



**NORTH CAROLINA Early Learning Alignment**  
**For children Birth to Three**  
**Learn Every Day: For Infants, Toddlers, and Twos**

**Domain: Approaches to Play and Learning**

Subdomain: Curiosity, Information-Seeking, and Eagerness

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Show interest in others (smile or gaze at caregiver, make sounds or move body when other person is near)</li> <li>Show interest in themselves (watch</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Approaches to Learning;</b> page 118  <b><u>LED Foundations:</u></b>  <u>Approaches to Learning,</u> page 222  <b><u>LED Foundations:</u></b>  <i>Curiosity and</i></p>	<ul style="list-style-type: none"> <li>Imitate what others are doing. APL-1d</li> <li>Show curiosity about their surroundings (with pointing, facial expressions, words). APL-1e</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Approaches to Learning;</b> page 118  <b><u>LED Foundations:</u></b>  <u>Approaches to Learning,</u> page 222  <b><u>LED Foundations:</u></b>  <i>Curiosity and</i></p>	<ul style="list-style-type: none"> <li>Discover things that interest and amaze them and seek to share them with others. APL-1g</li> <li>Show pleasure in new skills and in what they have</li> </ul>	<p><b><u>LED Foundations:</u></b>  <b>Approaches to Learning;</b> page 118  <b><u>LED Foundations:</u></b>  <u>Approaches to Learning,</u> page 222  <b><u>LED Foundations:</u></b>  <i>Curiosity and Eagerness,</i> page 223</p>

<p>own hands, play with own feet). APL-1b</p> <ul style="list-style-type: none"> <li>React to new sights, sounds, tastes, smells, and touches (stick out tongue at first solid food, turn head quickly when door slams). APL-1c</li> </ul>	<p><i>Eagerness, page 223</i></p> <p><b>Hello, page 68:</b> To develop a secure attachment with adults</p> <p><b>Hide the Teddy, page 73:</b> To build language and social interaction skills</p> <p><b>Always Talking, page 87:</b> To introduce the sound of a familiar voice</p> <p><b>Talk to Me! Page 92:</b> To respond to familiar voices</p> <p><b>Where's Teddy? Page 99:</b> To enjoy socializing with others</p> <p><b>Ah, Boo! Page 242:</b> To begin responding to familiar voices</p> <p><b>Baby Boop, page 242:</b> To begin to develop social interaction skills</p> <p><b>When Will the Kisses Come? Page 247:</b> To develop a sense of security with familiar people</p> <p><b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions</p>	<ul style="list-style-type: none"> <li>Show pleasure when exploring and making things happen (clap, smile, repeat action again and again). APL-1f</li> </ul>	<p><i>Eagerness, page 223</i></p> <p><b>LED Foundations: Wonder and Delight, page 230</b></p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</b></p> <p><b>LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</b></p> <p><b>What's in the Drawer? Page 73:</b> To cultivate natural curiosity</p> <p><b>Animal Talk! Page 81:</b> To develop oral language skills</p> <p><b>The Cow Says, "Moo", page 84:</b> To develop oral language skills</p> <p><b>Hello! Who's There? Page 88:</b> To encourage the beginnings of dramatic play</p> <p><b>What's in the Box? Page 102:</b> To encourage curiosity</p> <p><b>Caps for Sale; page 113:</b> To encourage</p>	<p>done. APL-1h</p> <ul style="list-style-type: none"> <li>Watch what others are doing and often try to participate. APL-1i</li> </ul>	<p><b>LED Foundations: Wonder and Delight, page 230</b></p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</b></p> <p><b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</b></p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside another</p> <p><b>Color Walk, page 308:</b> To begin learning color recognition</p> <p><b>Follow that Animal, page 323:</b> To observe and mimic movements</p> <p><b>Counting Containers, page 338:</b> To develop one-on-one correspondence</p> <p><b>Sock Sort, page 344:</b> To develop one-to-one correspondence</p> <p><b>Animal Dance, page 346:</b> To begin to recognize shapes</p>
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			<p>dramatic play <b>Animal Slippers, page 213:</b> To encourage dramatic play</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p>		<p><b>In the Kitchen, page 356:</b> To engage in dramatic play</p>
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## Subdomain: Curiosity, Information-Seeking, and Eagerness

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste. APL-2</li> <li>With appropriate supports, move toward interesting people, sounds, objects, and activities. APL-2</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i> <b><u>LED Foundations:</u></b> <i>Curiosity and Eagerness, page 223</i></p> <p><b>Drum Up Some Fun, page 212:</b> To develop listening skills <b>Teething Toy Collection, page 215:</b> To develop oral motor skills <b>I Can Feel It, page 217:</b> To use fine motor skills to explore items of different textures</p>	<ul style="list-style-type: none"> <li>Initiate activities that interest them and try to get others involved. APL-2c</li> <li>Use toys and other objects to make things happen (kick a ball, push a button on a toy). APL-2d</li> <li>Move toward people and things that are new and/or interesting. APL-2e</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i> <b><u>LED Foundations:</u></b> <i>Curiosity and Eagerness, page 223</i> <b><u>LED Foundations:</u></b> <i>Wonder and Delight, page 230</i></p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers;</b> page 22 <b>LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b></p>	<ul style="list-style-type: none"> <li>Seek more information about people and their surroundings (“study” an object carefully, stare for long moments, become absorbed in figuring out a situation). APL-2f</li> <li>Use their whole body to learn (get mud or paint on themselves from head to toe, fit themselves into a big, empty box). APL-2g</li> <li>Communicate what they want to do or know using</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i> <b><u>LED Foundations:</u></b> <i>Curiosity and Eagerness, page 223</i> <b><u>LED Foundations:</u></b> <i>Wonder and Delight, page 230</i></p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33 <b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and</b></p>

	<p><b>Texture Crawl, page 218:</b> To explore new environmental stimuli</p> <p><b>Blanket Fun, page 226:</b> To experience nature</p> <p><b>Rain on Me, page 226:</b> To experience rain</p> <p><b>Wind Sock, page 228:</b> To enjoy nature</p> <p><b>Bringing the Outside In, page 229:</b> To build observation skills</p> <p><b>Exploring Game, page 229:</b> To develop exploration skills</p> <p><b>New Zoo Revue, page 233:</b> To nurture brain development through sensory experiences</p>		<p>page 32</p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33</p> <p><b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44</p> <p><b>Behind the Flap, page 53:</b> To develop problem-solving skills</p> <p><b>Pulling Strings, page 61:</b> To develop problem-solving skills</p> <p><b>Simple Shape Box, page 66:</b> To develop eye-hand coordination</p> <p><b>Things that Roll, page 69:</b> To develop critical thinking skills</p> <p><b>Tubes Inside Tubes, page 72:</b> To develop problem-solving skills</p> <p><b>Cup Stacking, page 200:</b> To develop spatial reasoning</p> <p><b>Fill and Spill bottles, page 202:</b> To develop eye-hand coordination</p> <p><b>One-Piece Puzzles, page 204:</b> To develop problem-solving skills</p>	<p>gestures, facial expressions, or words (ask “What dat?”). APL-2h</p>	<p><i>Twos with Special Needs;</i> page 44</p> <p><b>Color Game, page 300:</b> To experience social interactions</p> <p><b>Color Search, page 302:</b> To match the color of a paper to an object</p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside another</p> <p><b>My favorite Color Collage, page 313:</b> To explore materials in a single color</p> <p><b>Good Morning! Hello! Page 319:</b> To learn about animal sounds</p> <p><b>Animal Tails, page 320:</b> To begin understanding the concepts of <i>short</i> and <i>long</i></p> <p><b>Mother-Baby Match, page 327:</b> To develop vocabulary</p> <p><b>Name that Shape, page 349:</b> To learn how to spot shapes in everyday objects</p> <p><b>Shape Float, page</b></p>
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			<p><b>Screw the Top On, page 208:</b> To develop problem-solving skills</p> <p><b>Wrap It Up, page 212:</b> To develop problem-solving skills</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p>		<p><b>359:</b> To explore at the water table</p> <p><b>Collage Treasures, page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things</p>
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## Subdomain: Play and Imagination

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Show interest in other children playing (watch, turn toward). APL-3a</li> <li>Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). APL-3b</li> <li>Play with simple objects, using them to make sounds and other interesting results. APL-3c</li> <li>Begin to participate in give-</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p> <p><b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i></p> <p><b><u>LED Foundations:</u></b> <i>Imagination, Creativity, and Invention, page 229</i></p> <p><b>Baby Boop, page 242:</b> To begin to develop social interaction skills</p> <p><b>High or Low! Page 245:</b> To develop security with familiar</p>	<ul style="list-style-type: none"> <li>Play alongside other children, sometimes imitating their actions. APL-3e</li> <li>Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as pretend car). APL-3f</li> <li>Take turns in simple games (pat-</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p> <p><b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i></p> <p><b><u>LED Foundations:</u></b> <i>Curiosity and Eagerness, page 223</i></p> <p><b><u>LED Foundations:</u></b> <i>Wonder and Delight, page 230</i></p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers;</b> page 22</p> <p><b>LED Vol 2: Learning Spaces: Adaptations</b></p>	<ul style="list-style-type: none"> <li>Try to involve other children in play. APL-3i</li> <li>Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). APL-3j</li> <li>Play with others with a common purpose (play a chase game). APL-3k</li> <li>Communicate about what is</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p> <p><b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i></p> <p><b><u>LED Foundations:</u></b> <i>Imagination, Creativity, and Invention, page 229</i></p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33</p> <p><b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and</b></p>

<p>and-take exchanges of sounds and gestures (“serve and return”). APL-3d</p>	<p>voices  <b>Watch the Light Show! Page 247:</b> To nurture a sense of security and bonding  <b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions  <b>Social Rituals, page 251:</b> To understand how to initiate positive interactions with others    <b>Can You Copy Me? Page 252:</b> To imitate the actions of others  <b>Class Photo Book, page 253:</b> To learn names of familiar people</p>	<p>a-cake, peek-a-boo). APL-3g</p> <ul style="list-style-type: none"> <li>• Offer toys and objects to others. APL-3h</li> </ul>	<p><i>for Young Toddlers with Special Needs; page 32</i>  <b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33  <b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44    <b>Baby Basketball, page 52:</b> To learn games with simple rules  <b>Learning with Play, page 59:</b> To participate in early social and emotional experiences  <b>All around the Town, page 280:</b> To develop social-emotional awareness  <b>Chair Lineup, page 281:</b> To develop social skills  <b>Friendship Chain, page 284:</b> To develop a sense of belonging  <b>Hand Puppets, page 285:</b> To build social skills</b></b></p>	<p>happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and necktie). APL-3l</p>	<p><i>Twos with Special Needs; page 44</i>    <b>Color Game, page 300:</b> To experience social interactions  <b>Color Picnic, page 307:</b> To explore the presence of color in nature  <b>Good Morning! Hello! Page 319:</b> To learn about animal sounds  <b>Purse Full of Number Fun, page 343:</b> To develop social skills  <b>Sock Sort, page 344:</b> To develop listening skills  <b>Hoop Shapes Game, page 348:</b> To practice waiting and taking turns  <b>Shape Float, page 359:</b> To develop oral language skills    <b>Trash, Trash Everywhere, page 366:</b> To develop social skills  <b>The Greenhouse, page 371:</b> To develop social skills</p>
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			<p><b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p> <p><b>Share the Music, page 294:</b> To develop socialization skills</p>		<p><b>My Tail, page 392:</b> To engage in dramatic play</p>
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Subdomain: Play and Imagination					
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Use everyday household objects for play (spoons, pots and pans, plastic bowls). APL-4a</li> <li>Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention). APL-4b</li> <li>React to unexpected events with laughter and interest. APL-4</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <i>Approaches to Learning,</i> page 222 <b><u>LED Foundations:</u></b> <i>Imagination, Creativity, and Invention,</i> page 229</p> <p><b>Abacadabra, page 71:</b> To build memory connections in the brain through exploration of a novel object</p> <p><b>What Is Under the Material? Page 75:</b> To build curiosity and</p>	<ul style="list-style-type: none"> <li>Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4d</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <i>Approaches to Learning,</i> page 222 <b><u>LED Foundations:</u></b> <i>Imagination, Creativity, and Invention,</i> page 229</p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers;</b> page 22 <b>LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b> page 32</p>	<ul style="list-style-type: none"> <li>Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). APL-4e</li> <li>Pretend to be somebody or something other than themselves. APL-4f</li> <li>Pretend one object is really something different (use Legos® as food while stirring a</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <i>Imagination, Creativity, and Invention,</i> page 229</p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33 <b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44</p> <p><b>Class Color Mural,</b></p>

	<p>encourage exploration  <b>Baby Mice, page 76:</b>          To learn to anticipate events  <b>Roll Behind the Chair, page 80:</b> To have fun when involved in a social game  <b>Make a Funny Face, page 245:</b> To encourage communication, such as a gurgle, coo, or squeal  <b>Laugh Your Stress Away, page 254:</b> To begin to develop a sense of humor</p>		<p><b>LED Vol 2:</b> <i>See Me Explore! Learning Spaces for Older Toddlers and Twos;</i> page 33  <b>LED Vol 2:</b> <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</i> page 44  <b>Behind the Flap, page 53:</b> To promote an awareness of doing things more than one way  <b>Hello! Who's There? Page 88:</b> To encourage the beginnings of dramatic play  <b>Caps for Sale; page 113:</b> To encourage dramatic play  <b>Collage, page 135:</b> To develop the child's sense of creativity  <b>Foil Squeezing, page 142:</b> To experiment with various media to develop creative skills  <b>Bounce, Bounce, Bounce, page 165:</b> To encourage creative expression  <b>Kitchen Band, page</b></p>	<p>pot). APL-4g</p>	<p><b>page 306:</b> To develop vocabulary  <b>Green Fun, page 310:</b>          To explore color mixing  <b>My favorite Color Collage, page 313:</b> To explore materials in a single color  <b>Colorful Cows, page 317:</b> To express creativity through coloring  <b>Collage Treasures, page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things  <b>My Tail, page 392:</b>          To engage in dramatic play</p>
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			<p><b>171:</b> To develop creative expression</p> <p><b>Shadow Play, page 178:</b> To encourage creative expression</p>	
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## Subdomain: Risk-Taking, Problem-Solving, and Flexibility

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. APL-5a</li> <li>Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture tiny crumb with pincer grasp). APL-5b</li> <li>Look to adult for cues and when reassured, proceed. APL- 5</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <b><u>Approaches to Learning,</u></b> page 222 <b><u>LED Foundations:</u></b> <b><i>Confidence, Risk Taking and Problem Solving,</i></b> page 225</p> <p><b>Chip-Can Scarves, page 72:</b> To gain fine motor practice grasping <b>Hide the Teddy, page 73:</b> To reinforce object permanence <b>Who Is Under the Scarf? Page 75:</b> To experiment with different colors and show preferences <b>What Is Under the</b></p>	<ul style="list-style-type: none"> <li>Try unfamiliar experiences and interact with new people, with a familiar adult nearby. APL-5d</li> <li>Move away from a familiar adult to explore, but check in frequently. APL-5e</li> <li>Show interest in toys that offer a challenge and try to work them. APL-5f</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <b><u>Approaches to Learning,</u></b> page 222 <b><u>LED Foundations:</u></b> <b><i>Imagination, Creativity, and Invention,</i></b> page 229</p> <p><b>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers;</i></b> page 22 <b>LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</i></b> page 32 <b>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos;</i></b></p>	<ul style="list-style-type: none"> <li>Explore freely without a familiar adult nearby. APL-5g</li> <li>Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). APL-5h</li> <li>Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle, “I can do it.”). APL-5i</li> <li>Want to do things their own way (say “Me do it!”, push an adult’s hand away if the person is trying to help).</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <b><u>Approaches to Learning,</u></b> page 222 <b><u>LED Foundations:</u></b> <b><i>Confidence, Risk Taking and Problem Solving,</i></b> page 225</p> <p><b>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos;</i></b> page 33 <b>LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</i></b> page 44</p> <p><b>Building with Color, page 305:</b> To explore</p>

	<p><b>Material? Page 75:</b> To build curiosity and encourage exploration</p> <p><b>Hold the Toy, page 77:</b> To problem solve what to do with a toy</p> <p><b>Napkin Rings, page 78:</b> To practice fine motor skills by pulling and grasping</p> <p><b>On and Off, Open and Close, page 78:</b> To begin to understand cause and effect</p>		<p><i>page 33</i></p> <p><b>LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special Needs</i>; page 44</b></p> <p><b>What's in the Drawer? Page 73:</b> To explore using the senses</p> <p><b>Brightest Chalk Scribbles, page 133:</b> To explore using different media</p> <p><b>Clay Tray, page 135:</b> To explore clay or playdough</p> <p><b>Fruity Dough, page 142:</b> To explore materials using the sense of smell</p> <p><b>Holler Tubes, page 170:</b> To experiment with sound</p> <p><b>Bath Time for Dolly, page 227:</b> To explore sensory experiences</p> <p><b>Floating Islands, page 229</b>To explore sensory materials</p> <p><b>It Feels Sticky, page 230:</b> To explore items using the senses</p> <p><b>Sensory Books, page 237:</b> To explore</p>	APL-5j	<p>stacking and fitting one item inside another</p> <p><b>Farm Scene, page 322:</b> To enjoy creative expression</p> <p><b>Fun with Drums, page 354:</b> To enjoy music</p> <p><b>In the Kitchen, page 356:</b> To engage in dramatic play</p> <p><b>Shape Float, page 359:</b> To explore at the water table</p> <p><b>Flower Gazing, page 363:</b> To develop an appreciation of flowers</p> <p><b>Collage Treasures, page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things</p> <p><b>My Tail, page 392:</b> To engage in dramatic play</p>
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			<p>textures using the sense of touch</p> <p><b>Sensory Exploration Bottles, page 239:</b> To explore visual stimuli</p> <p><b>Tape, page 245:</b> To explore a variety of textures</p>	
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## Subdomain: Risk-Taking, Problem-Solving, and Flexibility

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Try one or two strategies to get what they want (make noise, move or reach toward things, reject unwanted item). APL-6a</li> <li>Try a familiar action in a new activity (hit a button on a new toy, try to open a visitor's purse). APL-6b</li> <li>Use trial and error to get something done, get what they want, or solve simple problems.</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <b><u>Approaches to Learning,</u></b> page 222 <b><u>LED Foundations:</u></b> <b><i>Confidence, Risk Taking and Problem Solving,</i></b> page 225</p> <p><b>Follow the Bee; page 67:</b> To be exposed to the concept of eye-hand coordination <b>Hide the Teddy, page 73:</b> To reinforce object permanence <b>Hold the Toy, page 77:</b> To problem solve</p>	<ul style="list-style-type: none"> <li>Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a toy from him/her; try to put a ball in a box—if it will not fit, gets a bigger box). APL-6d</li> <li>Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). APL-6e</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <b><u>Approaches to Learning,</u></b> page 222 <b><u>LED Foundations:</u></b> <b><i>Confidence, Risk Taking and Problem Solving,</i></b> page 225</p> <p><b>LED Vol 2: <i>Here I Come! Learning Spaces for Young Toddlers;</i></b> page 22 <b>LED Vol 2: <i>Learning Spaces: Adaptations for Young Toddlers with Special Needs;</i></b> page 32</p>	<ul style="list-style-type: none"> <li>Try a variety of strategies to get what they want or solve a problem. APL-6h</li> <li>Use language to obtain help to solve a problem (tell adults, “My car broke.”). APL-6i</li> <li>Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use, pile blocks on a towel and</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118 <b><u>LED Foundations:</u></b> <b><u>Approaches to Learning,</u></b> page 222 <b><u>LED Foundations:</u></b> <b><i>Confidence, Risk Taking and Problem Solving,</i></b> page 225</p> <p><b>LED Vol 2: <i>See Me Explore! Learning Spaces for Older Toddlers and Twos;</i></b> page 33 <b>LED Vol 2: <i>Adapting Learning Spaces for Older Toddlers and Twos with Special</i></b></p>

<p>APL-6c</p>	<p>what to do with a toy  <b>Roll Behind the Chair, page 80:</b> To imagine the continued motion of a hidden object  <b>What's in the Box? Page 80:</b> To enhance understanding of object permanence</p>	<ul style="list-style-type: none"> <li>• After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak). APL-6f</li> <li>• Vary actions on purpose to solve a problem (bang, then turn shape to fit in sorter; shake handle, then pull, to open a drawer). APL-6g</li> </ul>	<p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33  <b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44</p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness  <b>Feelings, page 282:</b> To develop socialization skills  <b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions  <b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions  <b>Important Play, page 287:</b> To develop critical-thinking skills  <b>Look What I Can Do, page 287:</b> To develop critical thinking skills  <b>Working Together, page 296:</b> To develop critical-thinking skills</p>	<p>drag them across the floor when there are too many to carry). APL-6j</p>	<p><i>Needs; page 44</i></p> <p><b>Color Watch, page 303:</b> To sort leaves by color  <b>Colorful Handprints, page 308:</b> To be exposed to print  <b>Farm Animal Parade, page 318:</b> To learn about the sounds and movements of various animals  <b>Good Morning! Hello! Page 319:</b> To learn about animal sounds  <b>Animal Tails, page 320:</b> To begin understanding the concepts of <i>short</i> and <i>long</i>  <b>Barnyard Buddies, page 321:</b> To learn about animals found on a farm  <b>Clapping Game, page 330:</b> To begin understanding one-to-one correspondence  <b>Two Hands, One Heart, page 334:</b> To begin to recognize the numbers 1 and 2  <b>Erase a Shape, page 347:</b> To begin to</p>
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					recognize a circle, triangle, square and rectangle
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## Subdomain: Attentiveness, Effort, and Persistence

## Goal APL-7: Children demonstrate initiative.

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Communicate with sounds or movements to indicate preferences (make excited sound for food they like, push away food they don't like). APL-7a</li> <li>Independently explore the different qualities of an object (notice the sound of a rattle, then be drawn to the "feel" of it, exploring it with mouth or hand). APL-7</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p> <p><b><u>LED Foundations:</u></b> <i>Approaches to Learning,</i> page 222</p> <p><b><u>LED Foundations:</u></b> <i>Attention, Effort and Persistence,</i> page 227</p> <p><b>The Blowing Game, page 66:</b> To encourage social interactions with adults</p> <p><b>Air Stream, page 204:</b> To experience the feel of moving air</p> <p><b>Bouncy Bounce, page 205:</b> To build sensory awareness</p> <p><b>Water Play, page 210:</b> To interact with an element in the environment</p>	<ul style="list-style-type: none"> <li>Express choices with actions or simple language (choose Cheerios® or a cracker). APL-7c</li> <li>Seek to repeat experiences they enjoy or succeed at (do shape sorter over and over, climb up and down stairs). APL-7d</li> </ul>	<p><b><u>LED Foundations:</u></b> <i>Approaches to Learning,</i> page 222</p> <p><b><u>LED Foundations:</u></b> <i>Confidence, Risk Taking and Problem Solving,</i> page 225</p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers;</b> page 22</p> <p><b>LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs;</b> page 32</p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33</p> <p><b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44</p>	<ul style="list-style-type: none"> <li>Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). APL-7e</li> <li>Show increasing interest in performing tasks independently (put on jacket and try to zip it up). APL-7f</li> <li>Show and/or tell others what they have done. APL-7g</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p> <p><b><u>LED Foundations:</u></b> <i>Approaches to Learning,</i> page 222</p> <p><b><u>LED Foundations:</u></b> <i>Attention, Effort and Persistence,</i> page 227</p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33</p> <p><b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs;</b> page 44</p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside</p>

	<p><b>Goo Bag, page 212:</b> To experience various textures</p> <p><b>Texture Nest, page 216:</b> To explore textures with the whole body</p>		<p><b>Behind the Flap, page 53:</b> To develop problem-solving skills</p> <p><b>Graduated Nesting, page 56:</b> To develop awareness of properties of size and space</p> <p><b>Jar Lid Puzzles, page 58:</b> To develop and awareness of positive and negative space</p> <p><b>Peek-a-boo Card, page 60:</b> To develop spatial memory</p> <p><b>Slot Box, page 66:</b> To develop eye-hand coordination</p> <p><b>The Sounds of Rain, page 68:</b> To develop an understanding of comparing and contrasting</p>		<p>another</p> <p><b>Farm Scene, page 322:</b> To enjoy creative expression</p> <p><b>Fun with Drums, page 354:</b> To enjoy music</p> <p><b>In the Kitchen, page 356:</b> To engage in dramatic play</p> <p><b>Shape Float, page 359:</b> To explore at the water table</p> <p><b>Flower Gazing, page 363:</b> To develop an appreciation of flowers</p> <p><b>Collage Treasures, page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things</p> <p><b>My Tail, page 392:</b> To engage in dramatic play</p>
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## Subdomain: Attentiveness, Effort, and Persistence

## Goal APL-8: Children maintain attentiveness and focus.

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Focus and attend to people and things around them. APL-8a</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p>	<ul style="list-style-type: none"> <li>Focus on self-selected activity for a short period of time (decide to</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p>	<ul style="list-style-type: none"> <li>Focus on a person or a hands-on activity for a short period of time</li> </ul>	<p><b>Learning;</b> page 118 <b><u>LED Foundations:</u></b> <b><u>Approaches to Learning,</u></b> page 222</p>



<ul style="list-style-type: none"> <li>Repeat interesting actions over and over (push button to make toy pop up). APL-8b</li> <li>Notice when the expected does not happen. APL-8c</li> </ul>	<p><b>LED Foundations:</b> <i>Approaches to Learning, page 222</i></p> <p><b>LED Foundations:</b> <i>Attention, Effort and Persistence, page 227</i></p> <p><b>Follow the Action, page 67:</b> To build attention</p> <p><b>Look into My Eyes, page 69:</b> To promote memory development</p> <p><b>Baby Mice, page 76:</b> To learn to anticipate events</p> <p><b>Texture Nest, page 216:</b> To explore textures with the whole body</p> <p><b>Sounds I Like, page 177:</b> To connect sounds with their sources</p> <p><b>Environmental Sounds, page 180:</b> To build listening skills</p>	<p>play in the sandbox and stay there for a couple of minutes). APL-8d</p> <ul style="list-style-type: none"> <li>Focus on an interesting activity or interaction shared with adults for a short period of time. APL-8e</li> </ul>	<p><b>LED Foundations:</b> <i>Approaches to Learning, page 222</i></p> <p><b>LED Foundations:</b> <i>Attention, Effort and Persistence, page 227</i></p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers; page 22</b></p> <p><b>LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</b></p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</b></p> <p><b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</b></p> <p><b>Feelings, page 282:</b> To develop socialization skills</p> <p><b>Friendship Chain, page 284:</b> To develop a sense of belonging</p> <p><b>Lots of TLC, page 288:</b> To develop nurturing skills</p>	<p>(participate in singing a song, stay focused long enough to build a block tower). APL-8f</p> <ul style="list-style-type: none"> <li>Keep working on interesting activities with other things going on around them. APL-8g</li> </ul>	<p><b>LED Foundations:</b> <i>Attention, Effort and Persistence, page 227</i></p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</b></p> <p><b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</b></p> <p><b>The Sounds of Rain, page 68:</b> To develop an understanding of comparing and contrasting</p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside another</p> <p><b>Follow that Animal, page 323:</b> To observe and mimic movements</p> <p><b>Buried Treasure, page 336:</b> To use sensory clues to identify shapes</p> <p><b>Hoop Shapes Game, page 348:</b> To practice waiting and taking turns</p>
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			<p><b>Oh, My Goodness! Oh, My Gracious! Page 290:</b> To develop socialization skills</p> <p><b>Push the Trucks, page 291:</b> To develop socialization skills</p> <p><b>Share the Paper, page 293:</b> To develop the concept of sharing</p> <p><b>Share the Music, page 294:</b> To develop socialization skills</p>		<p><b>Fun with Drums, page 354:</b> To enjoy music</p> <p><b>Shape Float, page 359:</b> To begin to understand that concepts of sink and float</p> <p><b>Recycling Is Great! Page 366:</b> To begin to develop sorting skills</p> <p><b>Animal Towers, page 389:</b> To begin to develop problem-solving skills</p>
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## Subdomain: Attentiveness, Effort, and Persistence

## Goal APL-9: Children persist at challenging activities.

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Try over and over to make things happen (make sounds to get attention, work to get to something that is out of reach). APL-9a</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p> <p><b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i></p> <p><b><u>LED Foundations:</u></b> <i>Attention, Effort and Persistence, page 227</i></p> <p><b>Explore Some More, page 153:</b> To encourage curiosity</p>	<ul style="list-style-type: none"> <li>Keep trying to accomplish tasks that they are not able to do immediately (put on a jacket, engage a busy adult in play). APL-9b</li> </ul>	<p><b><u>LED Foundations:</u></b> <b>Approaches to Learning;</b> page 118</p> <p><b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i></p> <p><b><u>LED Foundations:</u></b> <i>Attention, Effort and Persistence, page 227</i></p> <p><b>LED Vol 2: Here I Come! Learning Spaces for Young Toddlers;</b> page 22</p>	<ul style="list-style-type: none"> <li>Seek help from others to complete a challenging activity. APL-9c</li> <li>Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit). APL-9d</li> </ul>	<p><b>Learning;</b> page 118</p> <p><b><u>LED Foundations:</u></b> <i>Approaches to Learning, page 222</i></p> <p><b><u>LED Foundations:</u></b> <i>Attention, Effort and Persistence, page 227</i></p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos;</b> page 33</p> <p><b>LED Vol 2: Adapting Learning Spaces for</b></p>

	<p><b>Magic Surprise, page 155:</b> To encourage exploration of a novel item</p> <p><b>Bouncy Bounce, page 205:</b> To practice motor skills</p> <p><b>Texture Blanket, page 218:</b> To explore various textures</p> <p><b>Exploring Game, page 229:</b> To develop exploration skills</p>		<p><b>LED Vol 2: Learning Spaces: Adaptations for Young Toddlers with Special Needs; page 32</b></p> <p><b>LED Vol 2: See Me Explore! Learning Spaces for Older Toddlers and Twos; page 33</b></p> <p><b>LED Vol 2: Adapting Learning Spaces for Older Toddlers and Twos with Special Needs; page 44</b></p> <p><b>Behind the Flap, page 53:</b> To develop problem-solving skills</p> <p><b>Graduated Nesting, page 56:</b> To develop awareness of properties of size and space</p> <p><b>Jar Lid Puzzles, page 58:</b> To develop and awareness of positive and negative space</p> <p><b>Peek-a-boo Card, page 60:</b> To develop spatial memory</p> <p><b>Slot Box, page 66:</b> To develop eye-hand coordination</p> <p><b>The Sounds of Rain, page 68:</b> To develop</p>		<p><i>Older Toddlers and Twos with Special Needs; page 44</i></p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside another</p> <p><b>Farm Scene, page 322:</b> To enjoy creative expression</p> <p><b>Fun with Drums, page 354:</b> To enjoy music</p> <p><b>In the Kitchen, page 356:</b> To engage in dramatic play</p> <p><b>Shape Float, page 359:</b> To explore at the water table</p> <p><b>Flower Gazing, page 363:</b> To develop an appreciation of flowers</p> <p><b>Collage Treasures, page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things</p> <p><b>My Tail, page 392:</b> To engage in dramatic play</p>
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			an understanding of comparing and contrasting		
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## Emotional and Social Development

Subdomain: Developing a Sense of Self

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

North Carolina	Learn Every Day	North Carolina	Learn Every Day	North Carolina	Learn Every Day
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Infant	Infant	Younger Toddler	Younger Toddler	Older Toddler	Older Toddler
<ul style="list-style-type: none"> <li>• Show awareness of their bodies (study own hands and feet moving; use hands, mouth, and eyes in coordination to explore their bodies). ESD-1a</li> <li>• Show interest in their image in a mirror (stare, smile, reach out to touch). ESD-1b</li> <li>• Respond to their name with sounds or movement. ESD-1c</li> <li>• Express likes and dislikes (smile, cry, and protest). ESD-1d</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></b></p> <p><b>LED Vol 1:</b> <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p><b>Hello, page 68:</b> To develop a secure attachment with adults</p> <p><b>Ah, Boo! Page 242:</b> To begin responding to familiar voices</p> <p><b>Baby Boop, page 242:</b> To begin to develop social interaction skills</p> <p><b>Baby Faces Book,</b></p>	<ul style="list-style-type: none"> <li>• Show awareness of specific body parts. ESD-1e</li> <li>• Recognize themselves in a mirror (point to self, make faces in mirror). ESD-1f</li> <li>• Express choices with gestures, signs, or words (select a toy they want). ESD-1g</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></b></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p><b>Look What I Can Do, page 173:</b> To develop confidence</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p> <p><b>Mine and Yours,</b></p>	<ul style="list-style-type: none"> <li>• Show awareness of some of their own characteristics and things they can do (recognize themselves in pictures, say, “I help Daddy!”). ESD-1h</li> <li>• Use their own name or a personal pronoun to refer to themselves (I, me, and mine). ESD-1i</li> <li>• Make choices and have favorite clothes, toys, and activities. ESD-1j</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></b></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p><b>Good Morning! Hello! Page 319:</b> To develop listening skills</p> <p><b>Mother-Baby Match, page 327:</b> To practice matching mother animals to their babies</p> <p><b>Two Hands, One Heart, page 334:</b> To learn about the body</p> <p><b>Fingers Make the</b></p>

	<p><b>page 243:</b> To distinguish facial expressions</p> <p><b>High or Low! Page 245:</b> To develop security with familiar voices</p> <p><b>When Will the Kisses Come? Page 247:</b> To develop a sense of security with familiar people</p> <p><b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions</p> <p><b>My Time, page 250:</b> To build self-esteem and a sense of security</p>		<p><b>page 290:</b> To begin to develop an understanding of possession</p>		<p><b>Shapes We See, page 353:</b> To develop fine motor skills</p> <p><b>In the Kitchen, page 356:</b> To engage in dramatic play</p>
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## Subdomain: Developing a Sense of Self

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Show they expect results from their actions (repeat loud noise to gain attention, hit toy over and over to produce sound). ESD-2a</li> <li>Show pleasure at things they have</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p>	<ul style="list-style-type: none"> <li>Explore the environment on their own, but check in with a familiar, trusted adult occasionally. ESD-2d</li> <li>Show confidence in their ability to make things</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p>	<ul style="list-style-type: none"> <li>Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2g</li> <li>Explore the</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p>



<p>done (wiggle, coo, laugh). ESD-2b</p> <ul style="list-style-type: none"> <li>Explore the environment with support from a familiar, trusted adult. ESD-2</li> </ul>	<p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 1:</b> <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p><b>LED Vol 1:</b> <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p><b>Follow the Action, page 67:</b> To help a baby learn to distinguish features on a face</p> <p><b>Family Pictures, page 77:</b> To build the child’s sense of belonging</p> <p><b>Coo and Squeal, page 89:</b> To develop self-expression through a gurgle, coo, or squeal</p> <p><b>Falling in Love, page 244:</b> To build a sense of trust and security</p> <p><b>Nurturing Rituals, page 246:</b> To help the child feel secure</p> <p><b>Stress Busters, page 251:</b> To encourage a feeling of security</p> <p><b>My Friends and Me,</b></p>	<p>happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). ESD-2e</p> <ul style="list-style-type: none"> <li>Bring others things they like or show them things they have done. ESD-2f</li> </ul>	<p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p><b>Puppy Sounds, page 62:</b> To develop an awareness of emotions</p> <p><b>All about the Picture, page 81:</b> To develop verbal communication skills</p> <p><b>Animal Talk! Page 81:</b> To develop oral language skills</p> <p><b>If you’re Happy and You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>Washing Fun, page 274:</b> To develop oral language skills</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Finger paint Happy</b></p>	<p>environment independently to satisfy their own interests (seek out toy or favorite materials). ESD-2h</p> <ul style="list-style-type: none"> <li>Show confidence in their abilities through actions and/or language (try to lift a heavy object, say, “I’m strong!”). ESD-2i</li> <li>Attempt to reach goals without help from others (push adult away, say “Me do it myself!”). ESD-2j</li> </ul>	<p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p><b>Feelings, page 282:</b> To develop socialization skills</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Feelings, page 282:</b> To develop socialization skills</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p> <p><b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p> <p><b>Cooking with</b></p>
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	<p><b>page 254:</b> To build spontaneous interaction skills  <b>Silly Antics, page 255:</b> To express emotions</p>		<p><b>Faces, page 283:</b> To develop an awareness of different emotions  <b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions  <b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession  <b>Look What I Can Do, page 173:</b> To develop confidence</p>		<p><b>Numbers, page 337:</b> To develop social skills  <b>Purse Full of Number Fun, page 343:</b> To develop social skills</p>
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Subdomain: Developing a Sense of Self With Others

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>• Enjoy being held, cuddled, and talked to by familiar adults. ESD-3a</li> <li>• Recognize and reach out to familiar people. ESD-3b</li> <li>• Seek to be near their caregivers; stop crying when they come near. ESD-3c</li> </ul>	<p><b>LED Foundations:</b>  <i>Social and Emotional Development; page 202</i>  <b>LED Foundations:</b>  <i>Social and Emotional Development, page 263</i>  <b>LED Foundations:</b>  <i>Developing a Sense of Self, page 264</i>  <b>LED Foundations:</b>  <i>Learning about Feelings, page 270</i></p>	<ul style="list-style-type: none"> <li>• Show preference for and emotional connection with adults who take care of them on a regular basis (“check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves).</li> </ul>	<p><b>LED Foundations:</b>  <i>Social and Emotional Development; page 202</i>  <b>LED Foundations:</b>  <i>Social and Emotional Development, page 263</i>  <b>LED Foundations:</b>  <i>Developing a Sense of Self, page 264</i>  <b>LED Foundations:</b>  <i>Learning about Feelings, page 270</i></p>	<ul style="list-style-type: none"> <li>• Form close relationships with their primary caregivers and other familiar adults. ESD-3i</li> <li>• Seek help from trusted adults when upset (when fearful or having difficulty with something). ESD-3j</li> <li>• Are less likely to</li> </ul>	<p><b>LED Foundations:</b>  <i>Social and Emotional Development; page 202</i>  <b>LED Foundations:</b>  <i>Social and Emotional Development, page 263</i>  <b>LED Foundations:</b>  <i>Developing a Sense of Self, page 264</i>  <b>LED Foundations:</b>  <i>Learning about Feelings, page 270</i></p>

<ul style="list-style-type: none"> <li>• Show signs of separation anxiety when a familiar caregiver leaves. ESD-3d</li> <li>• Make eye contact with others. ESD-3e</li> <li>• Imitate sounds, facial expressions, or gestures they see other people do (peek-a-boo, hands up for “so big”). ESD-3f</li> </ul>	<p><b>LED Vol 1: <i>I Need a Hug! Social Skills for Life</i>; page 235</b>  <b>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs</i>; page 238</b></p> <p><b>Ah, Boo! Page 242:</b> To begin responding to familiar voices  <b>Baby Boop, page 242:</b> To begin to develop social interaction skills  <b>High or Low! Page 245:</b> To develop security with familiar voices  <b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions  <b>Personal Clapping Game, page 250:</b> To anticipate positive social interactions with an adult  <b>Class Photo Book, page 253:</b> To learn names of familiar people  <b>Transitional Photos, page 256:</b> To recognize familiar</p>	<p>ESD-3g</p> <ul style="list-style-type: none"> <li>• Offer toys and objects to familiar adults. ESD-3h</li> </ul>	<p><b>LED Vol 2: <i>Making Friends-Social Skills for Life</i>; page 275</b>  <b>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs</i>; page 277</b></p> <p><b>Look What I Can Do, page 173:</b> To develop confidence  <b>Feelings, page 282:</b> To develop an awareness of different emotions  <b>Look What I Can Do, page 287:</b> To develop social skills  <b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p>	<p>get upset when primary caregiver is with them. ESD-3k</p> <ul style="list-style-type: none"> <li>• Use words to influence caregivers’ behavior (ask for help, talk about something they want the adult to do). ESD-3l</li> </ul>	<p><b>Look What I Can Do, page 173:</b> To develop confidence  <b>Feelings, page 282:</b> To develop an awareness of different emotions  <b>Look What I Can Do, page 287:</b> To develop social skills  <b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p>
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	faces			
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Subdomain: Developing a Sense of Self With Others					
Goal ESD-4: Children form relationships and interact positively with other children.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Notice other infants and children (look at them, turn in other’s direction, reach for them, touch them). ESD-4</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 1:</b> <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p><b>LED Vol 1:</b> <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p>	<ul style="list-style-type: none"> <li>Show pleasure at the arrival of familiar peers. ESD-4b</li> <li>Enjoy playing alongside other children. ESD-4c</li> <li>Imitate actions of older siblings and playmates. ESD-4d</li> <li>Offer toys and objects to other children. ESD-4</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p>	<ul style="list-style-type: none"> <li>Show affection or preference for particular children (spontaneously hug, want to play, call other child a friend). ESD-4f</li> <li>Remember and use names of familiar playmates. ESD-4g</li> <li>Use appropriate words to influence playmates’ behavior (“Play with me.” “Stop hitting me.”). ESD-4h</li> <li>Participate in play with other children. ESD-4i</li> <li>Show positive emotion and turn</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p>

	<p><b>Ah, Boo! Page 242:</b> To begin responding to familiar voices</p> <p><b>Baby Boop, page 242:</b> To begin to develop social interaction skills</p> <p><b>When Will the Kisses Come? Page 247:</b> To recognize familiar voices</p> <p><b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions</p> <p><b>Social Rituals, page 251:</b> To understand how to initiate positive interactions with others</p> <p><b>Who's Here? Page 251:</b> To build bonding with parents and caregivers</p> <p><b>Can You Copy Me? Page 252:</b> To imitate the actions of others</p>		<p><b>Here Are My Hands, page 57:</b> To practice following directions</p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Follow the Leader, page, 284:</b> To develop listening skills</p> <p><b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p> <p><b>Part of the Community, page 291:</b> To develop a sense of trust and belonging</p> <p><b>Share the Paper, page 293:</b> To develop the concept of sharing</p> <p><b>Sharing Game, page 295:</b> To develop the concept of sharing</p>	<p>taking with familiar playmates (agree to chase each other, watch and imitate each other's play with toys). ESD-4j</p>	<p><b>Feelings, page 282:</b> To develop socialization skills</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p> <p><b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p> <p><b>Cooking with Numbers, page 337:</b> To develop social skills</p> <p><b>Purse Full of Number Fun, page 343:</b> To develop social skills</p>
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## Subdomain: Developing a Sense of Self With Others

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

North Carolina	Learn Every Day	North Carolina	Learn Every Day	North Carolina	Learn Every Day
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Infant	Infant	Younger Toddler	Younger Toddler	Older Toddler	Older Toddler
Emerging	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 1:</b> <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p><b>LED Vol 1:</b> <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p>	<ul style="list-style-type: none"> <li>• Use gestures, sounds, objects, or words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). ESD-5a</li> <li>• Follow simple directions some of the time. ESD-5b</li> <li>• Control impulses some of the time (look at forbidden object and say, “No, no,” allow adult to direct them to a different activity). ESD-5c</li> <li>• Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem. ESD-5d</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p><b>Here Are My Hands, page 57:</b> To practice following directions</p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Follow the Leader, page, 284:</b> To develop</p>	<ul style="list-style-type: none"> <li>• Follow social rules, transitions, and routines that have been explained to them, with reminders and practice. ESD-5e</li> <li>• Adjust their behavior to fit different situations (tiptoe near a sleeping baby, use a quiet voice inside, runs outside). ESD-5f</li> <li>• Evaluate their own and others’ actions as right or wrong (pointing out another child is climbing on the table). ESD-5g</li> <li>• Show caring and cooperation (help to put away toys, offer to help another person). ESD-5h</li> <li>• Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>Color Game, page 300:</b> To experience social interactions</p> <p><b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p> <p><b>Cooking with Numbers, page 337:</b> To develop social skills</p> <p><b>Purse Full of Number Fun, page 343:</b> To develop social skills</p>



			listening skills <b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession <b>Part of the Community, page 291:</b> To develop a sense of trust and belonging <b>Share the Paper, page 293:</b> To develop the concept of sharing <b>Sharing Game, page 295:</b> To develop the concept of sharing	support. ESD-5i • Accept “no” without getting overly upset. ESD-5j	
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Subdomain: Learning About Feelings					
Goal ESD-6: Children identify, manage, and express their feelings					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. ESD-6a</li> <li>Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <u><i>Social and Emotional Development, page 263</i></u></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about</i></p>	<ul style="list-style-type: none"> <li>Express a range of emotions (happiness, sadness, fear and anger) with their face, body, and voice. ESD-6d</li> <li>Use body language, facial expression, and sometimes words to communicate</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <u><i>Social and Emotional Development, page 263</i></u></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about</i></p>	<ul style="list-style-type: none"> <li>Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6h</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <u><i>Social and Emotional Development, page 263</i></u></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about</i></p>

<p>arms or legs, arch their body, fuss). ESD-6b</p> <ul style="list-style-type: none"> <li>• Soothe themselves (suck thumb or pacifier, shift attention, snuggle with soft toy). ESD-6c</li> </ul>	<p><i>Feelings, page 270</i></p> <p><b>LED Vol 1: <i>I Need a Hug! Social Skills for Life; page 235</i></b></p> <p><b>LED Vol 1: <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></b></p> <p><b>Follow the Action, page 67:</b> To help a baby learn to distinguish features on a face</p> <p><b>Family Pictures, page 77:</b> To build the child’s sense of belonging</p> <p><b>Coo and Squeal, page 89:</b> To develop self-expression through a gurgle, coo, or squeal</p> <p><b>Falling in Love, page 244:</b> To build a sense of trust and security</p> <p><b>Nurturing Rituals, page 246:</b> To help the child feel secure</p> <p><b>Stress Busters, page 251:</b> To encourage a feeling of security</p> <p><b>My Friends and Me, page 254:</b> To build spontaneous</p>	<p>feelings (clap when happy, pout and hunch shoulders when sad, shout “Whee!” when excited). ESD-6e</p> <ul style="list-style-type: none"> <li>• Separate from parent or main caregiver without being overcome by stress. ESD-6f</li> <li>• Find comfort and calm down in a familiar setting or with a familiar person. ESD-6g</li> </ul>	<p><i>Feelings, page 270</i></p> <p><b>LED Vol 2: <i>Making Friends-Social Skills for Life; page 275</i></b></p> <p><b>LED Vol 2: <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></b></p> <p><b>Puppy Sounds, page 62:</b> To develop an awareness of emotions</p> <p><b>All about the Picture, page 81:</b> To develop verbal communication skills</p> <p><b>Animal Talk! Page 81:</b> To develop oral language skills</p> <p><b>If you’re Happy and You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>Look What I Can Do, page 173:</b> To develop confidence</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p>	<ul style="list-style-type: none"> <li>• Communicate to make needs known. ESD-6i</li> <li>• Manage emotions and control impulses with guidance and support (Say “I don’t like that!” instead of hitting; wait by door instead of running ahead when excited to go out). ESD-6j</li> <li>• Display emotional outbursts less often. ESD-6k</li> </ul>	<p><i>Feelings, page 270</i></p> <p><b>Washing Fun, page 274:</b> To develop oral language skills</p> <p><b>Feelings, page 282:</b> To develop socialization skills</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions</p> <p><b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p> <p><b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p>
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	interaction skills <b>Silly Antics, page 255:</b> To express emotions		<b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession		
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**Subdomain: Learning About Feelings**

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>• Become upset when another infant is crying. ESD-7a</li> <li>• Respond differently to positive vs. negative emotional expressions of others. ESD-7b</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 1:</b> <i>I Need a Hug! Social Skills for Life; page 235</i></p> <p><b>LED Vol 1:</b> <i>Encouraging Social Skills in Infants with Special Needs; page 238</i></p> <p><b>Baby Boop, page</b></p>	<ul style="list-style-type: none"> <li>• Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7c</li> <li>• Look at familiar caregivers to see how the caregiver is feeling (do something wrong and look to see if the caregiver is angry, bump head and start crying after the caregiver expresses concern/tries to comfort). ESD-7d</li> <li>• Match their tone and emotions to that of others during</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special Needs; page 277</i></p> <p><b>Puppy Sounds, page</b></p>	<ul style="list-style-type: none"> <li>• Try to comfort another child or an adult who is upset (bring a comfort object, pat the person on the back). ESD-7f</li> <li>• Communicate concern for others (share a toy with someone who doesn't have one, ask, "Are you OK?"). ESD-7g</li> <li>• Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). ESD-7h</li> <li>• Recognize facial</li> </ul>	<p><b>LED Foundations:</b> <i>Social and Emotional Development; page 202</i></p> <p><b>LED Foundations:</b> <i>Social and Emotional Development, page 263</i></p> <p><b>LED Foundations:</b> <i>Developing a Sense of Self, page 264</i></p> <p><b>LED Foundations:</b> <i>Learning about Feelings, page 270</i></p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Feelings, page 282:</b> To develop socialization skills</p> <p><b>Feelings, page 282:</b> To develop an awareness of different</p>

	<p><b>242:</b> To begin to develop social interaction skills  <b>Baby Faces Book, page 243:</b> To distinguish facial expressions  <b>Social Rituals, page 251:</b> To understand how to initiate positive interactions with others  <b>Can You Copy Me? Page 252:</b> To build an understanding of reciprocity  <b>Changes, page 252:</b> To practice the concept of cause and effect  <b>Class Photo Book, page 253:</b> To learn names of familiar people</p>	<p>interactions. ESD-7</p>	<p><b>62:</b> To develop an awareness of emotions  <b>All about the Picture, page 81:</b> To develop verbal communication skills  <b>Animal Talk! Page 81:</b> To develop oral language skills  <b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language  <b>Washing Fun, page 274:</b> To develop oral language skills  <b>Feelings, page 282:</b> To develop an awareness of different emotions  <b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions  <b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions  <b>Lots of TLC, page 288:</b> To develop nurturing skills  <b>Mine and Yours, page 290:</b> To begin to develop an understanding of</p>	<p>expressions or actions associated with different emotions. ESD-7i</p>	<p>emotions  <b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions  <b>Lots of TLC, page 288:</b> To develop nurturing skills  <b>Part of the Community, page 291:</b> To develop a sense of trust and belonging  <b>Rock-a-Bye Baby, page 292:</b> To develop a sense of trust  <b>Working Together, page 296:</b> To develop a healthy self-concept</p>
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## Health and Physical Development

Subdomain: Physical Health and Growth					
Goal HPD-1: Children develop healthy eating habits.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
• Show interest in	<b>LED Foundations:</b>	• Try new foods.	<b>LED Foundations:</b>	• Try new foods	<b>LED Foundations:</b>

<p>feeding routines. HPD-1a • Help with feeding themselves (eat finger foods, hold bottle. HPD-1b</p> <ul style="list-style-type: none"> <li>• Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). HPD-1c</li> <li>• Show food preferences. HPD-1d</li> <li>• Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). HPD-1e</li> <li>• Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. HPD-1</li> </ul>	<p><i>Health and Physical Development; page 161</i>  <b>LED Foundations:</b>  <i>Health and Physical Development, page 245</i>  <b>LED Foundations:</b>  <i>Nutrition, page 246</i></p>	<p>HP1-g</p> <ul style="list-style-type: none"> <li>• Feed themselves with some assistance (may use hands, utensils or cups). HPD-1h</li> <li>• Ask for or accept food when hungry. HPD-1i</li> <li>• Eat enough to meet nutritional needs, even when amount or type of food varies over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). HPD-1j</li> <li>• Eat a variety of small pieces of age-appropriate table foods. HPD-1k</li> </ul>	<p><i>Health and Physical Development; page 161</i>  <b>LED Foundations:</b>  <i>Health and Physical Development, page 245</i>  <b>LED Foundations:</b>  <i>Nutrition, page 246</i></p>	<p>HPD-1l</p> <ul style="list-style-type: none"> <li>• Feed themselves using utensils and hands. HPD-1m</li> <li>• Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). HPD-1n</li> <li>• Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). HPD-1o</li> </ul>	<p><i>Health and Physical Development; page 161</i>  <b>LED Foundations:</b>  <i>Health and Physical Development, page 245</i>  <b>LED Foundations:</b>  <i>Nutrition, page 246</i></p>
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Subdomain: Physical Health and Growth

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



North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Engage in physically active movements (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). HPD-2a</li> <li>Move their bodies to explore the indoor and outdoor environment. HPD-2b</li> <li>Develop strength and stamina by continuing movements over short periods of time. HPD-2c</li> </ul>	<p><b>LED Foundations: Health and Physical Development; page 161</b></p> <p><b>LED Foundations: Health and Physical Development, page 245</b></p> <p><b>LED Foundations: Physical Activity, page 251</b></p> <p><b>Bouncing Ball, page 146:</b> To begin to develop gross motor skills</p> <p><b>Early Cycling, page 147:</b> To develop use of muscles</p> <p><b>Fun Things to Kick, page 149:</b> To practice kicking and move leg muscles</p> <p><b>Kick Back, page 150:</b> To build muscle strength</p> <p><b>Prone Play, page 151:</b> To tolerate being prone</p> <p><b>Bouncing Baby, page 153:</b> To practice bearing weight</p> <p><b>Bumpy Lumpy</b></p>	<ul style="list-style-type: none"> <li>Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). HPD-2d</li> <li>Anticipate and ask for outdoor play (point at door and say, “Out!”, resist coming indoors). HPD-2e</li> <li>Engage in regular and sustained movement (push toys around play yard, go up and down slide over and over). HPD-2f</li> <li>Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. HPD-2</li> </ul>	<p><b>LED Foundations: Health and Physical Development; page 161</b></p> <p><b>LED Foundations: Health and Physical Development, page 245</b></p> <p><b>LED Foundations: Physical Activity, page 251</b></p> <p><b>Balls, Balls, Balls! Page 159:</b> To develop gross motor skills</p> <p><b>Batter Up! Page 160:</b> To begin to develop gross motor skills</p> <p><b>Bumpy Lumpy Locomotion, page 161:</b> To build gross motor skill development</p> <p><b>Classroom Maze, page 161:</b> To develop gross motor skills</p> <p><b>Dish Tub Seats, page 162:</b> To practice gross motor skills</p> <p><b>Shake Your Body to Music, page 186:</b> To practice movement</p>	<ul style="list-style-type: none"> <li>Develop strength and stamina by spending moderate periods of time playing vigorously. HPD-2h</li> <li>Show satisfaction with new active skills and strengths (ask others to watch them, say, “I’m big and strong!”). HPD-2i</li> <li>With guidance and support, transition from active to quiet activities. HPD-2</li> </ul>	<p><b>LED Foundations: Health and Physical Development; page 161</b></p> <p><b>LED Foundations: Health and Physical Development, page 245</b></p> <p><b>LED Foundations: Physical Activity, page 251</b></p> <p><b>Crawl a Little, Walk a Little, page 167:</b> To develop coordination</p> <p><b>Dancing Rings, page 168:</b> To develop gross motor skills</p> <p><b>Rhythm Fun, page 176:</b> To develop motor skills</p> <p><b>Up and Down, Page 181:</b> To develop fine motor skills</p> <p><b>Cat and Mouse, page 216:</b> To develop muscles strength and coordination</p> <p><b>Haul It, page 218:</b> To develop muscle strength and coordination</p> <p><b>On the Road Again,</b></p>

	<p><b>Locomotion, page 161:</b> To build gross motor skill development</p> <p><b>Get Me, page 163:</b> To develop gross motor skills</p> <p><b>Obstacle Course, page 164:</b> To practice moving from one place to another</p>				<p><b>page 220:</b> To develop a sense of balance</p> <p><b>Where Can I Jump? Page 222:</b> To develop muscle strength</p> <p><b>You do and I Do, page 222:</b> To develop balance and coordination</p>
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## Subdomain: Physical Health and Growth

## Goal HPD-3: Children develop healthy sleeping habits.

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Sleep for longer periods at a time (more at night, and less during the day). HPD-3a</li> <li>Settle down and fall asleep after a routine that includes a familiar series of events. HPD-3b</li> <li>Develop a personal sleep routine or pattern. HPD-3c</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p>	<ul style="list-style-type: none"> <li>Cooperate with sleep routines (choose a book, get preferred sleep toy). HPD-3d</li> <li>Use simple sounds, gestures, or words to show they are tired (say, “Night, night.”). HPD-3e</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p>	<ul style="list-style-type: none"> <li>Use language about sleep (say, “Time for bed,” after clearing lunch things; give sign for sleep). HPD-3f</li> <li>With guidance, participate in sleep routines (wash hands after lunch, get blanket, lie down on bed or mat). HPD-3g</li> <li>Fall asleep on their own. HPD-3h</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p>

## Subdomain: Motor Development

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Gain control of arm and leg movements. HPD-4a</li> <li>Maintain upright posture when sitting and standing. HPD-4b</li> <li>Move in and out of various positions by rolling, pushing up, and pulling to stand. HPD-4c</li> <li>Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). HPD-4d</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Activity, page 251</i></p> <p><b>LED Vol 1: On the Move-Gross and Fine Motor Skills; page 131</b></p> <p><b>LED Vol 1: Meeting the Needs of Infants with Motor Delays, page 135</b></p> <p><b>Bouncing Ball, page 146:</b> To begin to develop gross motor skills</p> <p><b>Early Cycling, page 147:</b> To develop use of muscles</p> <p><b>Find the Toy, page 148:</b> To practice gross motor skills that involve turning and reaching</p>	<ul style="list-style-type: none"> <li>Develop strength balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). HPD-4e</li> <li>Move their arms and legs together to climb, push, and pull (push a stroller, use riding toys, crawl up steps). HPD-4f</li> <li>Move through the world with more independence (crawl, cruise, walk, run, use therapeutic walker). HPD-4</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Physical Activity, page 251</i></p> <p><b>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</b></p> <p><b>LED Vol 2: Meeting the Needs of Toddlers and Twos with Motor Delays; page 195</b></p> <p><b>Animal Slippers, page 213:</b> To develop balance</p> <p><b>Beanbag Fun, page 214:</b> To develop throwing and catching skills</p> <p><b>Cat and Mouse, page</b></p>	<ul style="list-style-type: none"> <li>Move their arms and legs to complete a task (kick, jump, step, pedal, push away). HPD-4h</li> <li>Move through the world with a variety of movements and with increasing independence (run, jump, pedal). HPD-4i</li> <li>Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). HPD-4j</li> <li>Perform actions smoothly with balance, strength, and coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). HPD-</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Physical Activity, page 251</i></p> <p><b>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</b></p> <p><b>LED Vol 2: Meeting the Needs of Toddlers and Twos with Motor Delays; page 195</b></p> <p><b>Fishing for Colors, page 309:</b> To develop fine and gross motor skills</p> <p><b>Farm Animal Parade, page 318:</b> To develop gross motor skills</p>

	<p><b>Floor Mirror, page 148:</b> To practice lifting his head and using torso and arm muscles</p> <p><b>Fun Things to Kick, page 149:</b> To practice kicking and move leg muscles</p> <p><b>Kick Back, page 150:</b> To build muscle strength</p> <p><b>Bouncing Baby, page 153:</b> To practice bearing weight</p> <p><b>Explore Some More, page 153:</b> To build motor skills</p> <p><b>Let's Make that Move, page 154:</b> To entice the child to move from one place to another</p> <p><b>Nooks and Crannies, page 155:</b> To practice gross motor skills</p> <p><b>Saucer Spin, page 156:</b> To build balance skills</p> <p><b>Tug-of-War, page 158:</b> To develop gross motor skills</p> <p><b>Underinflated Beach Toys, page 158:</b> To practice gross motor skills</p>		<p><b>216:</b> To develop muscles strength and coordination</p> <p><b>Footprints, page 217:</b> To develop balance and coordination</p> <p><b>Hoop-Ti-Do! Page 219:</b> To develop muscle strength</p> <p><b>Hopscotch, page 219:</b> To develop eye-foot coordination</p> <p><b>Riding Toy Road, page 220:</b> To develop muscle strength and coordination</p> <p><b>Stuff for Throwing Collection, page 221:</b> To practice throwing and catching</p> <p><b>Where Can I Jump? Page 222:</b> To develop muscle strength</p> <p><b>You do and I Do, page 222:</b> To develop balance and coordination</p>	4	<p><b>Follow that Animal, page 323:</b> To observe and mimic movements</p> <p><b>Let's Hit the Bull's Eye, page 340:</b> To develop gross motor skills</p> <p><b>Earth Ball Game, page 362:</b> To develop gross motor skills</p> <p><b>Animal Parade, page 381:</b> To develop gross motor skills</p> <p><b>Animal Legs, page 386:</b> To develop gross motor skills</p> <p><b>Imagine That! Page 392:</b> To develop gross motor skills</p>
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	<b>Balls, Balls, Balls!</b> <b>Page159:</b> To develop gross motor skills				
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Subdomain: Motor Development					
Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. HPD-5a</li> <li>Transfer objects from one hand to the other. HPD-5b</li> <li>Use a pincer grasp to pick up an object with finger and thumb. HPD-5c</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Activity, page 251</i></p> <p><b>LED Vol 1:</b> <i>On the Move-Gross and Fine Motor Skills; page 131</i></p> <p><b>LED Vol 1:</b> <i>Meeting the Needs of Infants with Motor Delays, page 135</i></p> <p><b>Eye Follow-Ups, page147:</b> To practice eye-hand coordination</p> <p><b>Funny Booties, page 149:</b> To experiment with hands and feet</p> <p><b>Napkin Tent, page</b></p>	<ul style="list-style-type: none"> <li>Use hands to manipulate objects (stack two or three large blocks, pick up or roll a ball). HPD-5d</li> <li>Use hands and eyes together (put together and take apart toys, feed themselves finger foods, fill containers). HPD-5e</li> <li>Use simple tools (spoon for feeding, hammer with pegs, crayon for scribbling). HPD-5f</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Physical Activity, page 251</i></p> <p><b>LED Vol 2:</b> <i>Moving Along- Building Gross and Fine Motor Skills; page 193</i></p> <p><b>LED Vol 2:</b> <i>Meeting the Needs of Toddlers and Twos with Motor Delays; page 195</i></p> <p><b>Brain Clapping, page 54:</b> To develop fine motor skills</p>	<ul style="list-style-type: none"> <li>Use more complex, refined hand movements (stack a few small blocks, try to draw, turn pages one at a time). HPD-5g</li> <li>Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters). HPD-5h</li> <li>Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel). HPD-5i</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Physical Activity, page 251</i></p> <p><b>LED Vol 2:</b> <i>Moving Along- Building Gross and Fine Motor Skills; page 193</i></p> <p><b>LED Vol 2:</b> <i>Meeting the Needs of Toddlers and Twos with Motor Delays; page 195</i></p> <p><b>Building with Color, page 305:</b> To develop fine motor skills</p>



	<p><b>150:</b> To encourage reflexive grasping  <b>Opening Hands, page 151:</b> To experience pleasant touches for an adult  <b>Prone Play, page 151:</b> To practice grasping an object  <b>Satin Streamers, page 152:</b> To practice grasping and object when it is placed in the hand  <b>Magic Surprise, page 155:</b> To practice grasping  <b>Nooks and Crannies, page 155:</b> To practice fine motor skills  <b>Rattle Me! Page 156:</b> To practice grasping objects  <b>A Round of Applause! Page 159:</b> To practice making hands meet at midline  <b>Balls, Balls, Balls! Page 159:</b> To develop eye movement  <b>Batter Up! Page 160:</b> To develop eye-hand coordination  <b>Stacking Cups, page 165:</b> To practice fine motor skills</p>		<p><b>Graduated Nesting, page 56:</b> To develop fine motor skills  <b>Jar Lid Puzzles, page 58:</b> To develop fine motor skills  <b>All about the Picture, page 81:</b> To develop fine motor skills  <b>Alpha-Dough, page 111:</b> To develop fine motor skills  <b>Brightest Chalk Scribbles, page 133:</b> To develop fine motor skills  <b>Making Marks, page 146:</b> To develop fine motor skills  <b>Rubbery Flubbery Dough, page 154:</b> To develop fine motor skills  <b>Let's Make Music, page 172:</b> To develop fine motor skills  <b>Up and Down, Page 181:</b> To develop fine motor skills  <b>Baby Food Jar Lid Clicker, page 198:</b> To develop eye-hand coordination  <b>Disposable Blocks, page 201:</b> To develop eye-hand coordination</p>		<p><b>Green Fun, page 310:</b> To develop fine motor skills  <b>Junk Flowers, page 311:</b> To develop fine motor skills  <b>Animal Scenes, page 316:</b> To develop fine motor skills  <b>Making a Cowbell, page 325:</b> To develop fine motor skills  <b>Where Do Cows Live? Page 328:</b> To develop fine motor skills  <b>Buried Treasure, page 336:</b> To develop fine motor skills  <b>Counting Containers, page 338:</b> To develop fine motor skills  <b>Erase a Shape, page 347:</b> To develop fine motor skills  <b>Shape Song, page 350:</b> To develop fine motor skills  <b>Gone Fishing, page 355:</b> To develop fine motor skills  <b>My Shape Book, page 358:</b> To develop fine motor skills  <b>Collage Treasures, page 368:</b> To develop</p>
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			<p><b>It's Eggciting! Page 203:</b> To develop eye-hand coordination</p> <p><b>One-Piece Puzzles, page 204:</b> To develop eye-hand coordination</p> <p><b>Wrap It Up, page 212:</b> To develop hand and finger strength</p>		<p>fine motor skills</p> <p><b>Earth Day Play, page 370:</b> To develop fine motor skills</p> <p><b>Zoo Animals, page 383:</b> To develop fine motor skills</p> <p><b>Animal Hunt, page 385:</b> To develop fine motor skills</p>
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Subdomain: Self-Care					
Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Use different sounds to let caregivers know they need attention. HPD-6a</li> <li>Begin to soothe themselves (suck thumb, find pacifier, reach for a security object). HPD-6b</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Nutrition, page 246</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p>	<ul style="list-style-type: none"> <li>Use gestures, words, or sign language to communicate what they need. HPD-6c</li> <li>Use objects and follow routines that are comforting (get their blanket and lie down where they usually sleep, pick out favorite book to be read before lunch). HPD-6d</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Nutrition, page 246</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p>	<ul style="list-style-type: none"> <li>Use words or sign language to ask for the things they need (food when hungry, drink when thirsty, go outdoors when they need to be physically active). HPD-6e</li> <li>Soothe themselves when needed (find a quiet area for alone time, look at book before nap). HPD-6f</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Nutrition, page 246</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p>

Subdomain: Self-Care					
Goal HPD-7: Children develop independence in caring for themselves and their environment.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Tolerate care routines (mouth care, handwashing, diapering, dressing, and bathing). HPD-7a</li> <li>Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing). HPD-7b</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Nutrition, page 246</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p> <p><b>The Blowing Game, page 66:</b> To develop the baby's awareness of his body parts</p> <p><b>Daydream Believer, page 66:</b> To feel secure during periods of rest</p> <p><b>Snuggle Buggle, I Love You, page 69:</b> To promote bonding and attachment</p>	<ul style="list-style-type: none"> <li>Cooperate and help with care routines and cleanup (mouthcare, handwashing, diapering, dressing, bathing). HPD-7c</li> <li>Drink from a cup and feed themselves with their fingers or a spoon. HPD-7d</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Nutrition, page 246</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p> <p><b>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</b></p> <p><b>LED Vol 2: Meeting the Needs of Toddlers and Twos with Motor Delays; page 195</b></p> <p><b>Here Are My Hands, page 57:</b> To develop an awareness of handwashing routines</p>	<ul style="list-style-type: none"> <li>Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7e</li> <li>Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show an interest in toileting). HPD-7f</li> <li>Feed themselves with a spoon. HPD-7g</li> <li>Help with meal and snack routines. HPD-7h</li> <li>Take care of objects (put toys away, handle materials carefully, water plants or garden). HPD-7i</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>LED Foundations:</b> <i>Nutrition, page 246</i></p> <p><b>LED Foundations:</b> <i>Sleep, page 249</i></p> <p><b>LED Vol 2: Moving Along- Building Gross and Fine Motor Skills; page 193</b></p> <p><b>LED Vol 2: Meeting the Needs of Toddlers and Twos with Motor Delays; page 195</b></p>

Subdomain: Safety Awareness					
Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). HPD-8a</li> <li>Notice and imitate adults' reactions to new people and situations. HPD-8b</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>Communicating with the Baby, page 89:</b> To build a sense of security that physical needs will be met by a caring adult</p> <p><b>Coo and Squeal, page 89:</b> To develop self-expression through a gurgle, coo, or squeal</p> <p><b>Talking Together, page 93:</b> To feel safe and secure as a result of having emotional needs met</p> <p><b>Soothing Music, page 176:</b> To learn self-regulation and how to</p>	<ul style="list-style-type: none"> <li>Watch for adult reactions to unfamiliar things or situations that might be dangerous. HPD-8c</li> <li>Show some caution about unfamiliar and/or unsafe situations. HPD-8d</li> <li>Respond to simple warnings that prevent harm (“Stop!” “Hot!” “Wait!”). HPD-8e</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>Baby Basketball, page 52:</b> To learn games with simple rules</p> <p><b>Behind the Flap, page 53:</b> To develop problem-solving skills</p> <p><b>Here Are My Hands, page 57:</b> To practice following directions</p> <p><b>Puzzles Fun, page 63:</b> To develop problem-solving skills</p> <p><b>Tubes at an Angle, page 71:</b> To develop critical thinking skills</p> <p><b>Cup Stacking, page 200:</b> To develop</p>	<ul style="list-style-type: none"> <li>Remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). HPD-8f</li> <li>Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). HPD-8g</li> <li>With guidance, recognize and avoid situations that might cause harm. HPD-8h</li> </ul>	<p><b>LED Foundations:</b> <i>Health and Physical Development; page 161</i></p> <p><b>LED Foundations:</b> <i>Health and Physical Development, page 245</i></p> <p><b>LED Foundations:</b> <i>Physical Health and Growth, page 246</i></p> <p><b>Learning with Play, page 59:</b> To participate in early social and emotional experiences</p> <p><b>Here Are My Hands, page 57:</b> To practice following directions</p> <p><b>Puzzles Fun, page 63:</b> To develop problem-solving skills</p> <p><b>Tubes at an Angle, page 71:</b> To develop critical thinking skills</p> <p><b>Tubes Inside Tubes, page 72:</b> To develop problem-solving skills</p> <p><b>Collage, page 135:</b> To</p>

	<p>relax when stimulated with music</p> <p><b>Falling in Love, page 244:</b> To build a sense of trust and security</p> <p><b>My Time, page 250:</b> To build self-esteem and a sense of security</p> <p><b>Stress Busters, page 251:</b> To encourage a feeling of security</p>		<p>problem-solving skills</p> <p><b>One-Piece Puzzles, page 204:</b> To develop problem-solving skills</p> <p><b>Toothbrush Holders, page 211:</b> To develop problem-solving skills</p> <p><b>Turning on Lights, page 296:</b> To develop an awareness of cause and effect</p>		<p>develop the child's sense of creativity</p> <p><b>Turning on Lights, page 296:</b> To develop an awareness of cause and effect</p>
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## Language Development and Communication

Subdomain: Learning to Communicate					
Goal LDC-1: Children understand communications from others.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Engage in individual and reciprocal sound exploration and play (make "raspberries" or other sounds with someone). LDC-1a</li> <li>Show interest in voices, and focus on speech directed</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language,</i></p>	<ul style="list-style-type: none"> <li>Respond to others by using words or signs. LDC-1e</li> <li>Respond to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1f</li> <li>Follow simple directions and/or</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language,</i></p>	<ul style="list-style-type: none"> <li>Respond when others talk to them, using a larger variety of words or signs. LDC-1h</li> <li>Respond to gestures, facial expressions, tone of voice, and some words that show emotions. LDC-1i</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language,</i></p>

<p>at them. LDC-1b</p> <ul style="list-style-type: none"> <li>Respond to different tones in speech directed at them. LDC-1c</li> <li>Respond to simple requests (“Come here.” or “Do you want more?”). LDC-1d</li> </ul>	<p>page 255</p> <p><b>LED Vol 1:</b> <i>Talk To Me! Communication and Language Skills</i>, page 81</p> <p><b>LED Vol 1:</b> <i>Communication Issues in Infants with Developmental Delays</i>, page 84</p> <p><b>Always Talking, page 87:</b> To build receptive language</p> <p><b>Always Talking, page 87:</b> To introduce the sound of a familiar voice</p> <p><b>Baby Talk, page 88:</b> To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p><b>Communicating with the Baby, page 89:</b> To simulate awareness of sounds</p> <p><b>Feel the Sound, page 90:</b> To develop a sense of awareness of sound</p> <p><b>My Favorite Sound, page 92:</b> To begin to connect sounds with their sources</p>	<p>visual cues (“Put your pillow on the mat.” “Please sit by me.”). LDC-1</p>	<p>page 255</p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays</i>; page 79</p> <p><b>LED Vol 2:</b> <i>Activities for Communication and Language Development</i>; page 80</p> <p><b>All about the Picture, page 81:</b> To develop vocabulary</p> <p><b>Bonjour and Buenos Dias, page 82:</b> To build vocabulary</p> <p><b>Changing Sounds, page 83:</b> To develop auditory discrimination skills</p> <p><b>The Cow Says, “Moo”, page 84:</b> To develop listening skills</p> <p><b>Hey Diddle Diddle, page 89:</b> To develop listening skills</p> <p><b>If you’re Happy and You Know It, page 90:</b> To develop vocabulary</p> <p><b>Let’s Talk, page 92:</b> To develop vocabulary</p> <p><b>Little Ants, page 92:</b> To develop vocabulary</p>	<ul style="list-style-type: none"> <li>Follow two-step directions with visual cues if needed (“Pick up the paper and put it in the trash.” “Get your cup and put it on the table.”). LDC-1j</li> </ul>	<p>page 255</p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays</i>; page 79</p> <p><b>LED Vol 2:</b> <i>Activities for Communication and Language Development</i>; page 80</p> <p><b>Color Watch, page 303:</b> To begin to learn the meaning of the words <i>under</i>, <i>around</i>, and <i>on</i></p> <p><b>Building with Color, page 305:</b> To develop oral language skills</p> <p><b>Colorful Handprints, page 308:</b> To develop vocabulary</p> <p><b>Green Fun, page 310:</b> To develop vocabulary</p> <p><b>Animal Scenes, page 316:</b> To develop vocabulary and language skills</p> <p><b>Animal Sounds, page 317:</b> To develop vocabulary</p> <p><b>Animal Sounds, page 317:</b> To develop vocabulary</p> <p><b>Good Morning,</b></p>
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	<p><b>Talk to Me! Page 92:</b> To respond to familiar voices</p> <p><b>Listening Fun, page 97:</b> To encourage listening</p> <p><b>Tell Me a Story, page 98:</b> To practice listening skills</p> <p><b>Rhyming Names, page 104:</b> To hear rhymes used in everyday language</p>		<p><b>Rain, Rain, Go Away! Page 99:</b> To develop auditory discrimination</p> <p><b>Teddy Bear, Teddy Bear, page 100:</b> To encourage understanding of rhyme</p>		<p><b>Numbers, page 332:</b> To enhance oral language skills</p> <p><b>In the Kitchen, page 356:</b> To develop vocabulary</p> <p><b>Shape Float, page 359:</b> To develop oral language skills</p> <p><b>Shape Hop Along, page 360:</b> To learn the names of shapes</p> <p><b>Ocean Days, page 364:</b> To develop oral language skills</p>
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Subdomain: Learning to Communicate					
Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Respond differently to facial expressions and tones of voice. LDC-2a</li> <li>Pay brief attention to the same object</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 18</i></p> <p><b>LED Foundations:</b> <i>Language Development and</i></p>	<ul style="list-style-type: none"> <li>Establish joint attention by looking at an object, at their caregiver, and back at the object. LDC-2d</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and</i></p>	<ul style="list-style-type: none"> <li>Engage in short dialogues of a few turns. LDC-2g</li> <li>Ask questions or use verbal or nonverbal cues to initiate</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and</i></p>



<p>the caregiver is looking at. LDC-2b</p> <ul style="list-style-type: none"> <li>Engage in turn taking during social and vocal play with adults and other children (babbling, imitating facial expressions, repeating sounds from languages they hear). LDC-2c</li> </ul>	<p><i>Communication, page254</i> <b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 1:</b> <i>Talk To Me! Communication and Language Skills, page 81</i> <b>LED Vol 1:</b> <i>Communication Issues in Infants with Developmental Delays, page 84</i></p> <p><b>Babbling, page 87:</b> To encourage babbling <b>Follow-the Leader Sounds, page 90:</b> To practice language skills and use sounds to interact with someone else <b>Mouth Sounds, page 91:</b> To introduce reciprocity in conversations <b>Talking Together, page 93:</b> To further develop oral language skills <b>The Animal Signing Game, page 94:</b> To develop a way to communicate</p>	<ul style="list-style-type: none"> <li>Respond to and initiate dialogue with another person. LDC-2e</li> <li>Use movement or behavior to initiate interaction with another person. LDC-2</li> </ul>	<p><i>Communication, page254</i> <b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i> <b>LED Vol 2:</b> <i>Activities for Communication and Language Development; page80</i></p> <p><b>Copycat Language, page 84:</b> To develop vocabulary <b>The Cow Says, “Moo”, page 84:</b> To develop oral language skills <b>Dressing Talk, page 85:</b> To develop oral language skills <b>Everything Can Talk, page 85:</b> To develop neural connections in the brain <b>If you’re Happy and You Know It, page 90:</b> To learn to express emotions through language</p>	<p>communication with another. LDC-2h</p>	<p><i>Communication, page254</i> <b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i> <b>LED Vol 2:</b> <i>Activities for Communication and Language Development; page80</i></p> <p><b>Building with Color, page 305:</b> To develop oral language skills <b>Shape Float, page 359:</b> To develop oral language skills <b>Flower Gazing, page 363:</b> To develop social skills <b>Ocean Days, page 364:</b> To develop oral language skills <b>Trash, Trash Everywhere, page 366:</b> To develop social skills <b>Zoo Escape, page 384:</b> To develop listening skills <b>Animal Scenes, page</b></p>
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	<p><b>Fill the Day with Words, page 96:</b> To encourage jabbering and combining syllables</p> <p><b>Where's Teddy? Page 99:</b> To enjoy socializing with others</p> <p><b>Talk on the Phone, page 105:</b> To expand the use of jargon talk</p>		<p><b>Little Piggies, page 93:</b> To develop body awareness</p> <p><b>Let's Talk, page 92:</b> To develop vocabulary</p> <p><b>Little Ants, page 92:</b> To develop vocabulary</p> <p><b>What's in the Box? Page 102:</b> To develop vocabulary</p>		<p><b>388:</b> To develop language skills</p> <p><b>Imagine That! Page 392:</b> To practice listening skills</p>
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## Subdomain: Learning to Communicate

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging	<p><b>LED Foundations:</b> <i>Language and Communication; page 18</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 1:</b> <i>Talk To Me! Communication and Language Skills, page 81</i></p> <p><b>LED Vol 1:</b></p>	<ul style="list-style-type: none"> <li>Respond to simple statements and questions about pictures, play, people, and things that are happening. LDC-3a</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p>	<ul style="list-style-type: none"> <li>Answer simple questions (“What is she doing?” “What happened to the bear in the story?”). LDC-3b</li> <li>Use simple sentences or questions to ask for things (e.g., people, actions, objects, pets) or gain information. LDC-3c</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p>

	<i>Communication Issues in Infants with Developmental Delays, page 84</i>		<b>LED Vol 2: Activities for Communication and Language Development; page80</b>		<b>LED Vol 2: Activities for Communication and Language Development; page80</b>
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Subdomain: Learning to Communicate					
Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Repeat actions that mean something specific (lift arms to be picked up, point at desired toys). LDC-4a</li> <li>Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-4b</li> <li>“Jabber” and pretend to talk using many sounds or signs from the languages used around them. LDC-4c</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 1: Talk To Me! Communication and Language Skills, page 81</b></p> <p><b>LED Vol 1: Communication Issues in Infants with Developmental Delays, page 84</b></p> <p><b>Babbling, page 87:</b> To encourage babbling</p>	<ul style="list-style-type: none"> <li>Communicate through Repeat actions that mean something specific (lift arms to be picked up, point at desired toys). LDC-4a</li> <li>Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-4b</li> <li>“Jabber” and pretend to talk using many sounds or signs from the languages used around them. LDC-4c</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p><b>LED Vol 2: Activities for Communication and Language Development; page80</b></p>	<ul style="list-style-type: none"> <li>Communicate messages with expression, tone, and inflection. LDC-4f</li> <li>Use speech that is understood most of the time by familiar listeners. LDC-4g</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p><b>LED Vol 2: Activities for Communication and Language Development; page80</b></p> <p><b>Building with Color, page 305:</b> To develop oral language skills</p> <p><b>Shape Float, page 359:</b> To develop oral language skills</p> <p><b>Flower Gazing, page 363:</b> To develop social skills</p> <p><b>Ocean Days, page</b></p>

	<p><b>Baby Talk, page 88:</b> To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p><b>Follow-the Leader Sounds, page 90:</b> To practice language skills and use sounds to interact with someone else</p> <p><b>The Animal Signing Game, page 94:</b> To develop a way to communicate</p> <p><b>Routine Conversation, page 97:</b> To continue developing listening and language comprehension skills</p> <p><b>Movement and Position Words, page 100:</b> To expose the child to words that depict movement and position</p> <p><b>Name Games, page 101:</b> To build vocabulary types of sound</p> <p><b>Talk on the Phone, page 105:</b> To experience pretend play</p>		<p><b>All about the Picture, page 81:</b> To develop verbal communication skills</p> <p><b>Animal Talk! Page 81:</b> To develop oral language skills</p> <p><b>Bonjour and Buenos Dias, page 82:</b> To develop oral language skills</p> <p><b>Fun with Words, page 86:</b> To develop language skills</p> <p><b>Good Morning to You! Page 87:</b> To develop oral language skills</p> <p><b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>Let's Talk, page 92:</b> To develop language skills</p> <p><b>Twinkle, Twinkle, Little Star, page 101:</b> To develop language skills</p> <p><b>Where's the Chick? Page 103:</b> To develop language skills</p>		<p><b>364:</b> To develop oral language skills</p> <p><b>Trash, Trash Everywhere, page 366:</b> To develop social skills</p> <p><b>Zoo Escape, page 384:</b> To develop listening skills</p> <p><b>Animal Scenes, page 388:</b> To develop language skills</p> <p><b>Imagine That! Page 392:</b> To practice listening skills</p>
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## Subdomain: Learning to Communicate

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging		<ul style="list-style-type: none"> <li>Act out familiar scenes and events, and imitate familiar people. LDC-5a</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p><b>LED Vol 2: Activities for Communication and Language Development; page 80</b></p> <p><b>All about the Picture, page 81:</b> To develop verbal communication skills</p> <p><b>Animal Talk! Page 81:</b> To develop oral</p>	<ul style="list-style-type: none"> <li>Talk to themselves and others about what they are “working on,” what they are doing, routines, and events of the day. LDC-5b</li> <li>Use dramatic play to act out familiar scenes and events, and imitate familiar people. LDC-5c</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p><b>LED Vol 2: Activities for Communication and Language Development; page 80</b></p> <p><b>All about the Picture, page 81:</b> To develop verbal communication skills</p> <p><b>Animal Talk! Page 81:</b> To develop oral</p>

			<p>language skills  <b>The Cow Says, “Moo”, page 84:</b> To develop oral language skills  <b>Dressing Talk, page 85:</b> To develop vocabulary  <b>The Cow Says, “Moo”, page 84:</b> To develop oral language skills  <b>Dressing Talk, page 85:</b> To develop vocabulary</p>		<p>language skills  <b>The Cow Says, “Moo”, page 84:</b> To develop oral language skills  <b>Dressing Talk, page 85:</b> To develop vocabulary  <b>The Cow Says, “Moo”, page 84:</b> To develop oral language skills  <b>Dressing Talk, page 85:</b> To develop vocabulary</p>
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Subdomain: Learning to Communicate					
Goal LDC-6: Children use most grammatical constructions of their home language well.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>• Make different sounds for different purposes (whimper when wet, cry loudly when hungry). LDC-6a</li> <li>• “Jabber” and pretend to talk using many sounds or signs from the languages used around them to</li> </ul>	<p><b>LED Foundations:</b>  <i>Language and Communication; page 18</i>  <b>LED Foundations:</b>  <i>Language Development and Communication, page254</i>  <b>LED Foundations:</b>  <i>Expressive Language, page 257</i>  <b>LED Vol 1: Talk To</b></p>	<ul style="list-style-type: none"> <li>• “Jabber” and put together vocalizations in a way that sounds similar to the rhythm and flow of their home language. LDC-6c</li> <li>• Use a few words to communicate (make requests and ask questions). LDC-6d</li> </ul>	<p><b>LED Foundations:</b>  <i>Language and Communication; page 180</i>  <b>LED Foundations:</b>  <i>Language Development and Communication, page254</i>  <b>LED Foundations:</b>  <i>Expressive Language, page 257</i>  <b>LED Vol 2:</b></p>	<ul style="list-style-type: none"> <li>• Communicate in short sentences that follow the word order of their home language. LDC-6e</li> <li>• Combine two and three words. LDC-6f</li> </ul>	<p><b>LED Foundations:</b>  <i>Language and Communication; page 180</i>  <b>LED Foundations:</b>  <i>Language Development and Communication, page254</i>  <b>LED Foundations:</b>  <i>Expressive Language, page 257</i>  <b>LED Vol 2:</b></p>



<p>communicate. LDC-6b</p>	<p><i>Me! Communication and Language Skills, page 81</i> <b>LED Vol 1:</b> <i>Communication Issues in Infants with Developmental Delays, page 84</i></p> <p><b>Babbling, page 87:</b> To encourage babbling <b>Follow-the Leader Sounds, page 90:</b> To practice language skills and use sounds to interact with someone else <b>Mouth Sounds, page 91:</b> To introduce reciprocity in conversations <b>Talking Together, page 93:</b> To further develop oral language skills <b>The Animal Signing Game, page 94:</b> To develop a way to communicate <b>Fill the Day with Words, page 96:</b> To encourage jabbering and combining syllables <b>Where's Teddy? Page 99:</b> To enjoy</p>		<p><i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i> <b>LED Vol 2: Activities for Communication and Language Development; page80</b></p> <p><b>Copycat Language, page 84:</b> To develop vocabulary <b>The Cow Says, "Moo", page 84:</b> To develop oral language skills <b>Dressing Talk, page 85:</b> To develop oral language skills <b>Everything Can Talk, page 85:</b> To develop neural connections in the brain <b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language <b>Little Piggies, page 93:</b> To develop body awareness <b>Let's Talk, page 92:</b> To develop vocabulary <b>Little Ants, page 92:</b> To develop vocabulary</p>		<p><i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i> <b>LED Vol 2: Activities for Communication and Language Development; page80</b></p> <p><b>Copycat Language, page 84:</b> To develop vocabulary <b>The Cow Says, "Moo", page 84:</b> To develop oral language skills <b>Dressing Talk, page 85:</b> To develop oral language skills <b>Everything Can Talk, page 85:</b> To develop neural connections in the brain <b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language <b>Little Piggies, page 93:</b> To develop body awareness <b>Let's Talk, page 92:</b> To develop vocabulary <b>Little Ants, page 92:</b> To develop vocabulary</p>
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	socializing with others <b>Talk on the Phone, page 105:</b> To expand the use of jargon talk		<b>What's in the Box? Page 102:</b> To develop vocabulary		<b>What's in the Box? Page 102:</b> To develop vocabulary
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## Subdomain: Learning to Communicate

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>• Make specific sounds, facial expressions, and/or gestures for certain people and objects. LDC-7a</li> <li>• Imitate sounds, words, and gestures. LDC-7b</li> <li>• Recognize spoken or signed words for common items. LDC-7c</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 18</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page254</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 1:</b> <i>Talk To Me! Communication and Language Skills, page 81</i></p> <p><b>LED Vol 1:</b> <i>Communication Issues in Infants with Developmental Delays, page 84</i></p>	<ul style="list-style-type: none"> <li>• Show steady increase in words used (e.g., name family members and familiar objects). LDC-7d</li> <li>• Imitate parts of familiar songs, chants, or rhymes. LDC-7e</li> <li>• Respond to simple words and phrases that they hear often. LDC-7f</li> <li>• Use several words to make requests (e.g., “done,” “wannit,” “please”) as well as to label people and objects. LDC-</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page254</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p><b>LED Vol 2:</b> <i>Activities for Communication and Language Development; page80</i></p>	<ul style="list-style-type: none"> <li>• Use new words each day and have a word for almost all familiar people, objects, actions, and conditions (hot, rainy, sleepy). LDC-7h</li> <li>• Participate in or repeat familiar songs, chants, or rhymes. LDC-7i</li> <li>• Show they understand many new vocabulary words and a variety of concepts (big and little, in and out). LDC-7j</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page254</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Communication Issues in Toddlers and Twos with Developmental Delays; page 79</i></p> <p><b>LED Vol 2:</b> <i>Activities for Communication and Language Development; page80</i></p>

	<p><b>Always Talking, page 87:</b> To introduce the sound of a familiar voice</p> <p><b>Babbling, page 87:</b> To encourage babbling</p> <p><b>Baby Talk, page 88:</b> To develop auditory discrimination skills when hearing a variety of tones, pitches, and sounds</p> <p><b>Beginning Bonding, page 88:</b> To build language awareness and encourage communication</p> <p><b>Communicating with the Baby, page 89:</b> To simulate awareness of sounds</p> <p><b>Coo and Squeal, page 89:</b> To develop self-expression through a gurgle, coo, or squeal</p> <p><b>The Animal Signing Game, page 94:</b> To develop a way to communicate</p> <p><b>The Body Chant, page 95:</b> To begin to identify body parts</p>	7g	<p><b>All about the Picture, page 81:</b> To develop vocabulary</p> <p><b>Animal Talk! Page 81:</b> To develop vocabulary</p> <p><b>Copycat Language, page 84:</b> To develop vocabulary</p> <p><b>Dressing Talk, page 85:</b> To develop vocabulary</p> <p><b>Let's Talk, page 92:</b> To develop vocabulary</p> <p><b>Little Ants, page 92:</b> To develop vocabulary</p> <p><b>Let's Talk, page 92:</b> To develop vocabulary</p> <p><b>Little Ants, page 92:</b> To develop vocabulary</p> <p><b>Pack 'n Go, page 98:</b> To develop vocabulary</p> <p><b>Twinkle, Twinkle, Little Star, page 101:</b> To develop language skills</p> <p><b>We're Looking Everywhere, page 102:</b> To develop vocabulary</p>		<p><b>Class Color Mural, page 306:</b> To develop vocabulary</p> <p><b>Colorful Handprints, page 308:</b> To develop vocabulary</p> <p><b>Green Fun, page 310:</b> To develop vocabulary</p> <p><b>Junk Flowers, page 311:</b> To develop vocabulary</p> <p><b>Animal Scenes, page 316:</b> To develop vocabulary and language skills</p> <p><b>Animal Sounds, page 317:</b> To develop vocabulary</p> <p><b>Farm Animal Photograph Match, page 321:</b> To develop vocabulary</p> <p><b>Mother-Baby Match, page 327:</b> To develop vocabulary</p> <p><b>In the Kitchen, page 356:</b> To develop vocabulary</p> <p><b>In the Kitchen, page 356:</b> To develop vocabulary</p> <p><b>Five Little Ducks, page 391:</b> To develop vocabulary</p>
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## Subdomain: Foundations for Reading

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Pat and chew on tactile books. LDC-8a</li> <li>Look at pictures of faces and simple objects. LDC-8b</li> <li>Listen to simple and repetitive books, stories, and songs. LDC-8c</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i></p> <p><b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i></p> <p><b>LED Vol 1:</b> <i>Book List for Infants; page 113</i></p> <p><b>LED Vol 1:</b> <i>Literacy Adaptations for Infants with Special Needs, page 114</i></p> <p><b>Book Look, page 116:</b> To familiarize an infant with books</p> <p><b>Fill in the Blanks, page 119:</b> To increase the infant's familiarity with books</p> <p><b>My First Book, page 119:</b> To increase the understanding of what a book is and how it is used</p> <p><b>Read It Again! Page 120:</b> To experience</p>	<ul style="list-style-type: none"> <li>Engage in reading behaviors independently (choose books, turn pages (but not always in order, tell the story). LDC-8d</li> <li>Show interest in books (e.g., tactile and picture books). LDC-8e</li> <li>Listen to simple and repetitive books, stories, and songs for a brief period of time. LDC-8f</li> <li>Carry books around, "name" them, and select books for adults to read out loud. LDC-8g</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p>	<ul style="list-style-type: none"> <li>Engage in reading behaviors independently (choose books, turn pages but not always in order, tell the story). LDC-8h</li> <li>Listen for short periods of time to storybooks, informational books stories, poetry, songs and finger plays. LDC-8i</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p>

	<p>touching new objects  <b>Adding Spark to the Book Learning Space, page 122:</b> To provide opportunities to interact with books  <b>A Big Book with Doors, page 123:</b> To increase book knowledge  <b>Story Time, page 130:</b> To increase book knowledge</p>		<p><b>Book Nook, page 112:</b> To encourage emergent literacy skills  <b>Cozy Library, page 114:</b> To encourage interest in books  <b>Flap book, page 116:</b> To develop interest in books  <b>Happenings in Our Class, page 118:</b> To encourage interests in books  <b>Reading Buddies, page 122:</b> To encourage interest in books  <b>Reading Games, page 122:</b> To encourage interest in books  <b>Sharing Books, page 124:</b> To encourage interest in books  <b>Special Day Together, page 124:</b> To encourage interest in books</p>		<p><b>Book Nook, page 112:</b> To encourage emergent literacy skills  <b>Cozy Library, page 114:</b> To encourage interest in books  <b>Flap book, page 116:</b> To develop interest in books  <b>Happenings in Our Class, page 118:</b> To encourage interests in books  <b>Reading Buddies, page 122:</b> To encourage interest in books  <b>Reading Games, page 122:</b> To encourage interest in books  <b>Sharing Books, page 124:</b> To encourage interest in books  <b>Special Day Together, page 124:</b> To encourage interest in books</p>
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Subdomain: Foundations for Reading

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging		<ul style="list-style-type: none"> <li>Listen to and</li> </ul>	<b>LED Foundations:</b>	<ul style="list-style-type: none"> <li>Chime in on a</li> </ul>	<b>LED Foundations:</b>

		<p>repeat parts of simple and repetitive books, stories, songs, and finger plays. LDC-9a</p> <ul style="list-style-type: none"> <li>• Allow entire short book to be “read” with willingness to look at most pages. LDC-9b</li> <li>• Make appropriate sounds when looking at pictures (say, “Quack, quack” when looking at a duck, “Vrrrrrooom” when looking at a car). LDC-9c</li> </ul>	<p><i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p> <p><b>Book Nook, page 112:</b> To develop social skills</p> <p><b>Caps for Sale; page</b></p>	<p>repeated line in a book while being read to by an adult. LDC-9d</p> <ul style="list-style-type: none"> <li>• Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. LDC-9e</li> <li>• Begin to relate personal experiences to events described in familiar books. LDC-9f</li> <li>• Answer simple questions about stories. LDC-9g</li> <li>• Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories). LDC-9h</li> </ul>	<p><i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p> <p><b>Book Nook, page 112:</b> To develop social skills</p>
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			<p><b>113:</b> To encourage dramatic play  <b>Cozy Library, page 114:</b> To encourage interest in books  <b>Fun with Picture Cards, page 117:</b> To develop vocabulary  <b>Happenings in Our Class, page 118:</b> To encourage interests in books  <b>Fun with Picture Cards, page 117:</b> To develop print awareness  <b>My Own Word Book, page 121:</b> To encourage emergent literacy skills  <b>Visual Discrimination Poster, page 127:</b> To develop emergent literacy skills</p>		<p><b>Caps for Sale; page 113:</b> To encourage dramatic play  <b>Cozy Library, page 114:</b> To encourage interest in books  <b>Fun with Picture Cards, page 117:</b> To develop vocabulary  <b>Happenings in Our Class, page 118:</b> To encourage interests in books  <b>Fun with Picture Cards, page 117:</b> To develop print awareness  <b>My Own Word Book, page 121:</b> To encourage emergent literacy skills  <b>Visual Discrimination Poster, page 127:</b> To develop emergent literacy skills</p>

Subdomain: Foundations for Reading

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Explore books and paper by tasting, mouthing, crumpling,</li> </ul>	<p><b>LED Foundations: Language and Communication; page 180</b></p>	<ul style="list-style-type: none"> <li>Turn pages (but not always in the right order); point to and label</li> </ul>	<p><b>LED Foundations: Language and Communication; page 180</b></p>	<ul style="list-style-type: none"> <li>Hold a book upright, turn some pages front to back (but not always in</li> </ul>	<p><b>LED Foundations: Language and Communication; page 180</b></p>

<p>banging, and patting. LDC-10a</p> <ul style="list-style-type: none"> <li>Look at pictures while cuddling with caregiver. LDC-10b</li> </ul>	<p><b>LED Foundations:</b> <u>Language Development and Communication,</u> page254 <b>LED Foundations:</b> <i>Receptive Language,</i> page 255 <b>LED Foundations:</b> <i>Expressive Language,</i> page 257</p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page;</i> page 107 <b>LED Vol 1:</b> <i>Literacy Development in Infants;</i> page 110 <b>LED Vol 1:</b> <i>Book List for Infants;</i> page113 <b>LED Vol 1:</b> <i>Literacy Adaptations for Infants with Special Needs,</i> page 114</p> <p><b>Fill in the Blanks,</b> <b>page 119:</b> To increase the infant’s familiarity with books <b>My First Book, page 119:</b> To increase the understanding of what a book is and how it is used <b>Read It Again! Page</b></p>	<p>pictures in books; sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book). LDC-10c</p> <ul style="list-style-type: none"> <li>Identify some environmental print and logos (favorite cereal box, a sign for a familiar store). LDC-10d</li> </ul>	<p><b>LED Foundations:</b> <u>Language Development and Communication,</u> page254 <b>LED Foundations:</b> <i>Receptive Language,</i> page 255 <b>LED Foundations:</b> <i>Expressive Language,</i> page 257</p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development;</i> page 104 <b>LED Vol 2:</b> <i>Books for Toddlers and Twos;</i> page 105 <b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs;</i> page 107</p> <p><b>All about the Picture, page 81:</b> To develop fine motor skills <b>Fun with Words, page 86:</b> To build pre-literacy skills <b>Hello! Who’s There?</b></p>	<p>the right order), close book, and say, “done” or “the end.” LDC-10e</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of the need for and the uses of print (pretend to read a “grocery list” during play; say, “I want chicken” when looking at a menu). LDC-10f</li> <li>Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; say, “That means light” when looking at a symbol of a light bulb located over the light switch). LDC-10g</li> </ul>	<p><b>LED Foundations:</b> <u>Language Development and Communication,</u> page254 <b>LED Foundations:</b> <i>Receptive Language,</i> page 255 <b>LED Foundations:</b> <i>Expressive Language,</i> page 257</p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development;</i> page 104 <b>LED Vol 2:</b> <i>Books for Toddlers and Twos;</i> page 105 <b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs;</i> page 107</p> <p><b>All about the Picture, page 81:</b> To develop fine motor skills <b>Fun with Words, page 86:</b> To build pre-literacy skills <b>Hello! Who’s There?</b></p>
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	<p><b>120:</b> To experience touching new objects</p> <p><b>Textured Books, page 121:</b> To provide multisensory experiences with texture</p> <p><b>Adding Spark to the Book Learning Space, page 122:</b> To provide opportunities to interact with books</p> <p><b>A Big Book with Doors, page 123:</b> To increase book knowledge</p> <p><b>Story Time, page 130:</b> To increase book knowledge</p>		<p><b>Page 88:</b> To encourage the beginnings of dramatic play</p> <p><b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>A Jolly Good Fellow! Page 91:</b> To begin learning about celebrations</p> <p><b>London bridge is Falling Down, page 94:</b> To learn the concepts of <i>down</i> and <i>up</i></p> <p><b>Color Shopping, page 113:</b> To develop emergent literacy skills</p> <p><b>Little Bo Peep, page 119:</b> To develop emergent literacy skills</p> <p><b>My Own Word Book, page 121:</b> To encourage emergent literacy skills</p> <p><b>Word Book, page 128:</b> To develop emergent literacy skills</p>		<p><b>Page 88:</b> To encourage the beginnings of dramatic play</p> <p><b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>A Jolly Good Fellow! Page 91:</b> To begin learning about celebrations</p> <p><b>London bridge is Falling Down, page 94:</b> To learn the concepts of <i>down</i> and <i>up</i></p> <p><b>Color Shopping, page 113:</b> To develop emergent literacy skills</p> <p><b>Little Bo Peep, page 119:</b> To develop emergent literacy skills</p> <p><b>My Own Word Book, page 121:</b> To encourage emergent literacy skills</p> <p><b>Word Book, page 128:</b> To develop emergent literacy skills</p>
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## Subdomain: Foundations for Reading

## Goal LDC-11: Children develop phonological awareness.

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Imitate and take turns with caregivers making different sounds. LDC-11a</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i></p> <p><b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i></p> <p><b>LED Vol 1:</b> <i>Book List for Infants; page 113</i></p> <p><b>LED Vol 1:</b> <i>Literacy Adaptations for Infants with Special Needs, page 114</i></p>	<ul style="list-style-type: none"> <li>Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. LDC-11b</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p>	<ul style="list-style-type: none"> <li>Participate in rhyming games. LDC-11c</li> <li>Notice sounds that are the same and different. LDC-11d</li> <li>Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. LDC-11</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i></p>

			<p><b>Changing Sounds, page 83:</b> To develop auditory discrimination skills</p> <p><b>Rain, Rain, Go Away! Page 99:</b> To develop auditory discrimination</p> <p><b>Teddy Bear, Teddy Bear, page 100:</b> To encourage understanding of rhyme</p> <p><b>Block Stories, page 111:</b> To develop auditory discrimination skills</p> <p><b>Little Bo Peep, page 119:</b> To develop emergent literacy skills</p>		<p><b>All about the Picture, page 81:</b> To develop fine motor skills</p> <p><b>Fun with Words, page 86:</b> To build pre-literacy skills</p> <p><b>Hello! Who's There? Page 88:</b> To encourage the beginnings of dramatic play</p> <p><b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>A Jolly Good Fellow! Page 91:</b> To begin learning about celebrations</p> <p><b>London bridge is Falling Down, page 94:</b> To learn the concepts of <i>down</i> and <i>up</i></p> <p><b>Color Shopping, page 113:</b> To develop emergent literacy skills</p> <p><b>Little Bo Peep, page 119:</b> To develop emergent literacy skills</p> <p><b>My Own Word Book, page 121:</b> To encourage emergent</p>
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					literacy skills <b>Word Book, page 128:</b> To develop emergent literacy skills
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## Subdomain: Foundations for Reading

## Goal LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i></p> <p><b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i></p> <p><b>LED Vol 1:</b> <i>Book List for Infants; page 113</i></p> <p><b>LED Vol 1:</b> <i>Literacy</i></p>	Emerging	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for</i></p>	<ul style="list-style-type: none"> <li>Demonstrate an interest in letters by asking about and/or naming some of them. LDC-12a</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Receptive Language, page 255</i></p> <p><b>LED Foundations:</b> <i>Expressive Language, page 257</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for</i></p>



	<i>Adaptations for Infants with Special Needs, page 114</i>		<i>Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i>		<i>Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i>  <b>ABC Matching Game, page 110:</b> To encourage print awareness <b>Alpha-Dough, page 111:</b> To develop emergent letter recognition <b>Alpha-Dough, page 111:</b> To develop emergent letter recognition <b>Alpha-Dough, page 111:</b> To develop emergent letter recognition
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## Subdomain: Foundations for Writing

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging	<b><i>LED Foundations:</i></b> <i>Language and Communication; page 180</i> <b><i>LED Foundations:</i></b> <u><i>Language</i></u>	<ul style="list-style-type: none"> <li>Make marks, scribble, and paint (e.g., cover easel paper with big crayon or paint marks, make</li> </ul>	<b><i>LED Foundations:</i></b> <i>Language and Communication; page 180</i> <b><i>LED Foundations:</i></b> <u><i>Language</i></u>	<ul style="list-style-type: none"> <li>Pretend to write in ways that mimic adult writing (e.g., scribble on paper while sitting with caregiver who is</li> </ul>	<b><i>LED Foundations:</i></b> <i>Language and Communication; page 180</i> <b><i>LED Foundations:</i></b> <u><i>Language</i></u>

	<p><u>Development and Communication, page 254</u>  <b>LED Foundations:</b>  <i>Early Literacy, page 260</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i>  <b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i>  <b>LED Vol 1:</b> <i>Book List for Infants; page 113</i>  <b>LED Vol 1:</b> <i>Literacy Adaptations for Infants with Special Needs, page 114</i></p>	<p>marks with marker or crayon). LDC-13</p>	<p><u>Development and Communication, page 254</u>  <b>LED Foundations:</b>  <i>Early Literacy, page 260</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i>  <b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i>  <b>LED Vol 1:</b> <i>Book List for Infants; page 113</i>  <b>LED Vol 1:</b> <i>Literacy Adaptations for Infants with Special Needs, page 114</i></p> <p><b>Artistry, page 133:</b>  To develop fine motor skills  <b>Brightest Chalk Scribbles, page 133:</b>  To develop fine motor skills  <b>Bundle Scribble Box, page 134:</b> To develop motor skills  <b>Draw and Paint Magic, page 137:</b> To develop fine motor skills  <b>Fingertip Prints, page 140:</b> To develop</p>	<p>writing, hold phone to ear and make marks with pencil). LDC-13b</p>	<p><u>Development and Communication, page 254</u>  <b>LED Foundations:</b>  <i>Early Literacy, page 260</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i>  <b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i>  <b>LED Vol 1:</b> <i>Book List for Infants; page 113</i>  <b>LED Vol 1:</b> <i>Literacy Adaptations for Infants with Special Needs, page 114</i></p> <p><b>Brightest Chalk Scribbles, page 133:</b>  To develop fine motor skills  <b>Bundle Scribble Box, page 134:</b> To develop motor skills  <b>Draw and Paint Magic, page 137:</b> To develop fine motor skills  <b>Fingertip Prints, page 140:</b> To develop fine motor skills  <b>Foil Squeezing, page 142:</b> To build fine</p>
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			fine motor skills <b>Painting Goes Wild!</b> <b>Page 148:</b> To experiment with a variety of art utensils		motor skills <b>Painting Goes Wild!</b> <b>Page 148:</b> To experiment with a variety of art utensils
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## Subdomain: Foundations for Writing

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <u>Language Development and Communication,</u> <i>page254</i></p> <p><b>LED Foundations:</b> <i>Early Literacy, page 260</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i></p> <p><b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i></p> <p><b>LED Vol 1:</b> <i>Book List for Infants; page113</i></p> <p><b>LED Vol 1:</b> <i>Literacy Adaptations for</i></p>	Emerging	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <u>Language Development and Communication,</u> <i>page254</i></p> <p><b>LED Foundations:</b> <i>Early Literacy, page 260</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p> <p><b>LED Vol 2:</b> <i>Tips for Reading and</i></p>	Emerging	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <u>Language Development and Communication,</u> <i>page254</i></p> <p><b>LED Foundations:</b> <i>Early Literacy, page 260</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i></p> <p><b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i></p> <p><b>LED Vol 1:</b> <i>Book List for Infants; page113</i></p> <p><b>LED Vol 1:</b> <i>Literacy Adaptations for</i></p>

	<i>Infants with Special Needs, page 114</i>		<i>Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</i>		<i>Infants with Special Needs, page 114</i>
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## Subdomain: Foundations for Writing

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Early Literacy, page 260</i></p> <p><b>LED Vol 1:</b> <i>Change My Life by Turning a Page; page 107</i></p> <p><b>LED Vol 1:</b> <i>Literacy Development in Infants; page 110</i></p> <p><b>LED Vol 1:</b> <i>Book List for Infants; page 113</i></p>	<ul style="list-style-type: none"> <li>• Hold marker or crayon with the fist. LC-15a</li> <li>• Dot or scribble with crayons, may progress to vertical lines. LC-15</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Early Literacy, page 260</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p>	<ul style="list-style-type: none"> <li>• Explore a variety of tools that can be used for writing. LC-15c</li> <li>• Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. LC-15d</li> <li>• Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. LC-15e</li> </ul>	<p><b>LED Foundations:</b> <i>Language and Communication; page 180</i></p> <p><b>LED Foundations:</b> <i>Language Development and Communication, page 254</i></p> <p><b>LED Foundations:</b> <i>Early Literacy, page 260</i></p> <p><b>LED Vol 2:</b> <i>Change My Life by Turning a Page: Literacy Development; page 104</i></p> <p><b>LED Vol 2:</b> <i>Books for Toddlers and Twos; page 105</i></p>

	<p><b>LED Vol 1: Literacy Adaptations for Infants with Special Needs, page 114</b></p>		<p><b>LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</b></p> <p><b>Artistry, page 133:</b> To develop fine motor skills</p> <p><b>Brightest Chalk Scribbles, page 133:</b> To develop fine motor skills</p> <p><b>Bundle Scribble Box, page 134:</b> To develop motor skills</p> <p><b>Draw and Paint Magic, page 137:</b> To develop fine motor skills</p> <p><b>Making Marks, page 146:</b> To develop fine motor skills</p> <p><b>Stick Drawing, page 159:</b> To explore making marks</p> <p><b>Table top Finger painting, page 161:</b> To develop fine and gross motor skills</p>		<p><b>LED Vol 2: Tips for Reading and Developing Literacy Concepts with Toddlers and Twos with Special Needs; page 107</b></p> <p><b>Artistry, page 133:</b> To develop fine motor skills</p> <p><b>Brightest Chalk Scribbles, page 133:</b> To develop fine motor skills</p> <p><b>Bundle Scribble Box, page 134:</b> To develop motor skills</p> <p><b>Draw and Paint Magic, page 137:</b> To develop fine motor skills</p> <p><b>Making Marks, page 146:</b> To develop fine motor skills</p> <p><b>Stick Drawing, page 159:</b> To explore making marks</p> <p><b>Table top Finger painting, page 161:</b> To develop fine and gross motor skills</p>
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## Cognitive Development

Subdomain: Construction of Knowledge: Thinking and Reasoning					
Goal CD-1: Children use their senses to construct knowledge about the world around them.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Discover different shapes, sizes and textures by exploring (put toys in mouth, crawl over pillows, pick up large objects). CD-1a</li> <li>Turn head or move toward sounds. CD-1b</li> <li>Actively explore objects by handling them in</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p>	<ul style="list-style-type: none"> <li>Actively explore objects by handling them in many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-1c</li> <li>Explore space with their bodies (fit self into large box, crawl under table, climb over low</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p>	<ul style="list-style-type: none"> <li>Explore objects and materials physically to learn about their properties. CD-1e</li> <li>Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel). CD-1f</li> <li>Express knowledge gathered through</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p>



<p>many ways (moving, carrying, filling, dumping, smelling, and putting in mouth). CD-1c</p> <ul style="list-style-type: none"> <li>• Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-1d</li> </ul>	<p><b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</b></p> <p><b>Chip-Can Scarves, page 72:</b> To practice the concept of object permanence</p> <p><b>Hide the Teddy, page 73:</b> To reinforce object permanence</p> <p><b>Peek-a-boo, page 74:</b> To practice with object permanence</p> <p><b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration</p> <p><b>Hold the Toy, page 77:</b> To problem solve what to do with a toy</p> <p><b>Roll Behind the Chair, page 80:</b> To imagine the continued motion of a hidden object</p> <p><b>What's in the Box? Page 80:</b> To enhance understanding of</p>	<p>walls). CD-1d</p>	<p><b>Abracadabra, page 71:</b> To build memory connections in the brain through exploration of a novel object</p> <p><b>A Place for the Animals, page 76:</b> To encourage experience with relationships of size and space</p> <p><b>Hold the Toy, page 77:</b> To problem solve what to do with a toy</p> <p><b>Quite Puzzling, page 79:</b> To enhance neural wiring through experiences that begin with simple concepts and lead to more complex ideas</p> <p><b>Collection of Balls, page 162:</b> To practice various gross motor skills: To experience cause and effect</p> <p><b>Shoobox Train, page 164:</b> To practice problem solving skills</p> <p><b>Fast and Slow Rhythms, page 184:</b> To increase and enhance spatial-temporal reasoning</p> <p><b>I Can Feel It, page 217:</b> To build tactile</p>	<p>their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). CD-1g</p>	<p><b>Behind the Flap, page 53:</b> To promote an awareness of doing things more than one way</p> <p><b>Learning with Play, page 59:</b> To identify the use of common objects</p> <p><b>Shoes for Fun, page 65:</b> To develop critical thinking skills</p> <p><b>What's in the Drawer? Page 73:</b> To cultivate natural curiosity</p> <p><b>Dressing Talk, page 85:</b> To develop vocabulary</p> <p><b>Let's Talk, page 92:</b> To develop language skills</p> <p><b>Brightest Chalk Scribbles, page 133:</b> To explore using different media</p> <p><b>Baby Band, page 164:</b> To encourage creative expression by making noises with simple objects</p> <p><b>Look What I Can Do, page 173:</b> To encourage creative expression</p> <p><b>Floating Islands,</b></p>
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	object permanence		skills: To use fine motor skills to explore items of different textures <b>Warm and Cold, page 219:</b> To develop tactile skills		<b>page 229</b> To explore sensory materials <b>Object Washing, page 235:</b> To explore three-dimensional objects <b>Look What I Can Do, page 287:</b> To develop critical thinking skills
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## Subdomain: Construction of Knowledge: Thinking and Reasoning

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Search for objects that are hidden or partly hidden. CD-2a</li> <li>Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent's shoulder when new person comes near). CD-2b</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Sensory Exploration and Discovery, page 232</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page</i></p>	<ul style="list-style-type: none"> <li>Search in several places where an object has been hidden recently. CD-2f</li> <li>Notice a change in familiar objects, places, or events (frown at parent with a new haircut, look for furniture that was moved). CD-2g</li> <li>Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table,</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>Baby Basketball, page 52:</b> To explore the concept of size <b>Graduated Nesting, page 56:</b> To develop</p>	<ul style="list-style-type: none"> <li>Search for objects in several places, even when not seen recently. CD-2k</li> <li>Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). CD-2l</li> <li>Show they remember the order in which familiar events happen (finish line in story or song,</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>All about the Picture, page 81:</b> To develop verbal communication skills <b>If you're Happy and</b></p>

<ul style="list-style-type: none"> <li>• Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). CD-2c</li> <li>• Repeat an action to make something happen again (make sounds when music stops, bounce up and down to get adult to continue “horsey ride”). CD-2d</li> <li>• Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. CD-2e</li> </ul>	<p>241</p> <p><b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</b></p> <p><b>Daydream Believer, page 66:</b> To feel secure during periods of rest</p> <p><b>Hello, page 68:</b> To develop a secure attachment with adults</p> <p><b>Hide the Teddy, page 73:</b> To build language and social interaction skills</p> <p><b>Baby Mice, page 76:</b> To learn to anticipate events</p> <p><b>Talking Together, page 93:</b> To feel safe and secure as a result of having emotional needs met</p> <p><b>Infant Cues, page 96:</b> To develop language by consistently responding to verbal</p>	<p>talk on phone, “water” plants with pitcher). CD-2h</p> <ul style="list-style-type: none"> <li>• Imitate behaviors they have seen in the past or in other places. CD-2i</li> <li>• Identify objects and people in pictures by pointing or looking. CD-2j</li> </ul>	<p>awareness of properties of size and space</p> <p><b>Reverse Pull, page 64:</b> To develop an awareness of cause and effect</p> <p><b>Baby Band, page 164:</b> To develop an awareness of cause and effect</p> <p><b>Baby Food Jar Lid Clicker, page 198:</b> To explore cause and effect</p> <p><b>Boom, Boom, Down, page 198:</b> To develop understanding of cause and effect</p>	<p>get ready to go outdoors after snack). CD-2m</p> <ul style="list-style-type: none"> <li>• Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). CD-2n</li> </ul>	<p><b>You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>What’s in the Box? Page 102:</b> To encourage curiosity</p> <p><b>Artistry, page 133:</b> To begin understanding of reciprocity</p> <p><b>Floating Islands, page 229:</b> To engage in dramatic play</p> <p><b>Art Outdoors, page 253:</b> To explore a variety of materials</p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Chair Lineup, page 281:</b> To develop social skills</p> <p><b>Fill in the Word, page 283:</b> To develop name-recognition skills</p> <p><b>Follow the Leader, page, 284:</b> To develop listening skills</p> <p><b>Friendship Chain, page 284:</b> To develop a sense of belonging</p> <p><b>Push the Trucks, page 291:</b> To develop</p>
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	cues				socialization skills <b>Push the Trucks, page 291:</b> To practice cooperation and sharing <b>Turning on Lights, page 296:</b> To develop a sense of independence
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**Subdomain: Construction of Knowledge: Thinking and Reasoning**

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Show awareness of others' reactions to people, objects, and events. CD-3a</li> <li>Show awareness of another person's intentions by establishing joint attention (look at an object, then at caregiver, and back at object). CD-3b</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and</i></p>	<ul style="list-style-type: none"> <li>Show awareness of others' feelings about things by looking to see how they react. CD-3</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem</i></p> <p><b>Learning with Play, page 59:</b> To participate in early social and emotional experiences</p> <p><b>Puppy Sounds, page 62:</b> To develop an</p>	<ul style="list-style-type: none"> <li>Use words like "think," "remember," and "pretend." CD-3d</li> <li>Talk about what they and other people want or like. CD-3e</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem</i></p> <p><b>LED Vol 2:</b> <i>Making Friends-Social Skills for Life; page 275</i></p> <p><b>LED Vol 2:</b> <i>Encouraging Social Skills in Toddlers and Twos with special</i></p>

	<p><i>Twos with special Needs; page 277</i></p> <p><b>Follow the Action, page 67:</b> To build attention</p> <p><b>Where Did It Go? Page 70:</b> To build cognitive skills</p> <p><b>Chip-Can Scarves, page 72:</b> To practice the concept of object permanence</p> <p><b>Who Is Under the Scarf? Page 75:</b> To develop object permanence</p> <p><b>What Is Under the Material? Page 75:</b> To learn about object permanence</p> <p><b>What's in the Box? Page 80:</b> To enhance understanding of object permanence</p>		<p>awareness of emotions</p> <p><b>Hello! Who's There? Page 88:</b> To encourage the beginnings of dramatic play</p> <p><b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>A Jolly Good Fellow! Page 91:</b> To begin learning about celebrations</p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions</p> <p><b>Mine and Yours, page 290:</b> To begin to develop an understanding of possession</p>		<p><i>Needs; page 277</i></p> <p><b>Hello! Who's There? Page 88:</b> To encourage the beginnings of dramatic play</p> <p><b>If you're Happy and You Know It, page 90:</b> To learn to express emotions through language</p> <p><b>A Jolly Good Fellow! Page 91:</b> To begin learning about celebrations</p> <p><b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions</p> <p><b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions</p> <p><b>Lots of TLC, page 288:</b> To develop</p>
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## Subdomain: Creative Expression

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Show wonder or fascination with</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive</i></p>	<ul style="list-style-type: none"> <li>Show interest or pleasure in</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive</i></p>	<ul style="list-style-type: none"> <li>Express pleasure in different forms</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive</i></p>



<p>objects, activities, or experiences (gaze at an object, become quiet or vocal when they hear lullabies, show bodily excitement when they hear music). CD-4a</p> <ul style="list-style-type: none"> <li>• Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). CD-4b</li> </ul>	<p><i>Development; page 147</i>  <b>LED Foundations: Cognitive</b>  <i>Development, page 232</i>  <b>LED Foundations: Concept Development and Mastery, page 238</b>  <b>LED Foundations: Creative Expression, page 243</b></p> <p><b>Follow the Action, page 67:</b> To build attention  <b>Where Did It Go? Page 70:</b> To stimulate vision by drawing attention to an object  <b>Chip-Can Scarves, page 72:</b> To gain fine motor practice grasping  <b>Mouth Sounds, page 91:</b> To introduce reciprocity in conversations  <b>Learning with Classics, page 174:</b> To build motor skills development  <b>Sounds I Like, page 177:</b> To connect sounds with their sources</p>	<p>response to images, objects, and music (say, “Aaah” and reach for a brightly colored picture, look at or reach toward fluttering leaves). CD-4c</p> <ul style="list-style-type: none"> <li>• Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music). CD-4d</li> </ul>	<p><i>Development; page 147</i>  <b>LED Foundations: Cognitive</b>  <i>Development, page 232</i>  <b>LED Foundations: Concept Development and Mastery, page 238</b>  <b>LED Foundations: Creative Expression, page 243</b></p> <p><b>Family Pictures, page 77:</b>To build visual discrimination skills  <b>Batter Up! page 160:</b> To develop eye-hand coordination  <b>I Can Make It Move, page 217:</b> To continue to develop visual tracking skills  <b>Water Shake Bottles, page 219:</b> To build visual skills  <b>Bursting Bubbles, page 231:</b> To develop perception skills, such as visual memory and visual discrimination  <b>Messy Painting, page 232:</b> To provide multisensory learning experiences</p>	<p>of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4e</p> <ul style="list-style-type: none"> <li>• Participate in and describe art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4f</li> </ul>	<p><i>Development; page 147</i>  <b>LED Foundations: Cognitive</b>  <i>Development, page 232</i>  <b>LED Foundations: Concept Development and Mastery, page 238</b>  <b>LED Foundations: Creative Expression, page 243</b></p> <p><b>Behind the Flap, page 53:</b> To develop visual discrimination  <b>Food Shapes, page 56:</b> To develop visual discrimination  <b>Shoes for Fun, page 65:</b> To develop visual discrimination skills  <b>Brightest Chalk Scribbles, page 133:</b> To explore using different media  <b>Collage, page 135:</b> To develop the child’s sense of creativity  <b>Finger painting on Paper, page 139:</b> To explore using various media to develop creative skills  <b>Lift of a Print, page 143:</b> To encourage</p>
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	<p><b>Put Your Finger in the Air, page 181:</b> To encourage having fun with music</p> <p><b>Second Language Sing-Along, page 182:</b> To expose the infant to other languages</p>				<p>creative expression</p> <p><b>Paper Stain Painting, page 150:</b> To use various media to develop creative skills</p> <p><b>Sandpaper and Stubs, page 155:</b> To encourage creative expression</p>
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**Subdomain: Creative Expression**

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw scarf). CD-5a</li> <li>Explore sensory properties of art media (smear paint, pat and pound dough). CD-5b</li> <li>Make a variety of sounds with simple instruments, toys, and their own</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Creative Expression, page 243</i></p> <p><b>Air Stream, page 204:</b> To experience the feel of moving air</p> <p><b>Air Stream, page</b></p>	<ul style="list-style-type: none"> <li>Use hats and clothes for dress-up make-believe. CD-5e</li> <li>Explore art materials freely (make marks, squeeze clay, tear paper). CD-5f</li> <li>Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). CD-5g</li> <li>Move to music in</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Creative Expression, page 243</i></p> <p><b>Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>Tips to Encourage</b></p>	<ul style="list-style-type: none"> <li>Recreate familiar scenes using play materials, language, and actions. CD-5i</li> <li>Experiment and create art with clay, crayons, markers, paint, and collage materials. CD-5j</li> <li>Make up simple nonsense songs, sign, chant, and dance (sing “la-la-la” on two pitches, twirl around and fall</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Creative Expression, page 243</i></p> <p><b>Baby Band, page 164:</b> To encourage creative expression by making noises with</p>

<p>voice. CD-5c</p> <ul style="list-style-type: none"> <li>Express themselves by moving their bodies (wave arms when excited, hug soft toy). CD-5d</li> </ul>	<p><b>204:</b> To experience the feel of moving air  <b>Floating Bubbles, page 207:</b> To track movements visually  <b>Water Play, page 210:</b> To interact with an element in the environment  <b>Bell Collection, page 211:</b> To experiment making a variety of sounds  <b>Goo Bag, page 212:</b> To experience various textures  <b>Sticky Floor, page 214:</b> To explore a novel situation or object  <b>Texture Nest, page 216:</b> To explore textures with the whole body  <b>Texture Crawl, page 218:</b> To explore new environmental stimuli  <b>Warm and Cold, page 219:</b> To develop tactile skills</p>	<p>their own way. CD-5h</p>	<p><b>Infants with Special Needs to Explore and Develop Cognitive Skills;</b> page 62</p> <p><b>Shake the Rattle and Roll-Music and Movement;</b> page 167  <b>Help Me Pack, page 100:</b> To enjoy social interactions with each other  <b>Talk on the Phone, page 105:</b> To expand the use of jargon talk  <b>Shake It, Baby! Page 182:</b> To develop music appreciation  <b>Na, Na, Na, Na, Na, Na, page 186:</b> To increase language development; To enhance auditory skills  <b>Shake Your Body to Music, page 186:</b> To enjoy music socially; To practice movement  <b>Singing Fun, page 187:</b> To expose the child to rhythm; To develop auditory skills  <b>Can You Copy Me? page 252:</b> To imitate the actions of others; To build an understanding of</p>	<p>down, “march” by lifting knees high). CD-5k</p> <ul style="list-style-type: none"> <li>Express ideas and feelings through music, movement, and dance. CD-5l</li> </ul>	<p>simple objects  <b>Bounce, Bounce, Bounce, page 165:</b> To develop a sense of rhythm  <b>The Classics, page 165:</b> To develop an awareness of different types of music  <b>Freeze Dance, page 169:</b> To develop creative expression  <b>Kitchen Band, page 171:</b> To develop a sense of rhythm  <b>Moving to Music, page 174:</b> To develop auditory discrimination  <b>Sing Out, page 178:</b> To develop a love of music by singing  <b>Songs and Pictures, page 179:</b> To develop memory through musical activities  <b>The Wonders of Music, page 182:</b> To develop a love of music  <b>Up and Down, Page 181:</b> To develop a sense of rhythm  <b>Mirror Dance, page 233:</b> To develop an</p>
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			reciprocity		awareness of sight and sound
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Subdomain: Social Connections					
Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Intently observe actions of children, adults, pets, and objects nearby. CD-6a</li> <li>Seek parents, siblings, caregivers, and teachers for play and for meeting needs. CD-6b</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>Baby Boop, page 242:</b> To begin to develop social interaction skills</p> <p><b>Baby Faces Book, page 243:</b> To distinguish facial expressions</p> <p><b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions</p> <p><b>My Time, page 250:</b> To build self-esteem</p>	<ul style="list-style-type: none"> <li>Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine). CD-6c</li> <li>Know whom they can go to for help (regular caregiver vs. visitor, parent vs. neighbor). CD-6d</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Chair Lineup, page 281:</b> To develop social skills</p> <p><b>Feelings, page 282:</b> To develop socialization skills</p> <p><b>Hand Puppets, page 285:</b> To build social skills</p>	<ul style="list-style-type: none"> <li>Use play to show what they know about relationships and roles in families and other familiar contexts. CD-6e</li> <li>Talk about what others do during the day (“Mommy at work. Mimi at home.”). CD-6f</li> <li>Help with daily routines (put cups out for lunch, feed pets, wash tables). CD-6</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions</p> <p><b>Hand Puppets, page 285:</b> To build social skills</p> <p><b>Lots of TLC, page 288:</b> To develop nurturing skills</p> <p><b>Lunch with Teddy, page 289:</b> To develop socialization skills</p>

	and a sense of security <b>Feelings, page 253:</b> To develop a sense of affiliation with the group		<b>Lunch with Teddy, page 289:</b> To develop socialization skills		<b>Share the Music, page 294:</b> To develop socialization skills
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Subdomain: Social Connections					
Goal CD-7: Children recognize that they are members of different groups (e.g. family, preschool class, cultural group).					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Show a clear preference for familiar people. CD-7a</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>Baby Boop, page 242:</b> To begin to develop social interaction skills</p> <p><b>Gotcha! Page 249:</b> To build anticipation for enjoyable social interactions</p> <p><b>Social Rituals, page 251:</b> To understand</p>	<ul style="list-style-type: none"> <li>Recognize children and others they spend a lot of time with (make sounds, say name, move toward or away from child). CD-7b</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>All around the Town, page 280:</b> To develop social-emotional awareness</p> <p><b>Chair Lineup, page 281:</b> To develop social skills</p> <p><b>Feelings, page 282:</b> To develop socialization skills</p>	<ul style="list-style-type: none"> <li>Put self into categories based on age, gender, and physical characteristics (“I’m a girl.” “I have long hair.”). CD-7c</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>Color Game, page 300:</b> To experience social interactions</p> <p><b>Cooking with Numbers, page 337:</b> To develop social skills</p> <p><b>Purse Full of Number Fun, page 343:</b> To develop social</p>

	<p>how to initiate positive interactions with others</p> <p><b>Can You Copy Me? Page 252:</b> To build an understanding of reciprocity</p> <p><b>Class Photo Book, page 253:</b> To develop a sense of affiliation with the group</p> <p><b>Who's Here Magnets, page 256:</b> To learn names of other children in the center</p>		<p><b>Hand Puppets, page 285:</b> To build social skills</p> <p><b>Look What I Can Do, page 287:</b> To develop social skills</p> <p><b>Oh, My Goodness! Oh, My Gracious! Page 290:</b> To develop socialization skills</p> <p><b>Push the Trucks, page 291:</b> To develop socialization skills</p> <p><b>Share the Paper, page 293:</b> To develop the concept of sharing</p> <p><b>Share the Music, page 294:</b> To develop socialization skills</p> <p><b>The Sticker Game, page 295:</b> To develop socialization skills</p>		<p>skills</p> <p><b>In the Kitchen, page 356:</b> To engage in dramatic play</p> <p><b>Flower Gazing, page 363:</b> To develop social skills</p> <p><b>The Greenhouse, page 371:</b> To develop social skills</p> <p><b>Let's Have a Penguin Parade, page 383:</b> To develop gross motor skills</p> <p><b>Animal Safari, page 387:</b> To participate in dramatic play</p> <p><b>My Tail, page 392:</b> To engage in dramatic play</p>
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Subdomain: Social Connections					
Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page</i></p>	<ul style="list-style-type: none"> <li>Compare their own physical features with those of others by looking and touching. CD-8a</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page</i></p>	<ul style="list-style-type: none"> <li>Describe people who are similar and different based on characteristics such as age, gender, and other physical</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page</i></p>

	<p>232 <b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i> <b>LED Foundations:</b> <i>Social Connections, page 235</i></p>		<p>232 <b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i> <b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions <b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions <b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions <b>Part of the Community, page 291:</b> To develop a sense of trust and belonging</p>	<p>characteristics. CD-8b</p> <ul style="list-style-type: none"> <li>Show awareness of similarities and differences among people and families during play. CD-8c</li> </ul>	<p>232 <b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i> <b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>Feelings, page 282:</b> To develop an awareness of different emotions <b>Finger paint Happy Faces, page 283:</b> To develop an awareness of different emotions <b>How Do You Feel Today? Page 286:</b> To develop an awareness of different emotions <b>Part of the Community, page 291:</b> To develop a sense of trust and belonging</p>
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Subdomain: Social Connections					
Goal CD-9: Children explore concepts connected with their daily experiences in their community.					
North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging	<b>LED Foundations:</b> <i>Cognitive Development; page 147</i>	Emerging	<b>LED Foundations:</b> <i>Cognitive Development; page 147</i>	<ul style="list-style-type: none"> <li>Use play to communicate what they know about their community</li> </ul>	<b>LED Foundations:</b> <i>Cognitive Development; page 147</i>



	<p><b>LED Foundations:</b> <u>Cognitive Development</u>, page 232</p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery</i>, page 238</p> <p><b>LED Foundations:</b> <i>Social Connections</i>, page 235</p>		<p><b>LED Foundations:</b> <u>Cognitive Development</u>, page 232</p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery</i>, page 238</p> <p><b>LED Foundations:</b> <i>Social Connections</i>, page 235</p>	<p>(pretend to go to the store, pretend to be a police person). CD-9a</p>	<p><b>LED Foundations:</b> <u>Cognitive Development</u>, page 232</p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery</i>, page 238</p> <p><b>LED Foundations:</b> <i>Social Connections</i>, page 235</p> <p><b>Leaves Are Falling, page 304:</b> To identify colors of leaves</p> <p><b>Color Picnic, page 307:</b> To begin to identify colors</p> <p><b>Color Walk, page 308:</b> To begin learning color recognition</p> <p><b>Farm Animal Parade, page 318:</b> To learn about the sounds and movements of various animals</p> <p><b>Barnyard Buddies, page 321:</b> To learn about animals found on a farm</p> <p><b>Milk Comes from Cows, page 326:</b> To taste foods made from milk</p> <p><b>Where Do Cows Live? Page 328:</b> To learn about cows</p>
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					<b>Collage Treasures, page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things <b>Taking Care of My Little Tree, page 374:</b> To learn about trees
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**Subdomain: Mathematical Thinking and Expression**

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Indicate they want “more” with signs, sounds, or looks. CD10a</li> <li>Show interest (look at or reach for) in obvious differences in quantity (look at a tower with 3 blocks longer than a tower with 7 blocks, reach for a basket with three balls rather than a basket with one ball). CD-10b</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 1:</b> <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p><b>LED Vol 1:</b> <i>Tips to Encourage Infants</i></p>	<ul style="list-style-type: none"> <li>Explore quantity (for example, filling and dumping containers). CD-10c</li> <li>Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks). CD-10d</li> <li>Recognize the difference between two small sets of</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 2:</b> <i>Brain Builders-Developing Cognitive Skills; page 48</i></p> <p><b>LED Vol 2:</b></p>	<ul style="list-style-type: none"> <li>Use words or actions that show understanding of the concepts of “more,” “all,” and/or “none” (ask for more food, stop asking for more blocks when told they have “all” of the blocks, become upset when told there is no more Play-Doh®). CD-10f</li> <li>Attempt to chant or recite numbers, but not necessarily in the correct order. CD-10g</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 2:</b> <i>Brain Builders-Developing Cognitive Skills; page 48</i></p> <p><b>LED Vol 2:</b></p>

	<p><i>with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p><b>The Blowing Game, page 66:</b> To advance cognitive skills through positive sensory experiences</p> <p><b>Follow the Action, page 67:</b> To build attention</p> <p><b>Where Did It Go? Page 70:</b> To stimulate vision by drawing attention to an object</p> <p><b>Chip-Can Scarves, page 72:</b> To practice the concept of object permanence</p> <p><b>Hide the Teddy, page 73:</b> To reinforce object permanence</p> <p><b>Remembering, page 74:</b> To develop memory skills</p> <p><b>Family Pictures, page 77:</b> To build visual discrimination skills</p> <p><b>Pictures, Pictures, page 79:</b> To help a child develop memory skills by recognizing pictures</p> <p><b>What's in the Box?</b></p>	<p>objects (6 or under) that include a different number of objects (point to which set of crayons has more). CD-10e</p>	<p><i>Adaptations for Toddlers with Special Needs; page 50</i></p> <p><b>Finger and Toe Copy Game, page 55:</b> To develop visual discrimination</p> <p><b>Twos, page 72:</b> To develop counting skills</p> <p><b>Cotton Balls in a Bag, page 228:</b> To begin to develop number awareness</p>	<ul style="list-style-type: none"> <li>Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). CD-10h</li> <li>Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). CD-10i</li> </ul>	<p><i>Adaptations for Toddlers with Special Needs; page 50</i></p> <p><b>Clapping Game, page 330:</b> To begin developing number recognition skills</p> <p><b>Five Little Kites, page 331:</b> To begin learning to count from 1 to 5</p> <p><b>Popcorn Jump, page 333:</b> To learn to follow a countdown from five to one</p> <p><b>Two Hands, One Heart, page 334:</b> To begin to recognize the numbers 1 and 2</p>
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	<b>Page 80:</b> To enhance understanding of object permanence				
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**Subdomain: Mathematical Thinking and Expression**

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Discover objects of different sizes by exploring (put toys in mouth, pick up large objects). CD-11a</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 1:</b> <i>Brain Builders-Developing Cognitive Skills, page 59</i></p> <p><b>LED Vol 1:</b> <i>Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</i></p> <p><b>The Blowing Game,</b></p>	<ul style="list-style-type: none"> <li>Participate in activities that compare the size and weight of objects. CD-11b</li> <li>Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). CD-11c</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 2:</b> <i>Brain Builders-Developing Cognitive Skills; page 48</i></p> <p><b>LED Vol 2:</b> <i>Adaptations for Toddlers with Special Needs; page 50</i></p> <p><b>Food Shapes, page 56:</b> To develop visual discrimination</p>	<ul style="list-style-type: none"> <li>Group objects into categories (cars with cars, plates separated from cups). CD-11d</li> <li>Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby). CD-11e</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 2:</b> <i>Brain Builders-Developing Cognitive Skills; page 48</i></p> <p><b>LED Vol 2:</b> <i>Adaptations for Toddlers with Special Needs; page 50</i></p> <p><b>Color Search, page 302:</b> To match the color of a paper to an</p>

	<p><b>page 66:</b> To develop the baby's awareness of his body parts</p> <p><b>Follow the Bee; page 67:</b> To be exposed to the concept of eye-hand coordination</p> <p><b>What Is Under the Material? Page 75:</b> To build curiosity and encourage exploration</p> <p><b>Hold the Toy, page 77:</b> To problem solve what to do with a toy</p> <p><b>Napkin Rings, page 78:</b> To practice fine motor skills by pulling and grasping</p>		<p><b>Reverse Pull, page 64:</b> To develop an awareness of the concepts of <i>same</i> and <i>different</i></p> <p><b>Slot Box, page 66:</b> To develop visual discrimination skills</p> <p><b>The Sounds of Rain, page 68:</b> To develop an understanding of comparing and contrasting</p> <p><b>Sensory Books, page 237:</b> To explore textures using the sense of touch</p> <p><b>The Sound Game, page 241:</b> To begin to differentiate between loud and soft</p> <p><b>Sounds Are Fun, page 242:</b> To develop an awareness of different kinds of sounds</p>		<p>object</p> <p><b>Color Watch, page 303:</b> To sort leaves by color</p> <p><b>Animal Tails, page 320:</b> To begin understanding the concepts of <i>short</i> and <i>long</i></p> <p><b>Hickery, Tickery, Trick, page 324:</b> To begin developing one-to-one correspondence skills</p> <p><b>Buried Treasure, page 336:</b> To use sensory clues to identify shapes</p> <p><b>Mystery Box, page 341:</b> To develop language to describe the shapes of the numbers</p> <p><b>Sock Sort, page 344:</b> To develop pattern recognition</p> <p><b>Name that Shape, page 349:</b> to begin to distinguish among shapes</p> <p><b>Recycling Is Great! Page 366:</b> To begin to develop sorting skills</p> <p><b>Animal Legs, page 386:</b> To begin learning the concepts of long</p>
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**Subdomain: Mathematical Thinking and Expression**

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Discover different shapes by exploring (put blocks in mouth, roll balls). CD-12a</li> <li>Attempt to put objects into other objects (such as putting pieces into holes or other spaces). CD-12</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 1: Brain Builders-Developing Cognitive Skills, page 59</b></p> <p><b>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</b></p> <p><b>Follow the Action, page 67:</b> To build</p>	<ul style="list-style-type: none"> <li>Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). CD-12c</li> <li>Put basic shapes into a shape sorter using trial and error. CD-12d</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</b></p> <p><b>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</b></p> <p><b>Baby Basketball, page 52:</b> To learn games with simple rules</p>	<ul style="list-style-type: none"> <li>Respond to and begin to use words describing positions (in, on, over, under, etc.). CD-12e</li> <li>Name or match a few shapes. CD-12f</li> <li>Stack or line up blocks that are the same shape. CD-12g</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 2: Brain Builders-Developing Cognitive Skills; page 48</b></p> <p><b>LED Vol 2: Adaptations for Toddlers with Special Needs; page 50</b></p> <p><b>Color Watch, page 303:</b> To begin to learn the meaning of the words <i>under, around,</i></p>



	<p>attention</p> <p><b>Where Did It Go? Page 70:</b> To build cognitive skills</p> <p><b>Chip-Can Scarves, page 72:</b> To practice the concept of object permanence</p> <p><b>Who Is Under the Scarf? Page 75:</b> To develop object permanence</p> <p><b>What Is Under the Material? Page 75:</b> To learn about object permanence</p> <p><b>What's in the Box? Page 80:</b> To enhance understanding of object permanence</p>		<p><b>Behind the Flap, page 53:</b> To develop problem-solving skills</p> <p><b>Here Are My Hands, page 57:</b> To practice following directions</p> <p><b>Puzzles Fun, page 63:</b> To develop problem-solving skills</p> <p><b>Tubes at an Angle, page 71:</b> To develop critical thinking skills</p> <p><b>Tubes Inside Tubes, page 72:</b> To develop problem-solving skills</p> <p><b>Collage, page 135:</b> To develop the child's sense of creativity</p> <p><b>Paper Quilt Painting, page 149:</b> To encourage creative expression</p> <p><b>Shadow Play, page 178:</b> To encourage creative expression</p> <p><b>Cup Stacking, page 200:</b> To develop problem-solving skills</p> <p><b>One-Piece Puzzles, page 204:</b> To develop problem-solving skills</p> <p><b>Toothbrush Holders, page 211:</b> To develop problem-solving skills</p> <p><b>Turning on Lights, page 296:</b> To develop</p>		<p>and on</p> <p><b>Building with Color, page 305:</b> To explore stacking and fitting one item inside another</p> <p><b>Animal Dance, page 346:</b> To begin to recognize shapes</p> <p><b>Erase a Shape, page 347:</b> To begin to recognize a circle, triangle, square and rectangle</p> <p><b>Erase a Shape, page 347:</b> To begin to recognize a circle, triangle, square and rectangle</p> <p><b>Name that Shape, page 349:</b> to begin to distinguish among shapes</p> <p><b>Shape Song, page 350:</b> To begin to find familiar shapes in common objects</p> <p><b>Fingers Make the Shapes We See, page 353:</b> To begin to recognize shapes</p> <p><b>Fun with Drums, page 354:</b> To begin to identify shapes</p> <p><b>Shape Float, page 359:</b> To begin to</p>
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			an awareness of cause and effect		identify shapes <b>Shape Hop Along, page 360:</b> To learn the names of shapes
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**Subdomain: Mathematical Thinking and Expression**

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
Emerging		Emerging		<ul style="list-style-type: none"> <li>Use observation and emerging counting skills (1, 2, 3) during play and other daily activities. CD-13a</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 2:</b> <i>Brain Builders-Developing Cognitive Skills; page 48</i></p> <p><b>LED Vol 2:</b> <i>Adaptations for Toddlers with Special Needs; page 50</i></p>

					<p><b>Clapping Game, page 330:</b> To begin developing number recognition skills</p> <p><b>Five Little Kites, page 331:</b> To begin learning to count from 1 to 5</p> <p><b>Good Morning, Numbers, page 332:</b> To develop number recognition skills</p> <p><b>Popcorn Jump, page 333:</b> To learn to follow a countdown from five to one</p> <p><b>Two Hands, One Heart, page 334:</b> To begin to recognize the numbers 1 and 2</p> <p><b>Beanbag Toss, page 335:</b> To begin to recognize the numbers 1-5</p> <p><b>Cooking with Numbers, page 337:</b> To develop number recognition</p> <p><b>Counting Containers, page 338:</b> To develop one-on-one correspondence</p> <p><b>Leap Frog, page 339:</b> To develop one-to-one correspondence</p> <p><b>Number Car Parade,</b></p>
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					<p><b>page 342:</b> To begin to identify numbers</p> <p><b>Purse Full of Number Fun, page 343:</b> To begin to identify numbers</p>
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### Subdomain: Scientific Exploration and Knowledge

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Observe and explore natural phenomena indoors and outdoors, using all senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). CD-14a</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Sensory Exploration and Discovery, page 232</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>LED Vol 1: Brain</b></p>	<ul style="list-style-type: none"> <li>Use abilities to observe and explore natural phenomena indoors and outdoors with focus, using all senses (notice and interact with small insects, smell flowers, catch falling snow, shuffle through leaves). CD-14b</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Sensory Exploration and Discovery, page 232</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>Clay Tray, page 135:</b></p>	<ul style="list-style-type: none"> <li>Participate in the care of living things with guidance and support (water plants, help to feed classroom pet). CD-14c</li> <li>Show curiosity and investigate the world of nature indoors and outdoors (pick up rocks, scratch frost on window, ask questions about things seen outdoors). CD-14d</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development; page 147</i></p> <p><b>LED Foundations:</b> <i>Cognitive Development, page 232</i></p> <p><b>LED Foundations:</b> <i>Sensory Exploration and Discovery, page 232</i></p> <p><b>LED Foundations:</b> <i>Social Connections, page 235</i></p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery, page 238</i></p> <p><b>LED Foundations:</b> <i>Problem Solving, page 241</i></p> <p><b>Leaves Are Falling,</b></p>

	<p><i>Builders-Developing Cognitive Skills, page 59</i></p> <p><b>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</b></p> <p><b>Blanket Fun, page 226:</b> To enjoy being outside</p> <p><b>Blanket Fun, page 226:</b> To experience nature</p> <p><b>Rain on Me, page 226:</b> To experience rain</p> <p><b>Bringing the Outside In, page 229:</b> To build observation skills</p> <p><b>Exploring Game, page 229:</b> To develop exploration skills</p> <p><b>Explore a Tree, page 231:</b> To enhance multisensory exploration</p>		<p>To explore clay or playdough</p> <p><b>Feelie Goop, page 138:</b> To experience a tactile activity</p> <p><b>Finger painting on Paper, page 139:</b> To explore using various media to develop creative skills</p> <p><b>Fruity Dough, page 142:</b> To explore materials using the sense of smell</p> <p><b>Paint with Your Feet, page 147:</b> To develop creative expression</p> <p><b>Play clay Exploration, page 151:</b> To explore and model with clay</p> <p><b>Rolling Pin Paint Designs, page 153:</b> To develop creative expression</p> <p><b>Sandpaper and Stubs, page 155:</b> To experiment with a variety of textures</p> <p><b>Silly Dough, page 157:</b> To explore various media</p>		<p><b>page 304:</b> To identify colors of leaves</p> <p><b>Color Picnic, page 307:</b> To explore the presence of color in nature</p> <p><b>Animal Scenes, page 316:</b> To develop vocabulary and language skills</p> <p><b>Farm Animal Parade, page 318:</b> To learn about the sounds and movements of various animals</p> <p><b>Farm Animal Photograph Match, page 321:</b> To develop vocabulary</p> <p><b>Milk Comes from Cows, page 326:</b> To identify foods make from milk</p> <p><b>Earth Ball Game, page 362:</b> To begin to identify colors</p> <p><b>Ocean Days, page 364:</b> To learn about the ocean</p> <p><b>Collage Treasures, page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things</p> <p><b>The Greenhouse,</b></p>
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					<b>page 371:</b> To learn about plants and gardening
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## Subdomain: Scientific Exploration and Knowledge

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

North Carolina Infant	Learn Every Day Infant	North Carolina Younger Toddler	Learn Every Day Younger Toddler	North Carolina Older Toddler	Learn Every Day Older Toddler
<ul style="list-style-type: none"> <li>Gather information through sight, hearing, taste, smell, and touch. CD-15a</li> <li>Use multiple senses to focus intently on objects, displays, materials, or events. CD-15b</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development</i>; page 147</p> <p><b>LED Foundations:</b> <i>Cognitive Development</i>, page 232</p> <p><b>LED Foundations:</b> <i>Sensory Exploration and Discovery</i>, page 232</p> <p><b>LED Foundations:</b> <i>Social Connections</i>, page 235</p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery</i>, page 238</p> <p><b>LED Foundations:</b> <i>Problem Solving</i>, page 241</p> <p><b>LED Vol 1: Brain</b></p>	<ul style="list-style-type: none"> <li>Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). CD-15c</li> <li>Use toys and other objects to make things happen (kick a ball, push a button on a toy). CD-15d</li> <li>Explore objects and materials by handling them in many ways (moving, carrying, filling, dumping, smelling, putting in mouth). CD-15e</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development</i>; page 147</p> <p><b>LED Foundations:</b> <i>Cognitive Development</i>, page 232</p> <p><b>LED Foundations:</b> <i>Sensory Exploration and Discovery</i>, page 232</p> <p><b>LED Foundations:</b> <i>Social Connections</i>, page 235</p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery</i>, page 238</p> <p><b>LED Foundations:</b> <i>Problem Solving</i>, page 241</p> <p><b>Art Outdoors, page</b></p>	<ul style="list-style-type: none"> <li>Investigate differences between materials (sand, water, goop, moving air). CD-15f</li> <li>Use simple tools to manipulate and explore objects and materials, with guidance and support (containers for pouring, sand mold, magnifying glass). CD-15g</li> <li>Notice changes in materials when mixing and manipulating (paint, Play-Doh®, food ingredients). CD-15h</li> </ul>	<p><b>LED Foundations:</b> <i>Cognitive Development</i>; page 147</p> <p><b>LED Foundations:</b> <i>Cognitive Development</i>, page 232</p> <p><b>LED Foundations:</b> <i>Sensory Exploration and Discovery</i>, page 232</p> <p><b>LED Foundations:</b> <i>Social Connections</i>, page 235</p> <p><b>LED Foundations:</b> <i>Concept Development and Mastery</i>, page 238</p> <p><b>LED Foundations:</b> <i>Problem Solving</i>, page 241</p> <p><b>Color Picnic, page</b></p>



	<p><i>Builders-Developing Cognitive Skills, page 59</i></p> <p><b>LED Vol 1: Tips to Encourage Infants with Special Needs to Explore and Develop Cognitive Skills; page 62</b></p> <p><b>Blanket Fun, page 226:</b> To enjoy being outside</p> <p><b>Rain on Me, page 226:</b> To experience rain</p> <p><b>Talk Walks, page 227:</b> To Experience a trip outdoors</p> <p><b>Wind Sock, page 228:</b> To enjoy nature</p> <p><b>Bringing the Outside In, page 229:</b> To build observation skills</p> <p><b>Exploring Game, page 229:</b> To develop exploration skills</p> <p><b>Outdoor Time, page 230:</b> To explore nature</p> <p><b>Explore a Tree, page 231:</b> To enhance multisensory exploration</p> <p><b>New Zoo Revue, page 233:</b> To nurture brain</p>		<p><b>253:</b> To explore a variety of materials</p> <p><b>Butterfly Collection, page 256:</b> To develop eye-hand coordination</p> <p><b>Crunching Leaves, page 258:</b> To develop auditory skills</p> <p><b>The Dandelion Hunt, page 259:</b> To develop observation skills</p> <p><b>In My Little Corner of the World, page 262:</b> To develop vocabulary</p> <p><b>Large Ball Art Roll, page 263:</b> To develop gross motor skills</p> <p><b>Looking for a Rainbow, page 265:</b> To develop observation skills</p> <p><b>Neighborhood Visit, page 267:</b> To develop language skills</p> <p><b>Outdoor Fun, page 267:</b> To begin to develop an appreciation for nature</p> <p><b>Outdoor Mud pies, page 268:</b> To explore through a tactile experience</p> <p><b>Rainy Day Spray, page 270:</b> To develop observation skills</p>		<p><b>307:</b> To explore the presence of color in nature</p> <p><b>Junk Flowers, page 311:</b> To begin to recognize different colors</p> <p><b>Animal Scenes, page 316:</b> To develop vocabulary and language skills</p> <p><b>Farm Animal Parade, page 318:</b> To learn about the sounds and movements of various animals</p> <p><b>Leap Frog, page 339:</b> To develop gross motor skills</p> <p><b>Gone Fishing, page 355:</b> To develop fine motor skills</p> <p><b>Shape Float, page 359:</b> To explore at the water table</p> <p><b>Earth Ball Game, page 362:</b> To develop gross motor skills</p> <p><b>Ocean Days, page 364:</b> To learn about the ocean</p> <p><b>Charting Plant Growth, page 367:</b> To observe plant growth</p> <p><b>Collage Treasures,</b></p>
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	development through sensory experiences <b>Outside Exploring, page 234:</b> To build cognitive skills through multisensory exploration		<b>Run to the Tree, page 270:</b> To develop oral language skills <b>Shadow Play, page 271:</b> To develop observation skills		<b>page 368:</b> To learn about objects from nature and how the Earth is filled with beautiful things <b>Recycle and Save the Earth, page 373:</b> To reinforce caring for the world
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