

North Carolina Foundations for Early Learning and Development

# **Approaches to Play and Learning (APL)**

## Approaches to Play and Learning (APL)

### Curiosity, Information-Seeking, and Eagerness

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## Play and Imagination

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

- APL-3m.** Engage in dramatic play themes that include interacting with other children, but often are not coordinated. **APL-3M**
- APL-3n.** Talk to peers and share materials during play. **APL-3N**
- APL-3o.** Engage in make-believe play with imaginary objects. **APL-3O**
- APL-3p.** Use language to begin and carry on play with others. **APL-3P**
- APL-3q.** Express knowledge of their everyday lives and culture through play (uses chopsticks to eat, pretends to fix hair the way his/her family styles hair). **APL-3Q**
- APL-3r.** Develop and sustain more complex pretend play themes in cooperation with peers. **APL-3R**
- APL-3s.** Use more complex and varied language to share ideas and influence others during play. **APL-3S**
- APL-3t.** Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). **APL-3T**
- APL-3u.** Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). **APL-3U**

**Goal APL-4.** Children demonstrate creativity, imagination, and inventiveness. **GOAL APL-4**

- APL-4h.** Offer new ideas about how to do or make things. **APL-4H**
- APL-4i.** Add new actions, props, or dress-up items to pretend play. **APL-4I**
- APL-4j.** Use materials (e.g., art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in novel ways. **APL-4J**
- APL-4k.** Experiment with language, musical sounds, and movement. **APL-4K**
- APL-4l.** Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. **APL-4L**
- APL-4m.** Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. **APL-4M**
- APL-4n.** Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. **APL-4N**
- APL-4o.** Make up stories, songs, or dances for fun during play. **APL-4O**

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## Risk-Taking, Problem-Solving, and Flexibility

- Goal APL-5.** Children are willing to try new and challenging experiences. **GOAL APL-5**
- APL-5k.** Express a belief that they can do things that are hard. **APL-5K**
  - APL-5l.** Choose to participate in an increasing variety of familiar and new experiences. **APL-5L**
  - APL-5m.** Accept new challenges when offered. **APL-5M**
  - APL-5n.** Try things they are not sure they can do, while avoiding dangerous risks. **APL-5N**
  - APL-5o.** Express a belief that they can do things that are hard. **APL-5O**
  - APL-5p.** Approach new experiences independently. **APL-5P**
  - APL-5q.** Ask to participate in new experiences that they have observed or heard about. **APL-5Q**
  - APL-5r.** Independently seek new challenges. **APL-5R**
- Goal APL-6.** Children use a variety of strategies to solve problems. **GOAL APL-6**
- APL-6k.** Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). **APL-6K**
  - APL-6l.** Purposefully use a variety of strategies to solve different types of problems. **APL-6L**
  - APL-6m.** Talk to themselves to work through the steps to solve a problem. **APL-6M**
  - APL-6n.** Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). **APL-6N**
  - APL-6o.** Describe the steps they will use to solve a problem. **APL-6O**
  - APL-6p.** Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. **APL-6P**
  - APL-6q.** Explain how they solved a problem to another person. **APL-6q APL-6Q**

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## Attentiveness, Effort, and Persistence

**Goal APL-7.** Children demonstrate initiative. **GOAL APL-7**

- APL-7h.** Show increasing independence and purpose when making choices (“I want to go to blocks.”). **APL-7H**
- APL-7i.** Express goals or plans and follow through on them (“I’m going to draw my house.”). **APL-7I**
- APL-7j.** Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). **APL-7J**
- APL-7k.** Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). **APL-7K**
- APL-7l.** Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). **APL-7L**

**Goal APL-8.** Children maintain attentiveness and focus. **GOAL APL-8**

- APL-8h.** Focus on age-appropriate activities for a short period of time, even with interruptions (continue working on a puzzle even though another child sitting nearby is laughing and talking). **APL-8H**
- APL-8i.** Remain engaged in more complex activities that they have chosen. **APL-8I**
- APL-8j.** Maintain focus and return to an activity after a break. **APL-8J**
- APL-8k.** Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). **APL-8K**
- APL-8l.** Consistently remain engaged in self-directed activities. **APL-8L**

**Goal APL-9.** Children persist at challenging activities. **GOAL APL-9**

- APL-9e.** Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). **APL-9E**
- APL-9f.** When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). **APL-9F**
- APL-9g.** Keep working to complete tasks, including those that are somewhat difficult. **APL-9G**
- APL-9h.** Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). **APL-9H**
- APL-9i.** When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). **APL-9I**

**APL-9j.** Plan and follow through on longer-term tasks (planting a seed and caring for the plant). **APL-9J**

**APL-9k.** Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). **APL-9K**