings effectively most of the time.	
<b>ESD 6q</b>	Use a larger vocabulary for talking about different feelings ("I'm frustrated with that puzzle!" "I'm excited about our trip.").	First Impressions: Feelings About Animals Collage

<b>ESD 6r</b>	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.”).	First Impressions: Animal Sorting Center
<b>ESD 6s</b>	Use problem-solving strategies when feeling angry or frustrated.	

□ **Goal ESD-7:** Children identify, manage, and express their feelings.

<b>Younger Preschoolers</b>		
<b>ESD 7j</b>	Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back).	
<b>ESD 7k</b>	Communicate concern for others (share a toy with someone who doesn’t have one, ask “Are you OK?”).	
<b>ESD 7l</b>	Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower).	
<b>ESD 7m</b>	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.”).	First Impressions: Ready, Set, Go!
<b>Older Preschoolers</b>		
<b>ESD 7n</b>	Communicate empathy for others’ understanding and feelings.	
<b>ESD 7o</b>	Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”).	
<b>ESD 7p</b>	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).	First Impressions: Ready, Set, Go!

# Domain Worksheet: Health and Physical Development

## Sub-Domain: Physical Health and Growth

□ **Goal HPD-1:** Children develop healthy eating habits.

<b>Young Preschoolers</b>		
<b>HPD 1p</b>	Try new foods.	Fishing Fun: Pretzel Poles
<b>HPD 1q</b>	Feed themselves with some assistance with utensils independently.	

<b>HPD 1r</b>	Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some foods are not healthy (potato chips, soda).	
<b>Older Preschoolers</b>		
<b>HPD 1s</b>	Try new foods.	Fishing Fun: Pretzel Poles
<b>HPD 1t</b>	Feed themselves with some assistance with utensils independently.	
<b>HPD 1u</b>	Given a selection of familiar foods, identify which foods are nutritious and which are not.	
<b>HPD 1v</b>	Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal).	
<b>HPD 1w</b>	Name foods and beverages that help to build healthy bodies.	

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

<b>Younger Preschoolers</b>		
<b>HPD 2k</b>	Develop strength and stamina by spending moderate amounts of time playing vigorously.	Fishing Fun: Fish Tag
<b>HPD 2l</b>	Choose a variety of structured and unstructured physical activities indoors and outdoors.	
<b>HPD 2m</b>	Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching).	Fishing Fun: Practice Casting
<b>HPD 2n</b>	Transition from active to quiet activities with limited guidance and support.	
<b>Older Preschoolers</b>		
<b>HPD 2o</b>	Develop strength and stamina by spending moderate amounts of time playing vigorously.	Fishing Fun: Fish Tag
<b>HPD 2p</b>	Communicate ways exercise keeps us healthy and makes us feel good.	
<b>HPD 2q</b>	Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play).	Hiding in Plain Sight: Freeze Birds
<b>HPD 2r</b>	Transition independently from active to quiet activities most of the time.	

- **Goal HPD3:** Children develop healthy sleeping habits.

<b>Younger Preschoolers</b>		
<b>HPD 3i</b>	Recognize and communicate signs of being tired.	
<b>HPD 3j</b>	With increasing independence, start and participate in sleep routines.	
<b>Older Preschoolers</b>		
<b>HPD 3k</b>	Communicate ways sleep keeps us healthy and makes us feel good.	
<b>HPD 3l</b>	Independently start and participate in sleep routines most of the time.	

**Sub-Domain: Motor Development**

- **Goal HPD4:** Children develop the large muscle control and abilities needed to move through and explore their environment.

<b>Younger Preschoolers</b>		
<b>HPD 4l</b>	Demonstrate strength and balance by managing uneven surfaces such as hills, ramps, and steps.	
<b>HPD 4m</b>	Refine movements and show generally good coordination (e.g., throwing and catching).	Fishing Fun: Practice Casting
<b>HPD 4n</b>	Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology).	Fishing Fun: Practice Casting
<b>HPD 4o</b>	Move their bodies in space with good coordination (running, hopping in place, galloping).	
<b>Older Preschoolers</b>		
<b>HPD 4p</b>	Coordinate movement of upper and lower body.	Hiding in Plain Sight: Freeze Birds
<b>HPD 4q</b>	Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another).	
<b>HPD 4r</b>	Move quickly through the environment and be able to stop (run fast, pedal fast).	Hiding in Plain Sight: Freeze Birds
<b>HPD 4s</b>	Show awareness of own body in relation to other people and objects while moving through space.	Hiding in Plain Sight: Freeze Birds

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

<b>Younger Preschoolers</b>		
<b>HPD5 j</b>	Draw simple shapes and figures (square for block, circles).	
<b>HPD 5k</b>	Engage in activities that require hand-eye coordination (build with manipulatives, mold Play-Doh <sup>®</sup> , work puzzles with smaller pieces).	Fishing Fun: Measure Your Catch
<b>HPD 5l</b>	Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools).	Fishing Fun: Measure Your Catch
<b>Older Preschoolers</b>		
<b>HPD 5m</b>	Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms).	Wildlife Water Safari; Water Quest Map
<b>HPD 5n</b>	Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces).	Fishing Fun: Pretzel Poles
<b>HPD 5o</b>	Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher).	Wildlife Water Safari: Safari Hats

**Sub-domain: Self-Care** □

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

<b>Younger Preschoolers</b>		
<b>HPD 6g</b>	Use words or sign language to ask for things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active).	
<b>HPD 6h</b>	Use different strategies to calm themselves when needed (self-talk, deep breathing, cozy corner).	
<b>Older Preschoolers</b>		
<b>HPD 6i</b>	Use language to ask adults or peers specifically for the kind of help needed in a particular situation.	
<b>HPD 6j</b>	Consistently use strategies to calm themselves when needed.	

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

<b>Younger Preschoolers</b>		
<b>HPD 7j</b>	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	
<b>HPD7k</b>	Dress and undress themselves with occasional assistance.	
<b>HPD 7l</b>	Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet,	

	cough into elbow).	
<b>HPD 7m</b>	Serve food for themselves.	
<b>HPD 7n</b>	Help with routine care of the indoor and outdoor learning environment (recycle, care for garden).	
<b>HPD 7o</b>	Name people who help children stay healthy.	
<b>Older Preschoolers</b>		
<b>HPD 7p</b>	Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed.	
<b>HPD 7q</b>	Dress and undress themselves independently.	
<b>HPD 7r</b>	Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet).	
<b>HPD 7s</b>	Eat with a fork.	
<b>HPD 7t</b>	Perform tasks to maintain the indoor and outdoor learning environment independently.	
<b>HPD 7u</b>	Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones).	

**Sub-domain: Safety Awareness**

- **Goal HPD-8:** Children develop awareness of basic safety rules and begin to follow them.

<b>Younger Preschoolers</b>		
<b>HPD 8i</b>	Know what their bodies can do, and play within their abilities to avoid injury to self or others.	
<b>HPD 8j</b>	Usually recognize and avoid objects and situations that might cause harm	
<b>HPD 8k</b>	Usually follow basic safety rules.	
<b>HPD 8l</b>	Call a trusted adult when someone gets injured or is in an unsafe situation.	
<b>Older Preschoolers</b>		
<b>HPD 8m</b>	Avoid potentially dangerous behaviors	
<b>HPD 8n</b>	Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm.	
<b>HPD 8o</b>	Independently follow basic safety rules	
<b>HPD 8p</b>	Identify people who can help them in the community (police, Fire-fighter, nurse).	

# Domain Worksheet: Language Development and Communication

## Sub-Domain: Learning to Communicate

- **Goal LDC-1:** Children understand communications from others.

Young Preschoolers		
<b>LDC 1k</b>	Show understanding of increasingly complex sentences.	
<b>LDC 1l</b>	With prompting and support, respond to requests for information or action.	Wildlife Water Safari: Water Quest
<b>LDC 1m</b>	Follow simple multistep directions with visual cues if needed.	Wildlife Water Safari: Ready, Set, Go!
Older Preschoolers		
<b>LDC 1n</b>	Show understanding of increasingly complex sentences.	
<b>LDC 1o</b>	Respond to requests for information or action.	Wildlife Water Safari: Water Quest
<b>LDC 1p</b>	Follow more detailed multistep directions.	Wildlife Water Safari: Water Quest Map

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

Younger Preschoolers		
<b>LDC 2i</b>	Demonstrate an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, argumentative communication).	
<b>LDC 2j</b>	Initiate and carry on conversations, and ask questions about things that interest them.	
<b>LDC 2k</b>	With prompting and support, make comments and ask questions related to the topic of discussion.	
Older Preschoolers		
<b>LDC 2l</b>	Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication).	
<b>LDC 2m</b>	Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation.	
<b>LDC 2n</b>	Initiate and participate in conversations related to interests of their own or the persons they are communicating with.	First Impressions: Ready, Set, Go!
<b>LDC 2o</b>	Participate in a group discussion, making comments and asking questions related to the topic.	First Impressions: Graph Comparisons
<b>LDC 2p</b>	Appreciate and use humor.	

- **Goal LDC3:** Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Younger Preschoolers		
<b>LDC 3d</b>	Answer longer questions using more detail.	
<b>LDC 3e</b>	Use sentences or questions to ask for things (people, actions, objects, pets) or gain information.	

Older Preschoolers		
<b>LDC 3f</b>	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.”).	First Impressions: Animal Sorting Center
<b>LDC 3g</b>	Ask specific questions to learn more about their world, understand tasks, and solve problems.	

□ **Goal LDC4:** Children develop the large muscle control and abilities needed to move through and explore their environment.

Younger Preschoolers		
<b>LDC 4h</b>	Communicate messages with expression, tone, and inflection appropriate to the situation.	First Impressions: Ready, Set, Go!
<b>LDC 4i</b>	Speak clearly enough to be understood by familiar adults and children.	

Older Preschoolers		
<b>LDC 4j</b>	Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions.	
<b>LDC 4k</b>	Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative).	
<b>LDC 4l</b>	Speak clearly enough to be understood by most people.	

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

Younger Preschoolers		
<b>LDC 5d</b>	Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day.	
<b>LDC 5e</b>	Describe experiences and create or retell short narratives.	

Older Preschoolers		
<b>LDC 5f</b>	Describe experiences and create and/or retell longer narratives.	

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

Younger Preschoolers		
<b>LDC 6g</b>	Communicate in longer sentences and use more conventional grammar in their home language (plurals, tenses, prepositions).	
<b>LDC 6h</b>	Make grammatical errors that follow language rules (say, “mouses” instead of “mice”).	

Older Preschoolers		
<b>LDC 6i</b>	Speak in full sentences that are grammatically correct most of the time.	

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

<b>Younger Preschoolers</b>		
<b>LDC 7k</b>	Repeat familiar songs, chants, or rhymes.	First Impressions: Going on a Fishing Trip
<b>LDC 7l</b>	Use more than one word for the same object and use words for parts of objects (e.g., dog, beagle, Rover; arm, leg).	
<b>LDC 7m</b>	Make up names for things using words they know (e.g., dog doctor for veterinarian).	
<b>LDC 7n</b>	Use many kinds of cues in the environment to figure out what words mean.	
<b>Older Preschoolers</b>		
<b>LDC 7o</b>	Repeat familiar songs, chants, or rhymes.	First Impressions: Going on a Fishing Trip
<b>LDC 7p</b>	Use a growing vocabulary that includes many different kinds of words to express ideas clearly	Hiding in Plain Sight: Ready, Set, Go!
<b>LDC 7q</b>	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).	Hiding in Plain Sight: Some People Where Camo

**Sub-domain: Foundations for Reading**

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

<b>Younger Preschoolers</b>		
<b>LDC 8j</b>	Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story).	
<b>LDC 8k</b>	Show an interest in books, other print, and reading-related activities.	
<b>LDC 8l</b>	Listen to and discuss storybooks, simple information books, and poetry.	
<b>Older Preschoolers</b>		
<b>LDC 8m</b>	Engage in reading behaviors independently with increased focus for longer periods of time.	
<b>LDC 8n</b>	Use and share books and print in their play.	
<b>LDC 8o</b>	Listen to and discuss increasingly complex storybooks, information books, and poetry.	

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

<b>Younger Preschoolers</b>		
<b>LDC 9i</b>	Imitate the special language in storybooks and story dialogue with some accuracy and detail.	
<b>LDC 9j</b>	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.	

<b>LDC 9k</b>	Use their knowledge of the world (what things are, how things work) to make sense of stories and information texts.	
<b>LDC 9l</b>	Relate personal experiences to events described in familiar books, with prompting and support.	
<b>LDC 9m</b>	Ask questions about a story or the information in a book.	
<b>LDC 9n</b>	With prompting and support, discuss storybooks by responding to questions about what is happening and predicting what will happen next.	
<b>Older Preschoolers</b>		
<b>LDC 9o</b>	Imitate the special language in storybooks and story dialogue with some accuracy and detail.	
<b>LDC 9p</b>	Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information.	
<b>LDC 9q</b>	Use knowledge of the world to make sense of more challenging texts.	
<b>LDC 9r</b>	Relate personal experiences to an increasing variety of events described in familiar and new books.	
<b>LDC 9s</b>	Ask more focused and detailed questions about a story or the information in a book.	
<b>LDC 9t</b>	Discuss storybooks by responding to questions about what is happening and predicting what will happen next.	

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

<b>Younger Preschoolers</b>		
<b>LDC 10h</b>	Hold a book upright while turning pages one by one front to back, but not always in order.	
<b>LDC 10i</b>	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).	
<b>LDC 10j</b>	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).	
<b>Older Preschoolers</b>		
<b>LDC 10k</b>	Hold a book upright while turning pages one by one from front to back.	
<b>LDC 10l</b>	Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, “Those words tell the story.”).	

<b>LDC 10m</b>	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).	
<b>LDC 10n</b>	With prompting and support, run their finger under or over print as they pretend to read text.	
<b>LDC 10o</b>	Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print).	
<b>LDC 10p</b>	Identify their name and the names of some friends when they see them in print.	

□ **Goal LDC-11:** Children develop book phonological awareness.

<b>Younger Preschoolers</b>		
<b>LDC 11f</b>	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.	Fishing Fun: Going on a Fishing Trip
<b>LDC 11g</b>	Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments.	Fishing Fun: Going on a Fishing Trip
<b>LDC 11h</b>	Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words).	Wiggling Worms: Willie Ate a Worm
<b>Older Preschoolers</b>		
<b>LDC 11i</b>	Enjoy rhymes and wordplay, and sometimes add their own variations.	Fishing Fun: Going on a Fishing Trip
<b>LDC 11j</b>	Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables.	Fishing Fun: Going on a Fishing Trip
<b>LDC 11k</b>	Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words.	Wiggling Worms: Willie Ate a Worm
<b>LDC 11l</b>	Associate sounds with specific words, such as awareness that different words begin with the same sound.	

□ **Goal LDC-12:** Children begin to develop knowledge of the alphabet and the alphabetic principle.

<b>Younger Preschoolers</b>		
<b>LDC 12b</b>	Demonstrate an interest in learning the alphabet.	
<b>LDC 12c</b>	Recognize letters of the alphabet as a special category of print, different from pictures, shapes, and numerals.	
<b>LDC 12d</b>	Recognize and name some letters of the alphabet, especially those in their own name.	

<b>Older Preschoolers</b>		
<b>LDC 12e</b>	Demonstrate an interest in learning the alphabet	
<b>LDC 12f</b>	Show they know that letters function to represent sounds in spoken words.	
<b>LDC 12g</b>	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.	
<b>LDC 12h</b>	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.").	
<b>LDC 12i</b>	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.	

**Sub-domain: Foundations for Writing**

- **Goal LDC-13:** Children develop book knowledge and print awareness.

<b>Younger Preschoolers</b>		
<b>LDC 13c</b>	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).	Wildlife Water Safari: Ready, Set, Go!
<b>LDC 13d</b>	With prompting and support, communicate their thoughts for an adult to write.	
<b>LDC 13e</b>	Engage in writing behaviors that imitate real-life situations (e.g., make marks to take food order during pretend restaurant play).	Wildlife Water Safari: Ready, Set, Go!
<b>Older Preschoolers</b>		
<b>LDC 13f</b>	Represent thoughts and ideas in drawings and by writing letters or letter-like forms.	
<b>LDC 13g</b>	Communicate their thoughts for an adult to write.	
<b>LDC 13h</b>	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).	Wildlife Water Safari: Ready, Set, Go!

- **Goal LDC-14:** Children use knowledge of letters in their attempts to write.

<b>Younger Preschoolers</b>		
<b>LDC 14a</b>	Begin to use letters and approximations of letters to write their name.	
<b>LDC 14b</b>	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).	

Older Preschoolers		
LDC 14c	Use known letters and approximations of letters to write their own name and some familiar words.	
LDC 14d	Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”).	

□ **Goal LDC-15:** Children use writing skills and conventions.

Younger Preschoolers		
LDC 15f	Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers).	Wiggling Worms: Gummy Worm Dissection
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”).	Wiggling Worms: Ready, Set, Go!
LDC 15h	Play with writing letters and make letter-like forms.	
Older Preschoolers		
LDC 15i	Use a variety of writing tools and materials with increasing precision.	Fishing Fun: Measure Your Catch
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”).	Wildlife Water Safari: Ready, Set, Go!
LDC 15k	Use some conventional letters in their writing.	

# Domain Worksheet: Cognitive Development

## Sub-Domain: Construction of Knowledge: Thinking and Reasoning

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

Young Preschoolers		
<b>CD1h</b>	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).	Fishing Fun: Cause and Effect
<b>CD1i</b>	Express knowledge gathered through their senses using play, art, language, and other forms of representation.	Fishing Fun: Pretzel Poles
<b>CD1j</b>	Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail).	
Older Preschoolers		
<b>CD1k</b>	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).	Fishing Fun: Cause and Effect
<b>CD1l</b>	Express knowledge gathered through their senses using play, art, language, and other forms of representation.	Fishing Fun: Pretzel Poles
<b>CD1m</b>	Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real).	Hiding in Plain Sight: Hide and Seek
<b>CD1n</b>	Organize and use information through matching, grouping, and sequencing.	First Impressions: Animal Sorting Center

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

Younger Preschoolers		
<b>CD2o</b>	Recognize whether a picture or object is the same as or different from something they have seen before.	
<b>CD2p</b>	Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus).	
<b>CD2q</b>	Describe or act out a memory of a situation or action, with adult support.	
<b>CD2r</b>	Make predictions about what will happen using what they know.	Wiggling Worms: Gummy Worm Dissection
<b>CD2s</b>	Introduce ideas or actions in play based on previous knowledge or experience	Wiggling Worms: Worm Dance
<b>CD2t</b>	Ask questions about why things happen and try to understand cause and effect.	Fishing Fun: Cause and Effect; Bait and Lures

<b>Older Preschoolers</b>		
<b>CD2u</b>	Demonstrate their ability to apply what they know about everyday experiences to new situations.	Fishing Fun: Every Breath You Take
<b>CD2v</b>	Describe past events in an organized way, including details or personal reactions.	
<b>CD2w</b>	Improve their ability to make predictions and explain why things happen using what they know.	Wildlife Water Safari: Water Quest
<b>CD2x</b>	Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience.	
<b>CD2y</b>	Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.	Fishing Fun: Cause and Effect

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

<b>Younger Preschoolers</b>		
<b>CD3f</b>	Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	
<b>CD3g</b>	Use words like “think” and “know” to talk about thoughts and beliefs.	First Impressions: Ready, Set, Go!
<b>CD3h</b>	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).	First Impressions: Ready, Set, Go!
<b>Older Preschoolers</b>		
<b>CD3i</b>	Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”).	
<b>CD3j</b>	Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t”)	First Impressions: Ready, Set, Go!
<b>CD3k</b>	Use language to describe their thinking processes with adult support.	

**Sub-domain: Creative Expression**

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

<b>Younger Preschoolers</b>		
<b>CD4g</b>	Express pleasure in different forms of art (call something “pretty”, express preferences, choose to look at book of photographs or listen to music again).	First Impressions: My Favorite Animal
<b>CD4h</b>	Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	

<b>Older Preschoolers</b>		
<b>CD4i</b>	Express pleasure in different forms of art (call something “pretty”, express preferences, choose to look at book of photographs or listen to music again).	
<b>CD4j</b>	Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting).	
<b>CD4k</b>	Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”).	

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

<b>CD5m</b>	Choose to participate and express themselves through a variety of creative experiences such as art, music, movement, dance, and dramatic play.	
<b>CD5n</b>	Show creativity and imagination when using materials and assuming roles during pretend play.	Fishing Fun: Ready, Set, Go!
<b>CD5o</b>	Explore the properties of art materials and use them with purpose to draw, paint, sculpt, and create in other ways.	
<b>CD5p</b>	Show awareness of different musical instruments, rhythms, and tonal patterns as they make music or participate in music activities.	
<b>CD5q</b>	Show awareness of various patterns of beat, rhythm, and movement through music and dance activities.	Fishing Fun: Going on a Fishing Trip
<b>Older Preschoolers</b>		
<b>CD5r</b>	Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play.	First Impressions: Feelings About Animals
<b>CD5s</b>	Plan and act out scenes based on books, stories, everyday life, and imagination.	
<b>CD5t</b>	Plan and complete artistic creations such as drawings, paintings, collages, and sculptures.	Fishing Fun: Gyotaku
<b>CD5u</b>	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).	
<b>CD5v</b>	Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities.	

**Sub-domain: Social Connections**

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

<b>Younger Preschoolers</b>		
<b>CD6h</b>	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.”).	
<b>CD6i</b>	Adopt roles of family and community members during play, given support and realistic props.	
<b>CD6j</b>	Recognize and identify the roles of some community helpers (police, fire fighters, garbage collectors).	
<b>Older Preschoolers</b>		
<b>CD6k</b>	Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences.	
<b>CD6l</b>	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.	
<b>CD6m</b>	Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists).	

- **Goal LDC-7:** Children recognize that they are members of different groups (family, preschool class, cultural cop).

<b>Younger Preschoolers</b>		
<b>CD7d</b>	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.”).	
<b>Older Preschoolers</b>		
<b>CD7e</b>	Identify and express self as a part of several groups (e.g., family, preschool class, faith community).	First Impressions: Graph Comparisons

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

<b>Younger Preschoolers</b>		
<b>CD8d</b>	Show acceptance of people who are different from themselves as well as people who are similar.	First Impressions: Ready, Set, Go!
<b>CD8e</b>	Given support and guidance, explore different cultural practices during play and planned activities.	

Older Preschoolers		
CD8f	Show acceptance of people who are different from themselves as well as people who are similar.	First Impressions: Ready, Set, Go!
CD8g	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.”)	
CD8h	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.).	

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

Younger Preschoolers		
CD9b	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.”).	
CD9c	Notice changes that happen over time (seasons, self or others growing bigger).	Wiggling Worms: Worm Farm
CD9d	Notice and talk about weather conditions.	
CD9e	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).	
Older Preschoolers		
CD9f	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.”).	
CD9g	Observe and talk about changes in themselves and their families over time.	Wiggling Worms: Worm Farm
CD9h	Observe and talk about how people adapt to seasons and weather conditions (put out salt in icy weather, wear rain gear).	
CD9i	Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other).	
CD9j	Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs).	Fishing Fun: Clean Up

**Sub-domain: Mathematical Thinking and Expression**

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

Younger Preschoolers		
CD10j	Rote count in order to 10 with increasing accuracy.	First Impressions: Graph Comparisons
CD10k	Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?”	First Impressions: Graph Comparisons

<b>CD10l</b>	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).	First Impressions: Graph Comparisons
<b>CD10m</b>	Show they understand that adding objects to a group will make a bigger group, and taking away objects will make a smaller group.	First Impressions: Graph Comparisons
<b>Older Preschoolers</b>		
<b>CD10n</b>	Rote count in order to 20 with increasing accuracy.	Wiggling Worms: Gummy Worm Dissection
<b>CD10o</b>	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).	First Impressions: Graph Comparisons
<b>CD10p</b>	Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question "How many?"	Wiggling Worms: Gummy Worm Dissection
<b>CD10q</b>	Given a number 0-5, count out that many objects.	
<b>CD10r</b>	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.	First Impressions: Graph Comparisons
<b>CD10s</b>	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.	
<b>CD10t</b>	Write numerals or number-like forms during play and daily activities.	
<b>CD10u</b>	Match numerals 1-5 to sets of objects, with guidance and support.	
<b>CD10v</b>	Recognize some numerals and attempt to write them during play and daily activities.	
<b>CD10w</b>	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).	

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

<b>Younger Preschoolers</b>		
<b>CD11f</b>	Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	First Impressions: Measure Your Catch
<b>CD11g</b>	Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	First Impressions: Measure Your Catch
<b>CD11h</b>	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.").	First Impressions: Measure Your Catch

<b>CD11i</b>	Identify familiar objects as the same or different.	
<b>CD11j</b>	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).	
<b>CD 11k</b>	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).	
<b>Older Preschoolers</b>		
<b>CD11l</b>	Use descriptive language for size, length, or weight (short, tall, long, heavy, big).	First Impressions: Measure Your Catch
<b>CD 11m</b>	Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale).	First Impressions: Measure Your Catch
<b>CD 11n</b>	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).	First Impressions: Measure Your Catch
<b>CD11o</b>	Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest).	First Impressions: Measure Your Catch
<b>CD 11p</b>	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).	
<b>CD 11q</b>	Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern).	

□ **Goal CD-12:** Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

<b>Younger Preschoolers</b>		
<b>CD 12h</b>	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.”).	
<b>CD12i</b>	Use 2- and 3-dimensional shapes to create pictures, designs, or structures.	Fishing Fun: Gyotaku
<b>CD12j</b>	Find shapes in the environment and describe them in their own words.	
<b>Older Preschoolers</b>		
<b>CD 12k</b>	Consistently use a variety of words for positions in space, and follow directions using these words.	Wildlife Water Safari: Water Quest Map
<b>CD 12l</b>	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.”).	
<b>CD 12m</b>	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.”).	

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

<b>Younger Preschoolers</b>		
<b>CD 13b</b>	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).	
<b>CD 13c</b>	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).	
<b>CD 13d</b>	Use drawing and concrete materials to represent mathematical ideas (draw many circles to show “lots of people,” put Popsicle <sup>®</sup> sticks in a pile to show the number of children who want crackers for snack).	First Impressions: Graph Comparisons
<b>Older Preschoolers</b>		
<b>CD 13e</b>	Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.	Fishing Fun: Measure Your Catch
<b>CD 13f</b>	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).	
<b>CD 13g</b>	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).	Fishing Fun: Graph Comparisons
<b>CD 13h</b>	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.”).	

**Sub-domain: Self-Exploration and Knowledge**

- **Goal CD-14:** Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, an First d dance.

<b>Younger Preschoolers</b>		
<b>CD14e</b>	Participate in the care of living things with guidance and support (water plants, help to feed classroom pet).	Wiggling Worms: Worm Farm
<b>CD14f</b>	Notice and react to the natural world and the outdoor environment.	Wiggling Worms: Ready, Set, Go!
<b>CD14g</b>	Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat.	Hiding in Plain Sight: Camouflage Collage
<b>CD14h</b>	Notice and describe current weather conditions.	

<b>CD14i</b>	Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens).	
<b>CD14j</b>	Participate in activities that help to care for the environment, with guidance and support (pick up trash, recycle paper).	Fishing Fun: Clean Up
<b>Older Preschoolers</b>		
<b>CD 14k</b>	Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture).	
<b>CD14l</b>	Notice and react to the natural world and the outdoor environment.	First Impressions: Getting to Know You
<b>CD14m</b>	Describe some things plants and animals need to live and grow (sunlight, water, food).	Fishing Fun: Every Breath You Take
<b>CD 14n</b>	Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden).	Wiggling Worms: Worm Farm
<b>CD14o</b>	Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.	
<b>CD 14p</b>	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).	
<b>CD 14q</b>	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).	Fishing Fun: Clean Up

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

<b>Younger Preschoolers</b>		
<b>CD 15i</b>	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	Wildlife Water Safari: Water Quest Map
<b>CD 15j</b>	Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.).	
<b>CD 15k</b>	Ask questions to find out more about the natural world.	Wildlife Water Safari: Water Quest
<b>CD 15l</b>	Use simple tools to investigate objects and materials, with guidance and support (magnifying glass, sifter, ramps for rolling balls and cars).	Fishing Fun: Bait and Lures
<b>CD 15m</b>	Describe and predict changes that take place when mixing and manipulating materials.	Fishing Fun: Cause and Effect

<b>Older Preschoolers</b>		
<b>CD 15n</b>	Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods.	Wildlife Water Safari: Water Quest Map
<b>CD 15o</b>	Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens).	
<b>CD 15p</b>	Compare objects, materials, and phenomena by observing and describing their physical characteristics.	Fishing Fun: Cause and Effect
<b>CD15 q</b>	Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers).	
<b>CD 15r</b>	Make and check predictions through observations and experimentation, with adult support and guidance.	
<b>CD 15s</b>	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).	

# Training Alignment Description

**Training Name:** Growing Up Wild

**Dates:**

**Created by NCWRC**

**Description:** Participants will engage in hands-on-learning experiences to enhance their ability to incorporate science concepts into their classroom curriculum based on ECERS-R, FCCERS, and linking to NCFELD.

**Learning Objectives Include:**

- Brief introduction to NCFELD (domains, sub-domains, goals, developmental indicators, and strategies)...see handout
- Review NCFELD resources/handouts (NCFELD book; school readiness; learn in Pre-K)
- *Growing Up WILD* is an early childhood education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, *Growing Up WILD* provides an early foundation for developing positive impressions about the natural world and lifelong social and academic skills.
- Includes outdoor explorations, scientific inquiry, art projects, music and movement, conservation activities, reading and math connections and "Healthy Me" dovetailing with the Let's Move Campaign.
- Involves social, emotional, physical, language, and cognitive domains to help foster learning and development in all areas.
- Supports developmentally appropriate practice allowing children to learn at levels that are individually, socially, and culturally appropriate.
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**Activities:**

1. Introduce the NCFELD resource guide and general information sheet and other resources from NCFELD
2. Small group hands-on activities - Using a curriculum of nature and science activities that explores and educates children about nature, wildlife, and the world around them.

**Hands on Activities/Materials (make it take it) -**

Growing Up Wild: Exploring Nature with Young Children Curriculum Book and materials that relate to specific activities found within the book.

## Examples of Activities

Activity Name	Relates to NCFELD
First Impressions: Ready, Set, Go	APL 1k, n, o

	APL 3m, n, p, q APL 7h, j ESD 1k, l ESD 4k, p ESD 6l, o ESD 7m, p LDC 2n CD 3f, h, j CD 8d, f
First Impressions: Graph Comparisons	CD 7e CD 10j, k, l, m, o, r CD 13d, g
Fishing Fun Pretzel Poles	HPD 1p, s HPD 5n, o CD 1i, l
Fishing Fun: Ready, Set, Go!	APL 1p APL 2k APL 3m, n, p, q, s, t APL 6k, n CD 5n
Fishing Fun: Practice Casting	APL 1p APL 3m APL 5n HPD 2m HPD 4n, o
Fishing Fun: Fish Tag	APL 3o, r APL 4l HPD 2k
Fishing Fun: Measure Your Catch	HPD 5k, l LDC 15i CD 10n CD 11g, h, l-o CD 13e
Fishing Fun: Cause and Effect	CD 1h, k CD 2t, y CD 15m, p
Fishing Fun: Going on a Fishing Trip	LDC 11f, g, l, j CD 5q

Fishing Fun: Gyotaku	CD 5t CD 12i
Wildlife Water Safari: Water Quest Map	APL8i APL 9h HPD 5m LDC 1p LDC 13h CD 12k CD 15i, n
Wildlife Water Safari: Safari Hats	APL 4h, i APL 8h APL 9g HPD 5o
Wiggling Worms: Gummy Worm Dissection	LDC 15f CD 2r CD 10p
Wiggling Worms: Worm Farm	CD 9d, g CD 14e, q
Hiding in Plain Sight: Freeze Birds	HPD 2q HPD 4p, r, s