

Alignment of *Foundations: Early Learning Standards for North Carolina Preschoolers* with
Parents as Teachers *Born to Learn 3 Years to Kindergarten Entry Curriculum*

The Parents As Teachers *Born to Learn 3 Years to Kindergarten Entry Curriculum* is a comprehensive curriculum guiding parents and caregivers of children ages 3, 4, and 5 years to be their child's first and most influential teacher. The PAT Curriculum provides child development information along with activities parents can do with their 3-K child to impact school readiness.

The Parents as Teachers *Born to Learn 3 Years to Kindergarten Entry Curriculum* includes over 38 personal visit plans in the areas of: Art, Construction, Games, Literacy, Math, Motor, Music, Pretend Play, Science and Social-Emotional Development. In a PAT personal visit, a certified parent educator provides information and support to the parent and caregiver and models activities parents and caregivers can do with the child to enhance development and better prepare each child for school.

A quick glance through this document shows the high level of alignment between the Foundations Early Learning Standards and the Born to Learn Curriculum. A more careful examination allows the reader to visualize the strength of a learning environment that includes PAT personal visits in conjunction with a quality preschool experience.

This document lists the North Carolina Widely Held Expectations from the *Foundations: Early Learning Standards for North Carolina Preschoolers* in the left-hand column. The middle column provides the Rationale and the Developmental Levels of Learning that connect the Expectations to PAT Curriculum. This information is embedded in the curriculum and can be found in the Visit Plans, as indicated in the third column. The third column provides an example of a Visit Plan addressing the corresponding area of learning, along with Parent Handouts and Parent Educator Resources for that topic.

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References

Parents As Teachers National Center, Inc., *Born to Learn Curriculum 3 Years to Kindergarten Entry*, 2002. St. Louis, Missouri: Parents as Teachers National Center, Inc.

North Carolina Department of Public Instruction, The Early Childhood Section and Exceptional Children's Preschool Program (2005). *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*. Raleigh, NC: Public Schools of North Carolina.

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| APPROACHES TO LEARNING | | |
| Pondering, Processing, and Applying Experiences | | |
| Draw in everyday experiences and apply that knowledge to other situations. | <p>Representational thought allows children to use mental images that represent past events and experiences to imagine future possibilities.</p> <p>Level I: Uses trial and error problem solving, perhaps repeating the same error over and over.</p> <p>Level II: Begins to generate more alternatives for solving problems encountered.</p> <p>Level III: Uses logic to a great extent to solve problems.</p> | <p>Pretend Play Unit</p> <p>Visit Plan: <i>Paper Bag Puppets</i>, p. 291</p> <p>Parent Handout: <i>Let's Pretend</i>, p. 303</p> <p>Parent Educator Resource: <i>Pretend Play Experiences</i>, p. 295</p> |
| Seek information for further understanding. | <p>Because young children have limited experience in the world, and their memories are still developing, they need many opportunities to work and play with concrete objects.</p> <p>Level I: Explores objects noticing similarities and differences</p> <p>Level II: Sorts objects by more than one characteristic</p> <p>Level III: Experiments with objects and make predictions using previous experience and knowledge</p> | <p>Science Unit</p> <p>Visit Plan: <i>Water Play</i>, p. 315</p> <p>Parent Handout: <i>Building Reasoning Skills</i>, p. 343</p> <p>Parent Educator Resource: <i>Helping Children Understand Their World</i>, p. 337</p> |
| Generate ideas and suggestions and make predictions. | <p>Young children learn best when they produce results by their actions, then vary those actions, and see immediate results.</p> <p>Level I: Explores objects noticing similarities and difference</p> <p>Level II: Uses concepts such as weight, size, shape, length to compare the objects.</p> <p>Level III: Experiments with objects and make predictions using previous experience and knowledge</p> | <p>Science Unit</p> <p>Visit Plan: <i>Ramp Rolling</i>, p. 311</p> <p>Parent Handout: <i>Experimenting with Everyday Objects</i>, p. 435</p> <p>Parent Educator Resource: <i>Motivating Children to Learn</i>, p. 332</p> |

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| Describe or act out a memory of a situation or action | <p>Children feel a sense of mastery and expand their understanding of everyday life through pretending.</p> <p>Level I: Plays cooperatively with two or more children.</p> <p>Level II: Can develop and follow rules in pretend play and incorporate daily situations into pretend play.</p> <p>Level III: Can work with others to develop complex rules and scenarios for pretend play. A wider range of experience allows child to play other roles.</p> | <p>Pretend Play Unit</p> <p>Visit Plan: <i>Shopping Pretend Play</i>, p. 287</p> <p>Parent Handout: <i>Let's Pretend</i>, p. 303</p> <p>Parent Educator Resource: <i>Pretend Play Experiences</i>, p. 295</p> |
| Form Hypothesis about cause and effect. | <p>Children learn they can produce desired results, effect change, and that as they make changes the results vary producing the same or similar results repeatedly.</p> <p>Level I: Can purposefully explore objects to predict effects of own actions.</p> <p>Level II: Attempts different actions to produce a desired effect.</p> <p>Level II: Can successfully change actions to solve a problem.</p> | <p>Motor Unit</p> <p>Visit Plan: <i>Step and Launch</i>, p. 223</p> <p>Parent Handout: <i>Building Reasoning Skills</i>, p. 343</p> <p>Parent Educator Resource: <i>Understanding Intellectual Development</i>, p. D-5</p> |
| Curiosity, Information-Seeking, and Eagerness | | |
| Use multiple strategies and all available senses to explore the environment. | <p>Sensory activities provide learning opportunities that are self-directed and open-ended. They have varied and interesting textures, smells, colors, or appearances and may have other uses.</p> <p>Level I: Uses trial and error problem solving, perhaps repeating the same error over and over.</p> <p>Level II: Begins to generate more alternatives for solving the problem or correcting an error.</p> <p>Level III: Uses logic to a greater extent to solve problems. Child is beginning to look ahead and anticipate the effect of decisions made in the process of creating.</p> | <p>Art Unit</p> <p>Visit Plan: <i>Play Dough</i>, p. 51</p> <p>Parent Handout: <i>That's Using Your Senses!</i>, p. 65</p> <p>Parent Educator Resource: <i>The Creative Process</i>, p. 59</p> |

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| Choose to participate in an increasing variety of experiences. | <p>Children need uninterrupted time to become involved in art activities, investigate materials, try out techniques, and persist at art activities.</p> <p>Level I: Experiments with leaving a mark, whether by drawing or painting. Child is more interested in the process of doing art than the product.</p> <p>Level II: Child makes more controlled marks. Often intentional about what is created.</p> <p>Level III: The child draws and paints more complex figures often including letter-like forms and letters in his pictures.</p> | <p>Art Unit</p> <p>Visit Plan: <i>Painting and Drawing</i>, p. 43</p> <p>Parent Handout: <i>Developmental Sequences in Art</i>, p. 61</p> <p>Parent Educator Resource: <i>Art and the Young Child: Process vs. Product</i>, p. 55</p> |
| Demonstrate an eagerness and interest in learning through verbal and nonverbal means while playing, listening, questioning, and interacting. | <p>Simple repetitive rhymes and songs help make children eager listeners.</p> <p>Level I: Can repeat songs and rhymes. Can carry out three simple, related, successive commands in order.</p> <p>Level II: Can sing and do actions to the song. Can identify words that rhyme when asked.</p> <p>Level III: Can recite familiar rhymes, songs and finger plays from memory.</p> | <p>Music Unit</p> <p>Visit Plan: <i>Steady Beat</i>, p. 247</p> <p>Parent Handout: <i>Music in the Air</i>, p. 275</p> <p>Parent Educator Resource: <i>The Importance of Music in Early Childhood</i>, p. 263</p> |
| Risk-Taking, Problem-Solving, and Flexibility | | |
| Demonstrate a willingness to choose a variety of both familiar and new experiences. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | <p>Parenting Topics</p> <p>Parent Handout: <i>Helping Your Child Build a Sense of Self</i>, p. PT141</p> <p>Parent Educator Resource: <i>A Sense of Self</i>, p. 137</p> |
| Demonstrate the ability to tell the difference between appropriate and inappropriate (or dangerous) risk-taking. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | <p>Parenting Topics</p> <p>Parent Handout: <i>Keeping Your Child Safe</i>, p. PT67</p> <p>Parent Educator Resource: <i>Safety Issues</i>, p. PT63</p> |

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| Attempt a variety of strategies to solve problems. | <p>Children need repeated opportunities to solve problems.</p> <p>Level I: Stops playing when he encounters a problem. Uses trial and error problem solving, perhaps repeating the same error over and over.</p> <p>Level II: Begins to generate more alternatives for solving problems. Asks for help when needed and is better able to put frustration into words.</p> <p>Level III: Uses logic to a greater extent to solve problems. Involves others in the decision making process.</p> | <p>Games Unit</p> <p>Visit Plan: <i>Board Games</i>, p. 87</p> <p>Parent Handout: <i>Let's Play Games</i>, p. 101</p> <p>Parent Educator Resource: <i>Why Should Preschoolers Play Games?</i>, pg. 99</p> |
| Demonstrate resilience in the face of challenges. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics: <i>Concerns</i> p. PT 161-220 |
| Persistence, Attentiveness, and Responsibility | | |
| Demonstrate the ability to remain engaged in an experience | <p>Children learn to remain engaged through the structure and routines provided in their environment.</p> <p>Level I: Needs frequent reminders to do simple chores and self-help skills.</p> <p>Level II: Beginning to take some initiative in remembering tasks, especially if they are part of a routine.</p> <p>Level III: Listens more attentively to directions, and is able to remain focused for longer periods of time.</p> | <p>Social -Emotional Unit</p> <p>Visit Plan: <i>Character Development</i>, p. 363</p> <p>Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i>, p. 377</p> <p>Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i>, p. 367</p> |
| Work toward completion of a task despite distractions or interruptions | <p>Children need uninterrupted time to become involved in activities, investigate materials, try out techniques, and persist in activities.</p> <p>Level I: Needs frequent reminders to do simple chores and self-help skills.</p> <p>Level II: Beginning to take some initiative in remembering tasks, especially if they are part of a routine.</p> <p>Level III: Listens more attentively to directions, and is able to remain focused for longer periods of time.</p> | <p>Art Unit</p> <p>Visit Plan: <i>Painting and Drawing</i>, p. 43</p> <p>Parent Handout: <i>Developmental Sequences in Art</i>, p. 61</p> <p>Parent Educator Resource: <i>Art and the Young Child: Process vs. Product</i>, p. 55</p> |

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| Seek and accept help or information when needed. | When the parents join the child in a project, they build mutual trust and respect through sharing new ideas and making plans. Level I: May play independently without involving the parent. May still find sharing with a playmate difficult. Level II: More interested in working with the parent. Level III: Seeks play partners and participates fully in the project. | Construction Unit Visit Plan: <i>Building Together</i> , p. 71 Parent Handout: <i>Developmental Stages of Block Play</i> , p. 83 Parent Educator Resource: <i>Playing with Blocks</i> , p. 79 |
| Develop a sense of purpose and the ability to follow through. | Children learn to be responsible by carrying out tasks and fulfilling commitments. Level I: Needs frequent reminders to do simple chores and self-help skills. Level II: Beginning to take some initiative in remembering tasks, especially if they are part of a routine. Level III: Listens more attentively to directions, and is able to remain focused for longer periods of time. | Social -Emotional Unit Visit Plan: <i>Character Development</i> , p. 363 Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i> , p. 377 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |
| Imagination, Creativity, and Invention | | |
| Take on pretend roles in play and make-believe with objects. | Children feel a sense of mastery and expand their understanding of everyday life through pretending. Level I: Plays cooperatively with two or more children. Level II: Can develop and follow rules in pretend play and incorporate daily situations into pretend play. Level III: Can work with others to develop complex rules and scenarios for pretend play. A wider range of experience allows the child to play other roles. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p. 295 |

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| Approach tasks and experiences with increasing flexibility, imagination, and inventiveness. | <p>Representational thought allows children to use mental images that represent past events and experiences to imagine future possibilities.</p> <p>Level I: Stops pretending when encountering a problem. Uses trial and error problem solving, perhaps repeating the same error over and over.</p> <p>Level II: Begins to generate more alternatives for solving problems encountered. Beginning to involve others in making decisions.</p> <p>Level III: Uses logic to a great extent to solve problems. Develops simple strategies and anticipates the effect of decisions made.</p> | <p>Pretend Play Unit</p> <p>Visit Plan: <i>Paper Bag Puppets</i>, p. 291</p> <p>Parent Handout: <i>Let's Pretend</i>, p. 303</p> <p>Parent Educator Resource: <i>Pretend Play Experiences</i>, p. 295</p> |
| Use or combine materials/strategies in novel ways while exploring and solving problems. | <p>Because young children have limited experience in the world, and their memories are still developing, they need many opportunities to work and play with concrete objects.</p> <p>Level I: Explores objects noticing similarities and differences</p> <p>Level II: Sorts objects by more than one characteristic</p> <p>Level III: Experiments with objects and make predictions using previous experience and knowledge</p> | <p>Science Unit</p> <p>Visit Plan: <i>Water Play</i>, p. 315</p> <p>Parent Handout: <i>Building Reasoning Skills</i>, p. 343</p> <p>Parent Educator Resource: <i>Helping Children Understand Their World</i>, p. 337</p> |
| Think more openly and creatively by comparing and contrasting solution strategies. | <p>Adults can guide children by asking open-ended questions that encourage the child to think through a problem.</p> <p>Level I: Uses trial and error problem solving, often stopping when a problem is encountered.</p> <p>Level II: Begins to generate more alternatives for solving problems encountered.</p> <p>Level III: Begins to look ahead and anticipate the effect of decisions made.</p> | <p>Construction Unit</p> <p>Visit Plan: <i>Scrap Sculpture</i>, p. 67</p> <p>Parent Handout: <i>The ABCs of Beautiful Junk</i>, p. 81</p> <p>Parent Educator Resource: <i>Helping Children Understand Their World</i>, p. 337</p> |
| Aesthetic Sensibility | | |
| Appreciate and use humor. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parent Handout: <i>Play and Your Child</i> , p. PT59 Parent Educator Resource: <i>The Value of Play</i> , PT53 |

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| Demonstrate a sense of wonder and pleasure. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parent Handout: <i>The Creative Process</i> , p. 63 Parent Educator Resource: <i>Art and the Young Child: Process vs. Product</i> , p. 55 |
| Take delight in beauty. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parent Handout: <i>The Creative Process</i> , p. 63 Parent Educator Resource: <i>Art and the Young Child: Process vs. Product</i> , p. 55 |
| EMOTIONAL AND SOCIAL DEVELOPMENT | | |
| Developing a Sense of Self | | |
| Show self-confidence as they develop abilities and potential. | Preschoolers need opportunities to use pro-social skills, such as helping and cooperating. Level I: Usually likes to do things alone. Level II: Beginning to perform many self-help skills and to help with chores around the house. Level III: May offer to help out with chores around the house. | Math Unit Visit Plan: <i>Measure Up Trail Mix</i> , p. 181 Parent Handout: <i>Dishing Out Math Experiences</i> , p. 215 Parent Educator Resource: <i>Learning Math and Measurement in the Kitchen</i> , p. 195 |
| Demonstrate persistence with challenging activities, showing a can-do attitude. | Children need opportunities to repeat a mistake and work through the solution to build persistence and confidence. Level I: May become frustrated when a problem is encountered and may want to quit. Level II: Begins to generate more alternatives for solving problems. Level III: Uses logic to a greater extent to solve problems. | Games Unit Visit Plan: <i>Board Games</i> , p. 87 Parent Handout: <i>Early Childhood Board Games</i> , p. 105 Parent Educator Resource: <i>Why Should Preschoolers Play Games</i> , p. 99 |
| Demonstrate increasing self-direction and independence, especially with regard to self-help skills and separating from primary caregivers. | Preschoolers need opportunities to use pro-social skills, such as helping and cooperating. Level I: Usually likes to do things alone. Level II: Beginning to perform many self-help skills and to help with chores around the house. Level III: May offer to help out with chores around the house. | Math Unit Visit Plan: <i>Measure Up Trail Mix</i> , p. 181 Parent Handout: <i>Dishing Out Math Experiences</i> , p. 215 Parent Educator Resource: <i>Learning Math and Measurement in the Kitchen</i> , p. 195 |

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| Demonstrate increasing competence in regulating, recognizing, and expressing emotions verbally and non-verbally. | Children grow in their ability to understand and relate to others. Level I: May recognize and imitate simple emotions. Level II: Understands the cause of emotions. Level III: Can negotiate and compromise with success. | Social-Emotional Unit Visit Plan: <i>Feelings</i> , p. 359 Parent Handout: <i>My Feelings</i> , p. 373 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> p. 367 |
| Enjoy playing alone or near other children. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Play and Your Child</i> , p. PT 59 Parent Educator Resource: <i>The Value of Play</i> , p. PT53 |
| Develop skills for coping with adversity and change. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Stress: What It Is and What To Do About It</i> , p. PT 87 Parent Educator Resource: <i>Stress and Stress Management</i> , p. PT 83 |
| Express and manage anger appropriately. | Children grow in their ability to express and understand their own emotions. Level I: May recognize and imitate simple emotions. Level II: Understands the cause of emotions. Level III: Learning to problem solve to discover appropriate ways to express herself. | Social-Emotional Unit Visit Plan: <i>Feelings</i> , p. 359 Parent Handout: <i>My Feelings</i> , p. 373 Parent Educator Resource: <i>How to Use Books to Explore Emotions</i> , p. 375 |
| Develop an awareness of personal uniqueness, regarding themselves as having certain abilities, characteristics, preferences, and cultural identities. | Children grow in their ability to understand and relate to others. Level I: May recognize and imitate simple emotions. Level II: Understands the cause of emotions. Level III: Can negotiate and compromise with success. | Social-Emotional Unit Visit Plan: <i>Feelings</i> , p. 359 Parent Handout: <i>Play and Family Celebrations</i> , p. PT19 Parent Educator Resource: <i>Why Families Need to Play and Celebrate</i> , p. PT17 |

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| Recognize that they are members of different groups (e.g. family, preschool class, ethnic group). | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Your Child's Relationship With Siblings and Friends</i> , p. PT75 Parent Educator Resource: <i>Sibling and Peer Relationship</i> , p. PT71 |
| Use pretend play to express thoughts and feelings. | Pretend play fosters a sense of mastery and provides opportunity for personal expression. Level I: Can usually share props, but may have trouble when tired or stressed. Level II: Cooperates with requests most of the time. Level III: Can contribute ideas and accept the ideas of others. | Pretend Play Unit Visit Plan: <i>Paper Bag Puppets</i> , p. 291 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p. 295 |
| Developing a Sense of Self with Others | | |
| Approach others easily with expectations of positive interactions. | Pretend play fosters a sense of mastery and provides opportunity for personal expression. Level I: Can usually share props, but may have trouble when tired or stressed. Level II: Cooperates with requests most of the time. Level III: Can contribute ideas and accept the ideas of others. | Pretend Play Unit Visit Plan: <i>Paper Bag Puppets</i> , p. 291 Parent Handout: <i>Helping Your Child Build a Sense of Self</i> , p. PT141 Parent Educator Resource: <i>A Sense of Self</i> , p. PT137 |
| Seek out others when needing emotional support, physical assistance, social interaction, problem-solving, and approval. | Playing with others during an open-ended activity helps child learn to negotiate, compromise, and take the perspective of others. Level I: Stops when encountering a problem. Level II: Asks for help when needed. Level III: Involves others in decision-making process. | Construction Unit Visit Plan: <i>Scrap Sculpture</i> , p. 67 Parent Handout: <i>Your Child's Relationship With Siblings and Friends</i> , p. PT 75 Parent Educator Resource: <i>Sibling and Peer Relationships</i> , p. PT 71 |
| Develop awareness of personal behavior and its effect on others. | Children grow in their ability to understand and relate to others. Level I: May recognize and imitate simple emotions. Level II: Is more aware of the point of view of others. Level III: Can negotiate and compromise with success. | Social-Emotional Unit Visit Plan: <i>Feelings</i> , p. 359 Parent Handout: <i>My Feelings</i> , p. 373 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |

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| Balance their own needs with those of others in the group. | Pretend play fosters a sense of mastery and provides opportunity for personal expression. Level I: Can usually share props, but may have trouble when tired or stressed. Level II: Cooperates with requests most of the time. Level III: Can contribute ideas and accept the ideas of others. | Pretend Play Unit Visit Plan: <i>Paper Bag Puppets</i> , p. 291 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p.295 |
| Work to resolve conflicts positively. | Pretend play fosters a sense of mastery and provides opportunity for personal expression. Level I: Can usually share props, but may have trouble when tired or stressed. Level II: Cooperates with requests most of the time. Level III: Can contribute ideas and accept the ideas of others. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p. 295 |
| Play and interact cooperatively with other children (e.g., taking turns, exchanging ideas). | Children need one-on-one opportunities to practice turn taking and conversations. Level I: Can wait while another person takes a turn. Level II: Can play games according to simple rules. Level III: Understands the give and take of game playing. | Games Unit Visit Plan: <i>Board Games</i> , p. 87 Parent Handout: <i>Let's Play Games</i> , p. 101 Parent Educator Resource: <i>Why Should Preschoolers Play Games</i> , p. 99 |
| Show interest in and respond to other points of view. | Children grow in their ability to understand and relate to others. Level I: May recognize and imitate simple emotions. Level II: Is more aware of the point of view of others. Level III: Can negotiate and compromise with success. | Social-Emotional Unit Visit Plan: <i>Feelings</i> , p. 359 Parent Handout: <i>How to Use Books to Explore Emotions</i> , p. 375 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p.367 |
| Respond to others' feelings, including showing empathy. | Children grow in their ability to understand and relate to others. Level I: May be able to recognize simple emotions. Level II: More aware of another's point of view. Level III: Understands the causes of certain feelings, knows appropriate ways to express self. | Social-Emotional Unit Visit Plan: <i>Feelings</i> , p. 359 Parent Handout: <i>How to Use Books to Explore Emotions</i> , p. 375 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p.367 |

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| Develop the ability to distinguish between unintentional and intentional actions. | Young children are developing an ability to understand other perspectives. Level I: May be able to recognize simple emotions. Level II: More aware of another's point of view. Level III: Understands the causes of certain feelings, knows appropriate ways to express self. | Social -Emotional Unit Visit Plan: <i>Character Development</i> , p. 363 Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i> , p. 377 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |
| Show ease and comfort in their interactions with familiar children and adults. | Pretend play fosters a sense of mastery and provides opportunity for personal expression. Level I: Can usually share props, but may have trouble when tired or stressed. Level II: Cooperates with requests most of the time. Level III: Can contribute ideas and accept the ideas of others. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Your Child's Relationship With Siblings and Friends</i> , p. PT 75 Parent Educator Resource: <i>Sibling and Peer Relationships</i> , p. PT 71 |
| Form and maintain positive relationships, including friendships with children and adults. | Pretend play fosters a sense of mastery and provides opportunity for personal expression. Level I: Can usually share props, but may have trouble when tired or stressed. Level II: Cooperates with requests most of the time. Level III: Can contribute ideas and accept the ideas of others. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Your Child's Relationship With Siblings and Friends</i> , p. PT 75 Parent Educator Resource: <i>Sibling and Peer Relationships</i> , p. PT 71 |
| Recognize, respect, and accept similarities and differences among people, including people with disabilities and those from varying cultures. | Young children are developing an ability to understand other perspectives. Level I: May be able to recognize simple emotions. Level II: More aware of another's point of view. Level III: Understands the causes of certain feelings, knows appropriate ways to express self. | Social -Emotional Unit Visit Plan: <i>Character Development</i> , p. 363 Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i> , p. 377 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |
| Follow social rules, transitions, and routines that have been explained to them. | Children learn responsibility by carrying out tasks and fulfilling commitments. Level I: Needs frequent reminders to do simple chores and self-help skills. Level II: Beginning to take some initiative in remembering tasks. Level III: Beginning to use problem-solving skills in doing chores. | Social -Emotional Unit Visit Plan: <i>Character Development</i> , p. 363 Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i> , p. 377 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |

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| Recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parent Handout: <i>Your Child: Social Emotional Development</i> , p. YC9, YC23, YC35 Parent Educator Resource: <i>Understanding Social-Emotional Development Ages 3, 4, and 5</i> , p. D9 |
| HEALTH AND PHYSICAL DEVELOPMENT | | |
| Self-Care | | |
| Develop an awareness of hygiene. | Development of fine motor skills requires repeated practice. Level I: May be able to brush teeth without assistance. Level II: Can wash and rinse self in the tub. Level III: Can probably wash and dry hands and may be able to floss teeth. | Motor Unit Visit Plan: <i>Fine Motor Development</i> , p. 227 Parent Handout: <i>Your Child's Fine Motor Development</i> , p. 245 Parent Educator Resource: <i>Encouraging Fine Motor Skills</i> , p. 239 |
| Follow basic hygiene practices (e.g., brushing teeth, washing hands). | Development of fine motor skills requires repeated practice. Level I: May be able to brush teeth without assistance. Level II: Can wash and rinse self in the tub. Level III: Can probably wash and dry hands and may be able to floss teeth. | Motor Unit Visit Plan: <i>Fine Motor Development</i> , p. 227 Parent Handout: <i>Your Child's Fine Motor Development</i> , p. 245 Parent Educator Resource: <i>Encouraging Fine Motor Skills</i> , p. 239 |
| Increase independence with basic self-help skills (e.g., feeding oneself, toileting, dressing oneself). | Development of fine motor skills requires repeated practice. Level I: May be able to dress self, requiring help with buttons. Level II: May be able to button and zip. Level III: May be able to tie shoes and cut up food. | Motor Unit Visit Plan: <i>Fine Motor Development</i> , p. 227 Parent Handout: <i>Your Child's Fine Motor Development</i> , p. 245 Parent Educator Resource: <i>Encouraging Fine Motor Skills</i> , p. 239 |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Develop the ability to care for personal belongings. | Children learn to be responsible by carrying out tasks and fulfilling commitments. Level I: Needs frequent reminders to do simple chores and self-help skills. Level II: Beginning to take some initiative in remembering tasks, especially if they are part of a routine. Level III: May offer to help with chores and enjoy checking off a list. | Social -Emotional Unit Visit Plan: <i>Character Development</i> , p. 363 Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i> , p. 377 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |
| Help with routine care of the environment (e.g. put toys away). | Children learn to be responsible by carrying out tasks and fulfilling commitments. Level I: Needs frequent reminders to do simple chores and self-help skills. Level II: Beginning to take some initiative in remembering tasks, especially if they are part of a routine. Level III: May offer to help with chores and enjoy checking off a list. | Social -Emotional Unit Visit Plan: <i>Character Development</i> , p. 363 Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i> , p. 377 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |
| Safety Awareness | | |
| Demonstrate an understanding of the importance of personal safety. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Keeping Your Child Safe</i> , p. PT67 Parent Educator Resource: <i>Safety Issues</i> , p. PT63 |
| Develop an awareness of and the ability to follow basic health and safety rules (e.g., fire and traffic safety). | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parent Handout: <i>Your Child: Social Emotional Development</i> , p. YC9, YC23, YC35 Parent Educator Resource: <i>Understanding Social-Emotional Development Ages 3, 4, and 5</i> , p. D9 |
| Trust and cooperate in a comfortable, safe environment. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parent Handout: <i>Your Child: Social Emotional Development</i> , p. YC9, YC23, YC35 Parent Educator Resource: <i>Understanding Social-Emotional Development Ages 3, 4, and 5</i> , p. D9 |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Recognize and avoid potentially harmful persons, objects, substances, activities, and environments. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Keeping Your Child Safe</i> , p. PT67 Parent Educator Resource: <i>Safety Issues</i> , p. PT 63 |
| Motor Skills | | |
| Develop small muscle control and coordination. | Development of fine motor skills requires repeated practice. Level I: May hold a pencil with fingers instead of fist, drawing controlled scribbles and some patterns. Level II: May hold a pencil with a tripod grip, drawing a 4-part person. Level III: May draw a picture with several recognizable objects. | Motor Unit Visit Plan: <i>Fine Motor Development</i> , p. 227 Parent Handout: <i>Your Child's Fine Motor Development</i> , p. 245 Parent Educator Resource: <i>Encouraging Fine Motor Skills</i> , p. 239 |
| Experiment with handheld tools that develop strength, control, and dexterity of small muscles (e.g., spoons, paintbrushes, crayons, markers, safety scissors, and a variety of technological tools, with adaptations as needed). | Development of fine motor skills requires repeated practice. Level I: May still be experimenting with how to use various tools. Level II: Grip is more mature and effective. Level III: May use tools with increasing control and may show a consistent hand preference. | Art Unit Visit Plan: <i>Simple Stitchery</i> , p. 47 Parent Handout: <i>Your Child's Fine Motor Development</i> , p. 245 Parent Educator Resource: <i>Encouraging Fine Motor Skills</i> , p. 239 |

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| Explore and engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, stringing beads, and using other manipulatives. | <p>Eye-hand coordination improves steadily with practice.</p> <p>Level I: Can use eye-hand coordination to replicate a structure from a model or a picture.</p> <p>Level II: Eye-hand coordination increases, with structures becoming more complicated.</p> <p>Level III: Can build large structures that are secure.</p> | <p>Construction Unit</p> <p>Visit Plan: <i>Roll and Build</i>, p. 75</p> <p>Parent Handout: <i>Bunches of Blocks</i>, p. 85</p> <p>Parent Educator Resource: <i>Playing With Blocks</i>, p. 79</p> |
| Develop body strength, balance, flexibility, and stamina. | <p>Development of mature gross motor patterns requires repeated practice.</p> <p>Level I: Balances on each leg for five or more seconds. Jumps forward, two feet together. Kick a large ball.</p> <p>Level II: Can step and hop, and gallop. Can run and change directions without stopping.</p> <p>Level III: Can hop forward on either foot, can skip, and can throw a ball overhand.</p> | <p>Motor Unit</p> <p>Visit Plan: <i>Animals on the Move</i>, p. 231</p> <p>Parent Handout: <i>Gross Motor Development During the Preschool Years</i>, p. 243</p> <p>Parent Educator Resource: <i>The Development of Gross Motor Skills</i>, p. 235</p> |
| Develop large muscle control and coordinate movements in their upper and /or lower body. | <p>Development of mature gross motor patterns requires repeated practice.</p> <p>Level I: Balances on each leg for five or more seconds. Jumps forward, two feet together. Kick a large ball.</p> <p>Level II: Can step and hop, and gallop. Can run and change directions without stopping.</p> <p>Level III: Can hop forward on either foot, can skip, and can throw a ball overhand.</p> | <p>Motor Unit</p> <p>Visit Plan: <i>Step and Launch</i>, p. 223</p> <p>Parent Handout: <i>Gross Motor Development During the Preschool Years</i>, p. 243</p> <p>Parent Educator Resource: <i>The Development of Gross Motor Skills</i>, p. 235</p> |

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| Explore a variety of equipment and activities that enhance gross motor development (e.g., balls, slides, locomotive toys, and assistive technology). | <p>Most preschoolers spontaneously use large motions and involve their whole body when playing.</p> <p>Level I: Balances on each leg for five or more seconds. Jumps forward, two feet together. Kick a large ball.</p> <p>Level II: Can step and hop, and gallop. Can run and change directions without stopping.</p> <p>Level III: Can hop forward on either foot, can skip, and can throw a ball overhand</p> | <p>Games Unit</p> <p>Visit Plan: <i>Motor Games</i>, p. 91</p> <p>Parent Handout: <i>Gross Motor Development During the Preschool Years</i>, p. 243</p> <p>Parent Educator Resource: <i>The Development of Gross Motor Skills</i>, p. 235</p> |
| Increase the ability to move their bodies in space (running, jumping, skipping). | <p>Most preschoolers spontaneously use large motions and involve their whole body when playing.</p> <p>Level I: Balances on each leg for five or more seconds. Jumps forward, two feet together. Kick a large ball.</p> <p>Level II: Can step and hop, and gallop. Can run and change directions without stopping.</p> <p>Level III: Can hop forward on either foot, can skip, and can throw a ball overhand.</p> | <p>Games Unit</p> <p>Visit Plan: <i>Motor Games</i>, p. 91</p> <p>Parent Handout: <i>Gross Motor Development During the Preschool Years</i>, p. 243</p> <p>Parent Educator Resource: <i>The Development of Gross Motor Skills</i>, p. 235</p> |
| Physical Health and Growth | | |
| Participate in a variety of physical activities for longer periods of time (e.g., exercise, games, and active play). | <p>Most preschoolers spontaneously use large motions and involve their whole body when playing.</p> <p>Level I: Balances on each leg for five or more seconds. Jumps forward, two feet together. Kick a large ball.</p> <p>Level II: Can step and hop, and gallop. Can run and change directions without stopping.</p> <p>Level III: Can hop forward on either foot, can skip, and can throw a ball overhand.</p> | <p>Games Unit</p> <p>Visit Plan: <i>Motor Games</i>, p. 91</p> <p>Parent Handout: <i>Setting Lifelong Habits for Physical Activity</i>, p. 107</p> <p>Parent Educator Resource: <i>Why Should Preschoolers Play</i>, p. 99</p> |

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| Transition from high-energy to low-energy activities (e.g., calming or other relaxing activities). | Creative movement provides opportunities for children to express a wide range of movement and emotions. Level I: Is able to imitate the movement of others and enjoys doing so. Level II: Responds to the tempo of the music with his movements. Level III: Creates movements and responds to the mood of the music. | Music Unit Visit Plan: <i>Creative Movement</i> , p. 251 Parent Handout: <i>Helping Your Child Learn Self-Regulation</i> , p. PT 135 Parent Educator Resource: <i>The Importance of Self-Regulation</i> , p. PT 131 |
| Recognize and eat nutritious foods. | Preschoolers learn healthy eating practices by observing the choices adults make. Level I: May eat most foods in a tidy manner. Level II: Can usually tolerate foods with different textures. Level III: Easily eats a wide variety of foods. | Math Unit Visit Plan: <i>Measure Up Trail Mix</i> , p. 181 Parent Handout: <i>Dishing Out Math Experiences</i> , p. 215 Parent Educator Resource: <i>Learning Math and Measurement in the Kitchen</i> , p. 195 |
| Develop an awareness of personal health and fitness. | Development of fine motor skills requires repeated practice. Level I: May be able to dress herself, requiring help with buttons. Level II: May be able to button and zip. Level III: May be able to tie shoes and cut up food. | Games Unit Visit Plan: <i>Motor Games</i> , p. 91 Parent Handout: <i>Setting Lifelong Habits for Physical Activity</i> , p. 107 Parent Educator Resource: <i>Why Should Preschoolers Play</i> , p. 99 |
| Participate in games, outdoor play, and other forms of exercise to enhance physical fitness. | Most preschoolers spontaneously use large motions and involve their whole body when playing. Level I: Balances on each leg for five or more seconds. Jumps forward, two feet together. Kick a large ball. Level II: Can step and hop, and gallop. Can run and change directions without stopping. Level III: Can hop forward on either foot, can skip, and can throw a ball overhand. | Games Unit Visit Plan: <i>Motor Games</i> , p. 91 Parent Handout: <i>Setting Lifelong Habits for Physical Activity</i> , p. 107 Parent Educator Resource: <i>Why Should Preschoolers Play</i> , p. 99 |
| Engage in adaptive physical activities as appropriate. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Screening Unit Parent Handout: <i>Your Child's Screening</i> , p. 25 Parent Educator Resources: <i>The Screening Process</i> , p. S-3 <i>Red Flags</i> , p. S-7 |

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| <p>Make better use of their vision and hearing, and benefit from correction and aids as needed.</p> | <p>Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation.</p> | <p>Screening Unit Parent Handout: <i>Your Child's Screening</i>, p. 25 Parent Educator Resources: <i>The Screening Process</i>, p. S-3 <i>Red Flags</i>, p. S-7</p> |
| <p>LANGUAGE DEVELOPMENT AND COMMUNICATION</p> | | |
| <p>Receptive Language</p> | | |
| <p>Understand increasingly complex sentences, including past, present, and future tenses.</p> | <p>Children construct their understanding of print through meaningful reading and writing experiences. Level I: Can recite a favorite rhyme. Can use basic time words but doesn't fully understand them. Level II: Can retell familiar stories. Can use some time words like today, last night, and morning to talk about things in the past, present, and future. Level III: Can describe a sequence of events. Can correctly use such time words as yesterday, tomorrow, today, and everyday.</p> | <p>Math Unit Visit Plan: <i>Comparing and Ordering</i>, p. 169 Parent Handout: <i>Making Comparisons</i>, p. 203 Parent Educator Resource: <i>Early Stages of Math Development: Comparing and Ordering</i>, p. 187</p> |

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| Understand and use a growing vocabulary. | <p>Hearing a wide variety of words in conversations helps children expand their spoken language.</p> <p>Level I: Can use basic words to communicate with a vocabulary of approximately 2000 words.</p> <p>Level II: Has a vocabulary of around 4000 words, asking the meaning of words that are new to child.</p> <p>Level III: Has a vocabulary of around 6000 words, continues to ask the meaning of words that are new to child.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Vocabulary and Learning Letters</i>, p. 123</p> <p>Parent Handout: <i>Activities to Encourage Children to Become Readers</i>, p. 159</p> <p>Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i>, p. 139</p> |
| Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations. | <p>Books that follow a child’s interests will hold their attention and support developing vocabulary.</p> <p>Level I: Can listen carefully to adult conversation and use new words child hears.</p> <p>Level II: May know a large number of words that reflect a particular interest.</p> <p>Level III: May have an average sentence length of 8 to 10 words.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Vocabulary and Learning Letters</i>, p. 123</p> <p>Parent Handout: <i>Activities to Encourage Children to Become Readers</i>, p. 159</p> <p>Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i>, p. 139</p> |
| Consistently respond to requests for information or action (e.g., respond to questions and follow one-and two-step directions). | <p>A variety of activities, along with descriptive language by an adult, helps child build vocabulary.</p> <p>Level I: Can find an object when requested by function.</p> <p>Level II: Can tell how common objects are used.</p> <p>Level III: Can describe attributes of a real object using at least three sentences.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Sorting and Classifying</i>, p. 165</p> <p>Parent Handout: Collections: <i>Button Box Math</i>, p. 201</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Matching and Sorting</i>, p. 165</p> |
| Comprehend and use language for multiple social and cognitive purposes (e.g., understand and talk about feelings, ideas, information, and beliefs). | <p>A variety of activities, along with descriptive language by an adult, helps build vocabulary and expression.</p> <p>Level I: Can ask questions using what, who, where, and why.</p> <p>Level II: Can discuss an object using six to eight words in a sentence.</p> <p>Level III: Can tell why child placed objects within a category.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Sorting and Classifying</i>, p. 165</p> <p>Parent Handout: Collections: <i>Button Box Math</i>, p. 201</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Matching and Sorting</i>, p. 165</p> |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Develop familiarity with sounds in words (e.g., listening to, identifying, recognizing, and discriminating). | Experimentation with the sounds of language enables children to learn the basics of literacy later on. Level I: Likes to listen to rhyming test and learns a few rhymes, songs, or finger plays. Level II: Can usually think of a word that rhymes with another. Level III: Begins to attend to the beginning sounds in words. | Literacy Unit Visit Plan: <i>Phonological Awareness</i> , p. 119 Parent Handout: <i>Playing with the Sounds of Language</i> , p. RS 3 Parent Educator Resource: <i>Phonological Awareness: Rhymes, Songs, and More</i> , p. RS 1 |
| Understand that people communicate in many ways, including through gestures, sign language, facial expressions, and augmentative communication devices. | Children grow in their ability to understand and relate to others. Level I: May recognize and imitate simple emotions. Uses physical expression. Level II: Understands the cause of emotions. Role play with friends. Level III: Can negotiate and compromise with success. Discovering appropriate ways to express self. | Social-Emotional Unit Visit Plan: <i>Feelings</i> , p. 359 Parent Handout: <i>My Feelings</i> , p. 373 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |
| Expressive Language | | |
| Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences). | Children grow in their ability to understand and relate to others. Level I: May recognize and imitate simple emotions. Uses physical expression. Level II: Understands the cause of emotions. Role play with friends. Level III: Can negotiate and compromise with success. Discovering appropriate ways to express self. | Social-Emotional Unit Visit Plan: <i>Feelings</i> , p. 359 Parent Handout: <i>My Feelings</i> , p. 373 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |

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| Use language as a part of pretend play to create and enact roles. | <p>Pretend play fosters a sense of mastery and provides opportunity for personal expression.</p> <p>Level I: Is beginning to negotiate in small groups of one or two children.</p> <p>Level II: Can develop and follow rules in pretend play.</p> <p>Level III: Can contribute ideas and accept the ideas of others.</p> | <p>Pretend Play Unit</p> <p>Visit Plan: <i>Pretend Play</i>, p. 287</p> <p>Parent Handout: <i>Let's Pretend</i>, p. 303</p> <p>Parent Educator Resource: <i>Pretend Play Experiences</i>, p. 295</p> |
| Initiate and engage in conversations. | <p>Increase understanding of language by meaningful conversations with a caring adult.</p> <p>Level I: Listens carefully to adult conversation and uses new words child hears.</p> <p>Level II: Recognizes when adults use words child doesn't know and asks for definitions.</p> <p>Level III: Speech is very similar to that of an adult. Continues to ask what words mean.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Vocabulary and Learning Letters</i>, p. 123</p> <p>Parent Handout: <i>Activities to Encourage Children to Become Readers</i>, p. 159</p> <p>Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i>, pg. 139</p> |
| Describe experiences and create and/or retell simple stories. | <p>Predictable books use children's intuitive understanding of patterns and sequencing and provide a natural connection between intellectual development and language.</p> <p>Level I: Can recall recent events and know what will happen next based on recent experience.</p> <p>Level II: Can retell familiar stories and predict an ending for stories.</p> <p>Level III: Can repeat a story she has just heard in the original sequence.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Sorting and Classifying</i>, p. 165</p> <p>Parent Handout: <i>Collections: Button Box Math</i>, p. 201</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Matching and Sorting</i>, p. 165</p> |
| Ask questions and make comments related to the topic of conversation. | <p>Increase understanding of language by meaningful conversations with a caring adult.</p> <p>Level I: Listens carefully to adult conversation and uses new words child hears.</p> <p>Level II: Recognizes when adults use words child doesn't know and asks for definitions.</p> <p>Level III: Speech is very similar to that of an adult. Continues to ask what words mean.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Vocabulary and Learning Letters</i>, p. 123</p> <p>Parent Handout: <i>Activities to Encourage Children to Become Readers</i>, p. 159</p> <p>Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i>, p. 139</p> |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Communicate messages with expression, tone, and inflection appropriate to the situation. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Your Child Development Handouts Parent Handout: <i>Your Child Language Development</i> , pgs. YC3, YC11, & YC29 |
| Use increasingly complex and varied language structures, sentences, and vocabulary. | Increase understanding of language by meaningful conversations with a caring adult. Level I: Has vocabulary of around 2000 words and speaks in 4 to 6 word sentences. Level II: Has vocabulary of around 4000 words and speaks in 6 to 8 word sentences. Level III: Vocabulary of around 6000 words and speaks in 8 to 10 word sentences. | Literacy Unit Visit Plan: <i>Vocabulary and Learning Letters</i> , p. 123 Parent Handout: <i>Activities to Encourage Children to Become Readers</i> , p. 159 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 139 |
| Foundations for Reading – Motivation | | |
| Show an interest in books, other print and reading-related activities, including using and sharing books and print in their play. | Children need to see adults reading with purpose and enjoyment. Level I: Can “read” environmental print. Level II: Can identify own name in print. Level III: Begins to use letters randomly in scribbled writing. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Your Child’s Brain Development and Learning to Read</i> , p. 147 Parent Educator Resource: <i>Brain Development Supporting Reading</i> , p. 131 |
| Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud. | Children need repeated experiences hearing print read. Level I: Shows an interest in print and letters. Level II: Enjoys listening to a variety of books. Level III: Show an interest in words in books, pointing out letters, numbers, and symbols child recognizes. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Activities to Encourage Children to Become Readers</i> , p. 159 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |

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| Independently engage in reading behaviors (e.g., turning pages, imitating adults by pointing to words, telling the story). | Children model reading behaviors they have been exposed to. Level I: Holds books correctly and turns pages. Level II: Can retell familiar stories. Level III: Looks at books independently. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Activities to Encourage Children to Become Readers</i> , p. 159 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |
| Independently engage in writing behaviors (e.g., write symbols or letters for names, use materials at the writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). | Environments rich in print will support the young child's understanding of print. Level I: Can scribble, making the same mark over and over. Level II: Can make letter-like forms. May make a few letters. Level III: Can write a sequence of letters and letter-like forms to represent a message. | Literacy Unit Visit Plan: <i>Emerging Writing</i> , p. 115 Parent Handout: <i>Understanding How Your Child Learns to Write</i> , p. 151 Parent Educator Resource: <i>Writing Skills</i> , p. 135 |
| Show preferences for favorite books. | Children need repeated experiences hearing print read. Level I: Shows an interest in print and letters. Level II: Enjoys listening to a variety of books and develops favorites. Level III: Show an interest in words in books, pointing out letters, numbers, and symbols child recognizes. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Activities to Encourage Children to Become Readers</i> , p. 159 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |
| Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information. | Language skills are central to a child's reading competency. Level I: May ask questions using is, what, where, and why. Level II: May ask questions about what child sees. Level III: Child can relate a story to his own experiences. | Science Unit Visit Plan: <i>Fun With Nature</i> , p. 323 Parent Handout: <i>Outdoor Play</i> , p. 351 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |
| Foundations for Reading -Vocabulary and Comprehension | | |

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| Develop knowledge about their world (what things are and how they work) and use this knowledge to make sense of stories and information books. | Language skills are central to a child's reading competency. Level I: May ask questions using is, what, where, and why. Level II: May ask questions about what child sees. Level III: Can relate a story to own experiences. | Science Unit Visit Plan: <i>Chemistry in the Kitchen</i> , p. 327 Parent Handout: <i>Stirring Up Chemistry</i> , p. 355 Parent Educator Resource: <i>Helping Children Understand Their World</i> , p. 337 |
| Discuss books by responding to questions about what is happening in stories and predicting what will happen next. | Language skills are central to a child's reading competency. Level I: May ask questions using is, what, where, and why. Level II: May ask questions about what he sees. Level III: Can relate a story to own experiences. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Activities to Encourage Children to Become Readers</i> , p. 159 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |
| Relate personal experiences to events described in familiar books. | Begin to understand that both spoken and written language are tools for communication. Level I: May ask questions using is, what, where, and why. Level II: May ask questions about what child sees. Level III: Can relate a story to own experiences. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Activities to Encourage Children to Become Readers</i> , p. 159 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |
| Ask questions about a story or information in a book. | Language skills are central to a child's reading competency. Level I: May ask questions using is, what, where, and why. Level II: May ask questions about what child sees. Level III: Can ask serious questions and wants factual answers. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Activities to Encourage Children to Become Readers</i> , p. 159 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Imitate the special language in storybooks, and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Your Child Development Handouts Parent Handout: <i>Your Child Language Development</i> , pgs. YC3, YC11, & YC29 |
| Foundations for Reading-Book and Print Awareness | | |
| Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels and signs). | Children construct their understanding of print through meaningful writing experiences. Level I: Can scribble, making the same mark over and over. Level II: Can make letter-like forms. May make a few letters. Level III: Can write a sequence of letters and letter-like forms to represent a message. | Literacy Unit Visit Plan: <i>Emerging Writing</i> , p. 115 Parent Handout: <i>Understanding How Your Child Learns to Write</i> , p. 151 Parent Educator Resource: <i>Learning to Write</i> , p. 155 |
| Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn). | Children need regular and active interactions with print in order to learn to read. Level I: “Reads” familiar words and signs in environment. Level II: Beginning to develop an understanding that the printed text is what is read. Level III: Shows an interest in the printed word, pointing out letters, numbers, and symbols that child recognizes. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Developmental Stages of Reading</i> , p. 149 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Pretend to read familiar books in ways that mimic adult reading. | Children need regular and active interactions with print in order to learn to read. Level I: Holds books correctly and turns pages beginning at the front of the book. Level II: Can use pretend writing during fantasy play. Level III: Looks at books independently and may have parts memorized. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Developmental Stages of Reading</i> , p. 149 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |
| Hold a book upright while turning pages one by one from front to back. | Children need regular and active interactions with print in order to learn to read. Level I: Holds books correctly and turns pages beginning at the front of the book. Level II: Can use pretend writing during fantasy play. Level III: Looks at books independently and may have parts memorized. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Developmental Stages of Reading</i> , p. 149 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |
| Occasionally run their finger under or over print as they pretend to read a familiar book. | Not addressed | Not addressed |
| Understand some basic print conventions (e.g., concept of letter, concept of word). | Children need regular and active interactions with print in order to learn to read. Level I: “Reads” familiar words and signs in environment. Level II: Beginning to develop an understanding that the printed text is what is read. Level III: Shows an interest in the printed word, pointing out letters, numbers, and symbols that child recognizes. | Literacy Unit Visit Plan: <i>Emerging Reading</i> , p. 111 Parent Handout: <i>Developmental Stages of Reading</i> , p. 149 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 131 |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Learn to identify their name and the names of friends | <p>Children need regular and active interactions with print in order to learn to read.</p> <p>Level I: “Reads” familiar words and signs in environment.</p> <p>Level II: Can read own name in print.</p> <p>Level III: Can identify friends names and most of the letters.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Emerging Reading</i>, p. 111</p> <p>Parent Handout: <i>Developmental Stages of Reading</i>, p. 149</p> <p>Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i>, p. 131</p> |
| Foundations for Reading - Alphabet Knowledge | | |
| Know that letters of the alphabet are a special category and are different from pictures and shapes. | <p>Children need regular and active interactions with print in order to learn to read.</p> <p>Level I: “Reads” familiar words and signs in environment.</p> <p>Level II: Beginning to develop an understanding that the printed text is what is read.</p> <p>Level III: Shows an interest in the printed word, pointing out letters, numbers, and symbols that child recognizes.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Emerging Reading</i>, p. 111</p> <p>Parent Handout: <i>Developmental Stages of Reading</i>, p. 149</p> <p>Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i>, p. 131</p> |
| Recognize and name some letters of the alphabet, especially those in their own name and in the names of others who are important to them. | <p>Children need regular and active interactions with print in order to learn to read.</p> <p>Level I: “Reads” familiar words and signs in environment.</p> <p>Level II: Can read own name in print.</p> <p>Level III: Can identify friends names and most of the letters.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Emerging Reading</i>, p. 111</p> <p>Parent Handout: <i>Developmental Stages of Reading</i>, p. 149</p> <p>Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i>, p. 131</p> |

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| Foundations for Reading - Alphabetic Principle | | |
| Understand that letters function to represent sounds in spoken words. | <p>Experimentation with the sounds of language enables children to learn the basics of literacy later on.</p> <p>Level I: May recognize some letters, but does not associate sounds with them.</p> <p>Level II: May be recognizing more letters and associating sounds with a few letters.</p> <p>Level III: Notices initial sounds for a few letters.</p> | <p>Literacy Unit Visit Plan: <i>Phonological Awareness</i>, p. 119 Parent Handout: <i>Playing with the Sounds of Language</i>, p. RS 3 Parent Educator Resource: <i>Phonological Awareness: Rhymes, Songs, and More</i>, pg. RS 1</p> |
| Make some sound-to-letter matches, using letter name knowledge (e.g., writes “M” and says “This is Mommy”). | <p>Experimentation with the sounds of language enables children to learn the basics of literacy later on.</p> <p>Level I: May recognize some letters, but does not associate sounds with them.</p> <p>Level II: May be recognizing more letters and associating sounds with a few letters.</p> <p>Level III: Notices initial sounds for a few letters.</p> | <p>Literacy Unit Visit Plan: <i>Phonological Awareness</i>, p. 119 Parent Handout: <i>Developmental Stages of Reading</i>, p. 149 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i>, p. 139</p> |
| Foundations for Reading -Phonological Awareness | | |

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| Enjoy listening to songs, poems, and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words. | Experimentation with the sounds of language enables children to learn the basics of literacy later on. Level I: Can recognize when words rhyme in the speech of others or in songs and books. Level II: Easily memorizes rhymes, songs, and finger plays. Level III: Continues to enjoy rhymes and can rhyme most words. | Literacy Unit Visit Plan: <i>Phonological Awareness</i> , p. 119 Parent Handout: <i>Playing with the Sounds of Language</i> , p. RS 3 Parent Educator Resource: <i>Phonological Awareness: Rhymes, Songs, and More</i> , p. RS 1 |
| Enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables. | Simple repetitive rhymes and songs help make children eager listeners. Level I: Can imitate a rhythmic pattern using one body part. Level II: Can tap out a simple rhythmic pattern using an object. Level III: Can feel and express a steady beat. | Music Unit Visit Plan: <i>Steady Beat</i> , p. 247 Parent Handout: <i>Music in the Air</i> , p. 275 Parent Educator Resource: <i>The Importance of Music in Early Childhood</i> , p. 263 |
| Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words. | Experimentation with the sounds of language enables children to learn the basics of literacy later on. Level I: Can recognize when words rhyme in the speech of others or in songs and books. Level II: Easily memorizes rhymes, songs, and finger plays. Level III: Continues to enjoy rhymes and can rhyme most words. | Literacy Unit Visit Plan: <i>Phonological Awareness</i> , p. 119 Parent Handout: <i>Playing with the Sounds of Language</i> , p. RS 3 Parent Educator Resource: <i>Phonological Awareness: Rhymes, Songs, and More</i> , p. RS 1 |
| Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Kasha and Katie begin with the same sound). | Experimentation with the sounds of language enables children to learn the basics of literacy later on. Level I: May recognize some letters, but does not associate sounds with them. Level II: May be recognizing more letters and associating sounds with a few letters. Level III: Notices initial sounds for a few letters. | Literacy Unit Visit Plan: <i>Phonological Awareness</i> , p. 119 Parent Handout: <i>Developmental Stages of Reading</i> , p. 149 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 139 |
| Foundations for Writing | | |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay, computers). | Print makes sense when children engage in meaningful writing. Level I: Is very interested in writing and wants to use the writing tools child sees parents use. Level II: Makes letter-like forms. Level III: Writes a sequence of letters and letter-like forms. | Literacy Unit Visit Plan: <i>Emerging Writing</i> , p. 115 Parent Handout: <i>Understanding How Your Child Learns to Write</i> , p. 151 Parent Educator Resource: <i>Writing Skills</i> , p. 135 |
| Use a variety of writing in their play and for a variety of purposes (e.g., labels, lists, signs, messages, stories). | Print makes sense when children engage in meaningful writing. Level I: Will scribble, making the same kinds of marks over and over. Level II: Labels scribbles as writing, and move across the page from left to right. Level III: Writes a sequence of letters and letter-like forms that represent a story, message, or list. | Pretend Play Unit Visit Plan: <i>Pretend Play</i> , p. 287 Parent Handout: <i>Play Basics</i> , p. 301 Parent Educator Resource: <i>Pretend Play Experiences: Why, What, and How?</i> , p. 295 |
| Represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms. | Print makes sense when children engage in meaningful writing. Level I: Will scribble, making the same kinds of marks over and over. Level II: Labels scribbles as writing, and move across the page from left to right. Level III: Writes a sequence of letters and letter-like forms that represent a story, message, or list. | Pretend Play Unit Visit Plan: <i>Pretend Play</i> , p. 287 Parent Handout: <i>Play Basics</i> , p. 301 Parent Educator Resource: <i>Pretend Play Experiences: Why, What, and How?</i> , p. 295 |
| Learn how to tell their thoughts for an adult to write. | Print makes sense when children engage in meaningful writing. Level I: May scribble some words. Level II: May ask an adult to write out the stories as child dictates to them. Level III: Writes a sequence of letters and letter-like forms that represent a story, message, or list. | Literacy Unit Visit Plan: <i>Cooking Up Literacy</i> , p. 127 Parent Handout: <i>Mixing in Literacy Experiences</i> , p. 161 Parent Educator Resource: <i>Emerging Literacy in the Preschool Years</i> , p. 139 |
| Play with writing letters and mastering conventional letter forms, beginning with the first letter of their name. | Print makes sense when children engage in meaningful writing. Level I: Begins to differentiate between drawing and writing. Level II: May write a few letters, particularly the beginning letter of child's name. Level III: Writes a sequence of letters and letter-like forms. May begin to associate letters child can make with the beginning sounds of words, particularly own name | Literacy Unit Visit Plan: <i>Emerging Writing</i> , p. 115 Parent Handout: <i>Supporting Your Child's Writing</i> , p. 153 Parent Educator Resource: <i>Writing Skills</i> , p. 135 |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Use known letters and approximations of letters to write their own name. | <p>Print makes sense when children engage in meaningful writing.</p> <p>Level I: Begins to differentiate between drawing and writing.</p> <p>Level II: May write a few letters, particularly the beginning letter of child's name.</p> <p>Level III: Writes a sequence of letters and letter-like forms. May begin to associate letters child can make with the beginning sounds of words, particularly own name.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Emerging Writing</i>, p. 115</p> <p>Parent Handout: <i>Learning to Write</i>, p. 155</p> <p>Parent Educator Resource: <i>Writing Skills</i>, p. 135</p> |
| Attempt to connect the sounds in a word with its letter forms. | <p>Print makes sense when children engage in meaningful writing.</p> <p>Level I: Begins to differentiate between drawing and writing.</p> <p>Level II: May write a few letters, particularly the beginning letter of child's name.</p> <p>Level III: Writes a sequence of letters and letter-like forms. May begin to associate letters child can make with the beginning sounds of words, particularly own name.</p> | <p>Literacy Unit</p> <p>Visit Plan: <i>Emerging Writing</i>, p. 115</p> <p>Parent Handout: <i>Learning Letters</i>, p. 157</p> <p>Parent Educator Resource: <i>Writing Skills</i>, p. 135</p> |
| COGNITIVE DEVELOPMENT | | |
| Mathematical Thinking and Expression | | |
| Experiment with and use numbers and counting in their play. | <p>Young children use counting in everyday activities such as setting the table, playing board games, counting steps while climbing them.</p> <p>Level I: Can count by rote. Can count 3-4 objects.</p> <p>Level II: Can determine which of two groups has more and which has less. Can count 6 objects.</p> <p>Level III: Can count by rote up to 20. Can count 10 objects.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Water Play</i>, p. 177</p> <p>Parent Handout: <i>Number Concepts</i>, p. 209</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Numbers and Counting</i>, p. 193</p> |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Recognize and describe common shapes. | <p>Young children need opportunities to play with 3-dimensional shapes and to observe 2-dimensional shapes.</p> <p>Level I: Can match shapes, but may not be able to identify them by name.</p> <p>Level II: Can find a shape when asked, but may not be able to name it.</p> <p>Level III: Can name familiar shapes when asked. Can recognize and identify specific shapes in the environment.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Shapes and Space</i>, p. 173</p> <p>Parent Handout: <i>Helping Your Child Learn About Shapes and Space</i>, p. 207</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Shapes and Space</i>, p. 191</p> |
| Understand and use words that identify different positions in space (e.g., in, out, under, over). | <p>Young children can experience themselves in space as they go over, under, around, into, and through when playing on playground equipment or in big boxes.</p> <p>Level I: Can put a block on or under a chair when asked.</p> <p>Level II: Can begin to use terms like in front of and in back of to give directions.</p> <p>Level III: Knows words to express more complex spatial relationships such as beside, on top of, behind, between, first, last, and in the middle.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Shapes and Space</i>, p. 173</p> <p>Parent Handout: <i>Helping Your Child Learn About Shapes and Space</i>, p. 207</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Shapes and Space</i>, p. 191</p> |
| Recognize and duplicate simple patterns within their environment using manipulatives, art materials, body movements, etc. | <p>The predictability of events in a child's life helps her to understand patterns and sequences. Daily routines lead to an understanding of the pattern and sequence of time.</p> <p>Level I: Can repeat a sequence using physical movements (clap, make a fist, wave).</p> <p>Level II: Can organize three pictures into correct sequence.</p> <p>Level III: Can begin to predict what comes next in a pattern.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Comparing and Ordering</i>, p. 169</p> <p>Parent Handout: <i>Making Comparisons</i>, p. 203</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Comparing and Ordering</i>, p. 187</p> |
| Sort, classify, and order objects on the basis of one or two attributes (color, shape, size, small to large, short to tall, etc.). | <p>As children mature, they begin to use their increasing store of knowledge to classify objects by use, function, and composition as well as attributes.</p> <p>Level I: Can sort by a single physical characteristic.</p> <p>Level II: Can sort items within a category based on more than one characteristic.</p> <p>Level III: Understands classification by use or function.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Sorting and Classifying</i>, p. 165</p> <p>Parent Handout: <i>Sorting It Out</i>, p. 197</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Matching and Sorting</i>, p. 185</p> |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Describe or demonstrate a sequence of events. | <p>The predictability of events in a child’s life helps her to understand patterns and sequences. Daily routines lead to an understanding of the pattern and sequence of time.</p> <p>Level I: Can recall recent events and know what will happen next based on recent experience.</p> <p>Level II: Can retell familiar stories and predict an ending for stories.</p> <p>Level III: Can describe a sequence of events.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Comparing and Ordering</i>, p. 169</p> <p>Parent Handout: <i>Making Comparisons</i>, p. 203</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Comparing and Ordering</i>, p. 187</p> |
| Understand size and volume and make comparisons (short/tall, big/small, full/empty, length, weight, height, same, more, less). | <p>Children can develop concepts of size, volume, weight, number, one-to-one correspondence through their everyday experiences with objects and events in their lives.</p> <p>Level I: Can use measurement words to describe length, size, and weight.</p> <p>Level II: May be interested in comparing things.</p> <p>Level III: May understand the concepts of more and less. He is beginning to learn the meanings of standard measurement.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Cooking Up Math: Measuring</i>, p. 181</p> <p>Parent Handout: <i>Dishing Out Math Experiences</i>, p. 215</p> <p>Parent Educator Resource: <i>Learning Math and Measurement in the Kitchen</i>, p. 195</p> |
| Participate in activities that involve non-standard measurement. | <p>Children can develop concepts of size, volume, weight, number, one-to-one correspondence through their everyday experiences with objects and events in their lives.</p> <p>Level I: Can use measurement words to describe length, size, and weight.</p> <p>Level II: May be interested in comparing things.</p> <p>Level III: May understand the concepts of more and less. Child is beginning to learn the meanings of standard measurement.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Cooking Up Math: Measuring</i>, p. 181</p> <p>Parent Handout: <i>Dishing Out Math Experiences</i>, p. 215</p> <p>Parent Educator Resource: <i>Learning Math and Measurement in the Kitchen</i>, p. 195</p> |
| Understand the passage of time within their daily lives (daily routines and the order of events). | <p>The predictability of events in a child’s life helps her to understand patterns and sequences. Daily routines lead to an understanding of the pattern and sequence of time.</p> <p>Level I: Can use basic time words (today, last night, next time) but doesn’t fully understand them.</p> <p>Level II: Can use some time words like today, last night, and morning to talk about things in the past, present, and future.</p> <p>Level III: Can correctly use such time words as yesterday, tomorrow, today, and everyday.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Comparing and Ordering</i>, p. 169</p> <p>Parent Handout: <i>Making Comparisons</i>, p. 203</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Comparing and Ordering</i>, p. 187</p> |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Use a variety of strategies to solve problems. | Because young children have limited experience in the world, and their memories are still developing, they need many opportunities to work and play with concrete objects. Level I: Uses trial and error problem solving, perhaps repeating the same error over and over. Level II: Begins to generate more alternatives for solving problems. Level III: Uses logic to a greater extent to solve problems. | Science Unit Visit Plan: <i>Water Play</i> , p. 315 Parent Handout: <i>Building Reasoning Skills</i> , p. 343 Parent Educator Resource: <i>Helping Children Understand Their World</i> , p. 337 |
| Make and check predictions through observations and experimentation. | Young children learn best when they produce results by their actions, then vary those actions, and see immediate results. Level I: Explores objects noticing similarities and difference Level II: Uses concepts such as weight, size, shape, length to compare the objects. Level III: Experiments with objects and make predications using previous experience and knowledge | Science Unit Visit Plan: <i>Ramp Rolling</i> , p. 311 Parent Handout: <i>Experimenting with Everyday Objects</i> , p. 435 Parent Educator Resource: <i>Motivating Children to Learn</i> , p. 332 |
| Scientific Thinking and Invention | | |
| Expand knowledge of their environment through play. | Children feel a sense of mastery and expand their understanding of everyday life through pretending. Level I: Plays cooperatively with two or more children. Level II: Can develop and follow rules in pretend play and incorporate daily situations into pretend play. Level III: Can work with others to develop complex rules and scenarios for pretend play. A wider range of experience allows child to play other roles. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p. 295 |
| Demonstrate awareness of and respect for their bodies. | Discover what their bodies are capable of doing as they participate in purposeful movement experiences. Level I: Able to balance as stands on one foot. Level II: Able to adjust movements to produce the desired effect. Level III: Able to adjust movements and change actions to produce the desired effect. | Motor Unit Visit Plan: <i>Step and Launch</i> , p. 223 Parent Handout: <i>Gross Motor Development During the Preschool Years</i> , p. 243 Parent Educator Resource: <i>The Development of Gross Motor Abilities</i> , p. 223 |

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| Demonstrate an awareness of seasonal changes and weather conditions. | Children need opportunities to investigate and interact with their world in order to learn about it. Level I: Explores a variety of objects outdoors. Child notices and compares similarities and differences. Level II: Makes comparisons as explores. Level III: May form conclusions (sometime incorrectly) about scientific observations. | Science Unit Visit Plan: <i>Fun With Nature</i> , p. 323 Parent Handout: <i>Outdoor Play</i> , p. 351 Parent Educator Resource: <i>Motivating Children to Learn</i> , p. 332 |
| Identify, discriminate, and make comparisons among objects by observing physical characteristics. | Because young children have limited experience in the world, and their memories are still developing, they need many opportunities to work and play with concrete objects. Level I: Explores objects noticing similarities and differences Level II: Sorts objects by more than one characteristic Level III: Experiments with objects and make predications using previous experience and knowledge | Science Unit Visit Plan: <i>Water Play</i> , p. 315 Parent Handout: <i>Building Reasoning Skills</i> , p. 343 Parent Educator Resource: <i>Helping Children Understand Their World</i> , p. 337 |
| Use one or more of the senses to observe and learn about their environment. | Sensory activities provide learning opportunities that are self-directed and open-ended. They have varied and interesting textures, smells, colors, or appearances and may have other uses. Level I: Uses trial and error problem solving, perhaps repeating the same error over and over. Level II: Begins to generate more alternatives for solving the problem or correcting an error. Level III: Uses logic to a greater extent to solve problems. Child is beginning to look ahead and anticipate the effect of decisions he makes in the process of creating. | Art Unit Visit Plan: <i>Play Dough</i> , p. 51 Parent Handout: <i>That's Using Your Senses!</i> , p. 65 Parent Educator Resource: <i>The Creative Process</i> , p. 59 |
| Observe and care for living things (e.g., classroom pets and plants). | Not addressed | Not addressed |

| North Carolina Widely Held Expectations | Parents as Teachers Rationale And Developmental Levels of Learning | Parents as Teachers Born to Learn Three to Kindergarten Entry Curriculum |
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| Demonstrate an awareness of ideas and language related to time (e.g., day and night, yesterday, today, tomorrow). | <p>The predictability of events in a child’s life helps to understand patterns and sequences. Daily routines lead to an understanding of the pattern and sequence of time.</p> <p>Level I: Can use basic time words (today, last night, next time) but doesn’t fully understand them.</p> <p>Level II: Can use some time words like today, last night, and morning to talk about things in the past, present, and future.</p> <p>Level III: Can correctly use such time words as yesterday, tomorrow, today, and everyday.</p> | <p>Math Unit</p> <p>Visit Plan: <i>Comparing and Ordering</i>, p. 169</p> <p>Parent Handout: <i>Making Comparisons</i>, p. 203</p> <p>Parent Educator Resource: <i>Early Stages of Math Development: Comparing and Ordering</i>, p. 187</p> |
| Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing). | <p>Children need opportunities to investigate and interact with their world in order to learn about it.</p> <p>Level I: Observes and comments on changes in materials.</p> <p>Level II: May try various actions in order to produce a certain effect.</p> <p>Level III: May try to predict what will happen as a result of own actions.</p> | <p>Science Unit</p> <p>Visit Plan: <i>Cooking Up Science</i>, p. 327</p> <p>Parent Handout: <i>Stirring Up Chemistry</i>, p. 355</p> <p>Parent Educator Resources: <i>Helping Children Understand Their World</i>, p. 337</p> |
| Ask questions and seek answers about their environment through active engagement with materials. | <p>When an adult joins the child in a project, they build mutual trust and respect through sharing new ideas and making plans.</p> <p>Level I: Uses trial and error problem solving. May ask for help.</p> <p>Level II: Is more interested in working with the parent. Is more able to play cooperatively and negotiate compromises in the plan.</p> <p>Level III: Shares ideas and can be both a leader and a follower during play.</p> | <p>Construction Unit</p> <p>Visit Plan: <i>Building Together</i>, p. 71</p> <p>Parent Handout: <i>Developmental Stages of Block Play</i>, p. 83</p> <p>Parent Educator Resource: <i>Playing with Blocks</i>, p. 79</p> |
| Use simple tools for investigation of the classroom and the world. | <p>Young children learn through hands-on experience as they manipulate objects and observe what happens.</p> <p>Level I: Notices and compares similarities and differences among objects.</p> <p>Level II: May make predictions about what will happen to an object.</p> <p>Level III: May try other experiments with objects.</p> | <p>Science Unit</p> <p>Visit Plan: <i>Experimenting With Air</i>, p. 319</p> <p>Parent Handout: <i>Blowing Activities for Fun and Learning</i>, p. 349</p> <p>Parent Educator Resource: <i>Helping Children Understand Their World</i>, p. 337</p> |

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| Manipulate their environment to produce desired effects and invented solutions to problems (e.g., deciding to attach a piece of string to the light switch so they can independently turn off the lights). | Children learn they can produce desired results and effect change and that as they make changes the results vary producing the same or similar results repeatedly. Level I: Can purposefully explore objects to predict effects of own actions. Level II: Attempts different actions to produce a desired effect. Level II: Can successfully change actions to solve a problem. | Motor Unit Visit Plan: <i>Step and Launch</i> , p. 223 Parent Handout: <i>Building Reasoning Skills</i> , p. 343 Parent Educator Resource: <i>Understanding Intellectual Development</i> , p. D-5 |
| Represent and demonstrate an understanding of discoveries (drawing, graphing, communicating, etc.). | Because young children have limited experience in the world, and their memories are still developing, they need many opportunities to work and play with concrete objects. Level I: Notices similarities and differences Level II: Sorts objects by more than one characteristic Level III: Make predications using previous experience and knowledge. May chart results. | Science Unit Visit Plan: <i>Water Play</i> , p. 315 Parent Handout: <i>Water, Water Everywhere</i> , p. 347 Parent Educator Resource: <i>Helping Children Understand Their World</i> , p. 337 |
| Make estimates based on experiences with objects (e.g., “Will this block fit in the same hole?”). | Develops analytical and innovative thinking skills Level I: Becomes frustrated when encountering a problem. Level II: Generates more alternatives for problem solving. Level III: Makes estimates and predictions based on previous experience. | Construction Unit Visit Plan: <i>Scrap Sculpture</i> , p. 67 Parent Handout: <i>The ABCs of Beautiful Junk</i> , p. 81 Parent Educator Resource: <i>Helping Children Understand Their World</i> , p. 337 |
| Engage in representational thought (e.g., thinking about things that are not present). | Art provides an opportunity to represent thoughts and ideas. Level I: May label artwork after it is completed. Level II: Is often intentional about what he creates. Level III: Often begins with a plan to represent a specific thought or experience. | Art Unit Visit Plan: <i>Painting and Drawing</i> , p. 43 Parent Handout: <i>Developmental Sequences in Art</i> , p. 61 Parent Educator Resource: <i>Art and the Young Child: Process vs. Product</i> , p. 55 |

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| Understand the uses and roles of various forms of technology. | Not addressed | Not addressed |
| Share responsibility by participating in the care of their environment (e.g., chores and recycling). | <p>Children learn to be responsible by carrying out tasks and fulfilling commitments.</p> <p>Level I: Needs frequent reminders to do simple chores and self-help skills.</p> <p>Level II: Beginning to take some initiative in remembering tasks, especially if they are part of a routine.</p> <p>Level III: May offer to help with chores and enjoy checking off a list.</p> | <p>Social -Emotional Unit</p> <p>Visit Plan: <i>Character Development</i>, p. 363</p> <p>Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i>, p. 377</p> <p>Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i>, p. 367</p> |
| Social Connections | | |
| Identify, value, and respect similarities and differences between themselves and other (gender, race, special needs, culture, language, history, and family structures). | <p>Children feel a sense of mastery and expand their understanding of everyday life through pretending.</p> <p>Level I: Plays cooperatively with two or more children.</p> <p>Level II: Can develop and follow rules in pretend play and incorporate daily situations into pretend play.</p> <p>Level III: Can work with others to develop complex rules and scenarios for pretend play. Child's wider range of experience allows playing other roles.</p> | <p>Social -Emotional Unit</p> <p>Visit Plan: <i>Feelings</i>, p. 359</p> <p>Parent Handout: <i>How to Use Books to Explore Emotions</i>, p. 375</p> <p>Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i>, p. 367</p> |
| Understand relationships, roles, and rules within their own families, homes, and classroom. | <p>Young children are developing an ability to understand other perspectives.</p> <p>Level I: May be able to recognize simple emotions.</p> <p>Level II: More aware of another's point of view.</p> <p>Level III: Understands the causes of certain feelings, knows appropriate ways to express self.</p> | <p>Social -Emotional Unit</p> <p>Visit Plan: <i>Feelings</i>, p. 359</p> <p>Parent Handout: <i>How to Use Books to Explore Emotions</i>, p. 375</p> <p>Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i>, p. 367</p> |

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| Participate as a member of the group in a democratic classroom community. | Young children are developing an ability to understand other perspectives. Level I: May be able to recognize simple emotions. Level II: More aware of another's point of view. Level III: Understands the causes of certain feelings, knows appropriate ways to express self. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p. 295 |
| Observe and talk about changes in themselves and their families over time. | Young children are developing an ability to understand other perspectives. Level I: May be able to recognize simple emotions. Level II: More aware of another's point of view. Level III: Understands the causes of certain feelings, knows appropriate ways to express self. | Social -Emotional Unit Visit Plan: <i>Character Development</i> , p. 363 Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i> , p. 377 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |
| Make sense of their physical, biological, and social worlds by asking questions and engaging in pretend play. | Children feel a sense of mastery and expand their understanding of everyday life through pretending. Level I: Plays cooperatively with two or more children. Level II: Can develop and follow rules in pretend play and incorporate daily situations into pretend play. Level III: Can work with others to develop complex rules and scenarios for pretend play. A child's wider range of experience allows playing other roles. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p. 295 |
| Demonstrate an awareness of different cultures through exploration of customs and traditions, past and present. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Play and Family Celebrations</i> , p. PT19 Parent Educator Resource: <i>Why Families Need to Play and Celebrate</i> , p. PT17 |
| Identify characteristics of the places where they live and play and the relationships of those places to one another. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Play and Your Child</i> , p. PT59 Parent Educator Resource: <i>The Value of Play</i> , p. PT53 |

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| Recognize and identify the roles of community helpers. | Children feel a sense of mastery and expand their understanding of everyday life through pretending. Level I: Plays cooperatively with two or more children. Level II: Can develop and follow rules in pretend play and incorporate daily situations into pretend play. Level III: Can work with others to develop complex rules and scenarios for pretend play. Child' wider range of experience allows playing other roles. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p. 295 |
| Participate in activities to help others in the community. | Children learn to be responsible by carrying out tasks and fulfilling commitments. Level I: Needs frequent reminders to do simple chores and self-help skills. Level II: Beginning to take some initiative in remembering tasks, especially if they are part of a routine. Level III: May offer to help with chores and enjoy checking off a list. | Social -Emotional Unit Visit Plan: <i>Character Development</i> , p. 363 Parent Handout: <i>Knowing What's Right: Your Child's Character Development</i> , p. 377 Parent Educator Resource: <i>Helping Parents Foster Their Child's Character Development</i> , p. 367 |
| Explore, think about, inquire, and learn about the people in their classroom and community. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Play and Your Child</i> , p. PT59 Parent Educator Resource: <i>The Value of Play</i> , p. PT53 |
| Creative Expression | | |
| Participate in art, music, drama, movement, dance, and other creative experiences. | Creative activities offer children the opportunity to express emotion. Level I: Responds with deliberate, simple movements Level II: May attempt a combination of movements. Level III: Combines several movements which are smooth and continuous. | Music Unit Visit Plan: <i>Creative Movement</i> , p. 251 Parent Handout: <i>Music in the Air</i> , p. 275 Parent Educator Resource: <i>Encouraging Musical Creativity</i> , p. 269 |

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| Use a variety of materials and activities for sensory experiences, exploration, creative expression, and representation. | Sensory activities provide learning opportunities that are self-directed and open-ended. They have varied and interesting textures, smells, colors, or appearances and may have other uses. Level I: More interested in the process of the expression than the product. Level II: Often intentional about creation. Level III: Expressions begin to combine different elements. | Art Unit Visit Plan: <i>Play Dough</i> , p. 51 Parent Handout: <i>That's Using Your Senses!</i> , p. 65 Parent Educator Resource: <i>The Creative Process</i> , p. 59 |
| Plan and create their own drawings, paintings, and models using various art materials. | Art provides an opportunity to represent thoughts and ideas. Level I: May label artwork after it is completed. Level II: Is often intentional about what he creates. Level III: Often begins with a plan to represent a specific thought or experience. | Art Unit Visit Plan: <i>Painting and Drawing</i> , p. 43 Parent Handout: <i>Developmental Sequences in Art</i> , p. 61 Parent Educator Resource: <i>Art and the Young Child: Process vs. Product</i> , pg. 55 |
| Experience and use learning in all curricular areas, including creative arts, to reinforce learning in other curricular area (e.g., tying an art or music project into a language development experience). | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Play and Your Child</i> , p. PT59 Parent Educator Resource: <i>The Value of Play</i> , p. PT53 |
| Share experiences, ideas, and thoughts about artistic creations. | Art provides an opportunity to represent thoughts and ideas. Level I: May label artwork after it is completed. Level II: Is often intentional about what he creates. Level III: Often begins with a plan to represent a specific thought or experience. | Art Unit Visit Plan: <i>Play Dough</i> , p. 51 Parent Handout: <i>That's Using Your Senses!</i> , p. 65 Parent Educator Resource: <i>The Creative Process</i> , p. 59 |
| Express interest in and show respect for the creative work of others. | Support for this expectation is infused throughout the 3-K curriculum; however, there is not a visit plan that specifically targets this expectation. | Parenting Topics Parent Handout: <i>Play and Your Child</i> , p. PT59 Parent Educator Resource: <i>The Value of Play</i> , p. PT53 |

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| Show creativity and imagination in using materials and in assuming different roles in pretend play situations. | Children feel a sense of mastery and expand their understanding of everyday life through pretending. Level I: Child plays cooperatively with two or more children. Level II: Child can develop and follow rules in pretend play and incorporate daily situations into pretend play. Level III: Child can work with others to develop complex rules and scenarios for pretend play. Child's wider range of experience allows playing other roles. | Pretend Play Unit Visit Plan: <i>Shopping Pretend Play</i> , p. 287 Parent Handout: <i>Let's Pretend</i> , p. 303 Parent Educator Resource: <i>Pretend Play Experiences</i> , p. 295 |
| Develop awareness of different musical instruments, rhythms, and tonal patterns. | Children learn about musical patterns and relationships between notes. Level I: Can imitate simple rhythmic patterns. Level II: Can play rhythm instruments and echo most rhythmic patterns. Level III: Can reproduce sounds and patterns both vocally and with instruments. | Music Unit Visit Plan: <i>Making and Playing Musical Instruments</i> , p. 259 Parent Handout: <i>Creating Homemade Musical Instruments</i> , p.281 Parent Educator Resource: <i>The Importance of Music in Early Childhood</i> , p. 263 |
| Imitate recall tonal patterns, songs, rhythms, and rhymes. | Singing encourages familiarity with rhyme which helps the child to discriminate between sounds. Level I: Can sing in a soft and a loud voice. Level II: Can sing the most obvious words and melodies of familiar songs. Level III: Can sing entire songs from memory and with a strong voice, | Music Unit Visit Plan: <i>Vocal Music</i> , p. 255 Parent Handout: <i>Rhymes and Songs</i> , p.RS3 Parent Educator Resource: <i>The Importance of Music in Early Childhood</i> , p. 263 |
| Respond through movement and dance to various patterns of beat and rhythm. | Simple repetitive rhymes and songs help make children eager listeners. Level I: Can imitate a rhythmic pattern using one body part. Level II: Can tap out a simple rhythmic pattern using an object. Level III: Can feel and express a steady beat. | Music Unit Visit Plan: <i>Steady Beat</i> , p. 247 Parent Handout: <i>Music in the Air</i> , p. 275 Parent Educator Resource: <i>The Importance of Music in Early Childhood</i> , p. 263 |