**“I Can” Statements**

* Approaches to Play and Learning

| The Approaches to Play and Learning area addresses how children learn and includes children’s attitudes toward and interest in learning. It reflects behaviors and attitudes such as curiosity, problem-solving, maintaining attention, and persistence. Children display these characteristics in the way they learn in all domains and curriculum areas, including music, dramatic play, and art. **– Adapted from Foundations** |  | | |
| --- | --- | --- | --- |
| I can keep trying when things get hard. |  |  |  |
| I can use my toys and materials in creative and inventive ways. |  |  |  |

* Emotional and Social Development

| The Emotional and Social Development area addresses the way children feel about themselves, their relationships with others, and how they learn to manage and express emotions. The development of positive emotional and social skills forms the basis for positive development in each of the other areas. Building strong relationships early in life helps children foster later relationships with teachers and peers**. – Adapted from Foundations** |  | | |
| --- | --- | --- | --- |
| I can tell others about myself. |  |  |  |
| I can develop relationships with trusted adults. |  |  |  |
| *Optional-if in groups*: I can engage positively with peers. |  |  |  |

* Health and Physical Development

| The area of Health and Physical Development focuses on physical growth, motor development, sound nutritional choices, self-care, and health/safety practices. This area of development is the foundation for the future health and well-being of all children.  – **Adapted from Foundations** |  | | |
| --- | --- | --- | --- |
| I can ask for help when needed. |  |  |  |
| I can engage in active physical play. |  |  |  |

* Language and Communication Development

| The Language Development and Communication area is important for children’s language and early literacy development. Adults who build nurturing relationships by paying close attention to what children are trying to communicate, and responding consistently to children’s communication help children become good communicators.  – **Adapted from Foundations** |  | | |
| --- | --- | --- | --- |
| I can listen, take turns, and communicate with others. |  |  |  |
| I can identify some letters in my name and am beginning to learn the letters and sounds of the alphabet. |  |  |  |

* Cognitive Development

| The Cognitive Development area focuses on children’s ability to acquire, organize, and use information in increasingly complex ways. In their search for understanding and meaning, young children play an active role in their own cognitive development.  – **Adapted from Foundations** |  | | |
| --- | --- | --- | --- |
| I can recognize and attempt to write some numerals (1-5). |  |  |  |
| I can recognize and tell about a few basic shapes. |  |  |  |

\*Adapted from the “Lets Get Ready” Guide for Families: A

Family’s Guide to Supporting Kindergarten Readiness.

PK-3 OFFICE OF EARLY LEARNING NC Department of Public Instruction