

Louisiana's Early Learning Program

Guidelines for Working with Threes



3 Year Old Guidelines

These Guidelines for Working with Threes have been taken from the 2005 version of Louisiana’s Early Learning Guidelines: Birth to Three. The section on children from birth to three was revised in September of 2011. This “three-year-old section” is scheduled to be revised in 2012. Both sections along with the standards for programs that serve four-year-olds make up Louisiana’s Continuum of Early Learning and Development Standards.

The format of this “three-year-old section” closely matches the old four-year-old standards. The current revision will streamline this section and serve as a bridge between the other 2 documents.

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Guidelines for Working with Three-Year-Old Children

Why include 3's in ELG and PS

During the development of the ELG for infants and toddlers it was noted that Louisiana had not developed standards and guidelines for children who were three. In order to address the issues and needs of three-year-olds (and those who work with them or parent them), we have elected to bridge Early Learning Guidelines with the LA Standards for Programs Serving Four-Year-Old Children in this section.

Developmentally, three-year-olds may be more toddler-like some days and more like four-year-olds on other days. The language skills of some threes may be advanced while emotionally the child may need additional support. Some threes have mastered toilet learning while others are just beginning. For three-year-olds, like all children, individual differences, skills, interests, temperament, and culture will have a profound effect on development.

As usual, we do well to remember that discussions of development place beginning and end points for purposes of organization only. These points provide a framework for adults to think about and observe individual children and their development in order to plan strategies for effective caregiving and teaching.

What three-year-old children are like

While each three-year-old child is unique in temperament, interests, skills, and experiences, there are some similarities. It is interesting to note that generally at the beginning of the third year, the children are much more “toddlers” while as they approach their 4th birthday they have become perfect examples of what we think of as “preschoolers.”

Transition may best describe the development of three-year-olds. Their language is much more developed and almost everyone can easily understand them. Threes have taken the lessons learned from trusting adults and exploring under the watchful eyes of those they love and have begun to apply this knowledge to making friends. Rather than playing alongside a friend, with new language and ideas, they begin to plan their play and make decisions about with whom to play. They still need the help of caring adults to support their play plans, especially since threes are still egocentric.

Physically, threes have progressed to real running and delight in showing you how fast their new shoes are. Gross motor activities (swinging, throwing, and catching) are great sources of pleasure. Continue lots of outdoor learning to allow for these developing skills. New opportunities in creative arts and puzzles develop the hand control needed for writing as Pre-Kindergarten and Kindergarten approach.

Three-year-olds are considered part of the preschool program in most child care and development programs. The growing independence of three-year-olds and the variety of materials in preschool provide new choices and opportunities for trying out ideas.

How to use this information and the LA Standards for Programs Serving Four-Year-Old Children

The revised LA SDE Programs Standards (currently awaiting approval 2005) can be used in their entirety to provide guidance for the ongoing development, evaluation, and improvement of center-based programs. These Standards are comprehensive and address issues in all preschool programs and so apply to three-year-olds as well as four-year-olds. We would encourage a child to adult ratio in child care of 10 to 1 even though LA licensing regulations allow a higher child to teacher ratio. Several national accreditation bodies recommend lower child to adult ratios.

The LA Standards Section III describes the Content Practice Standards or what children should learn. For three-year-olds we have taken these Content Practice Standards and provided examples to help teachers and parents see how they can help their children learn in ways that young children learn best.

The areas of Content Practice Standards closely parallel those developmental domains used in Louisiana's Early Learning Guidelines and Program Standards: Birth through Three as illustrated below:

| LA Early Learning Guidelines and Program Standards: Birth through Three | LA Standards for Programs Serving 4-Year-Olds |
|--|--|
| To Learn about Others, Self and Feelings | Social and Emotional Development |
| To Learn about Communicating | Language and Literacy Development |
| To Learn about the World | Math Development Science Development Social Studies Development Creative Arts Development |
| To Learn about Moving and Doing | Health and Physical Development |

Finally, all children develop in all areas at the same time. Any segmentation of learning and development is for ease of understanding and does not describe appropriate or desired practice. Only when all learning is integrated by caring informed caregivers and parents who reflect on the individual strengths and interests of children and respect the individual child's learning style will children truly be successful.

Social and Emotional Development

One of the primary goals of a quality early childhood program is to foster healthy social and emotional development in young children. Preschool children need proper guidance to develop the ability to negotiate situations that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to deal with their feelings in a socially acceptable manner.

The social and emotional development of young children is strengthened when they feel good about themselves and have secure relationships with their parents, teachers, and peers. Other influences on this development are the relationships young children have with their families, their communities, their culture and their world. Since both social and emotional development are such an important aspect of a preschool child's development, it has been included as a separate section.

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Self-Esteem: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop a sense of one’s own self-worth</p> | <ol style="list-style-type: none"> 1. Respond to own name <ul style="list-style-type: none"> • Look up, and/or make eye contact when called in close proximity • Respond verbally when name is called 2. Stand up for own rights in an appropriate manner <ul style="list-style-type: none"> • Say, “I don’t like it when you take my toys away” • Say, “I didn’t get one” or “I need one”, if he/she needs or wants something • Say, “I want a turn” or “I didn’t get a turn” 3. Recognize and express own feelings and respond appropriately (all emotions, happiness, surprise, anger, etc.) <ul style="list-style-type: none"> • Begin to calm self down when angry and use words to express why--“I’m mad. You took my toy.” • Begin to identify feelings with actions—“I feel silly” while giggling. 4. Demonstrate appropriate behaviors when completing a task or solving a problem <ul style="list-style-type: none"> • Smile, express self verbally, or make eye contact with teachers or another child upon completion of task |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Attitude: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop a positive attitude toward life</p> | <ol style="list-style-type: none"> 1. Separate easily from parent <ul style="list-style-type: none"> • Show pleasure in seeing teacher and other children upon arrival • Begin to say goodbye to parent without undue stress (may need guidance with this and other transitions) • Engage in classroom activities when parent is gone 2. Play well with other children <ul style="list-style-type: none"> • Offer to help child carry something that is heavy • Begin to participate with a group when deciding what roles to play in dramatic play • Share a book with a friend 3. Respond sympathetically to peers who are in need <ul style="list-style-type: none"> • Give a pat, friendly word or toy to a distressed child • Help someone find something he/she has lost 4. Recognize the feelings of others and respond appropriately <ul style="list-style-type: none"> • Laugh or smile when others are happy • Tell someone a child is sad because her mom left • Bring a truck book to someone who loves trucks |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|--|
| Cooperation: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop skills which will teach them to cooperate</p> | <ol style="list-style-type: none"> 1. Develop increasing abilities to give and take in interactions <ul style="list-style-type: none"> • Take turns in loosely structured games (turns will need to be brief) • Take turns with toys / materials when prompted by teacher • Listen to others while they are speaking, with reminders • Work with others to complete a task • Play cooperatively alongside other children 2. Begin to work or play cooperatively with other children with some direction <ul style="list-style-type: none"> • Become involved with classroom materials with decreasing teacher prompts • Participate in group activities such as singing • Try new activities such as a new nursery rhyme or a fingerplay 3. Respond appropriately during teacher-guided and child-initiated activities <ul style="list-style-type: none"> • Begin to recognize others' feelings within the context of group play • Join in an on-going activity or group • Begin to wait his/her turn in playing simple games or using materials 4. Begin to use conflict resolution strategies <ul style="list-style-type: none"> • Will trade one toy for another with teacher modeling • Begin to ask teacher for help when dealing with others who are less able to resolve a conflict 5. Develop appropriate listening skills <ul style="list-style-type: none"> • Wait briefly for turn to speak • Begin to demonstrate emerging ability to show sensitivity to peers and teacher as they speak in large or small settings |

| Content Practice Standards | Developmental Profile Indicators and Examples |
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| Pro-Social Behavior: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop self-control and understand that actions have consequences</p> | <p>1. Begin to express feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property</p> <ul style="list-style-type: none"> • Begin to use socially acceptable means to resolve conflict • Begin to move from physical to verbal responses in their interactions with other children • Begin to express frustrations and anger effectively <p>2. Begin to develop a growing understanding of how their actions affect others and begin to accept consequences of their actions</p> <ul style="list-style-type: none"> • Begin to demonstrate remorse • Leave a learning center or choose another learning center with little protest when asked, due to inappropriate behavior <p>3. Begin to demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully</p> <ul style="list-style-type: none"> • Begin to respect and care for classroom environment and materials • Participate in snack time, nap or other routine activities with little delay or protest • Begin to understand class rules • Know how to return materials to appropriate place when task is complete |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Family: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop a knowledge and understanding of family</p> | <p>1. Demonstrate knowledge of personal information</p> <ul style="list-style-type: none"> • Demonstrate or verbalize their age in a variety of ways • Say name when asked or sing name during name song • Share their gender verbally and may insist on wearing certain gender-specific clothing <p>2. Identify family composition and describes roles of family members</p> <ul style="list-style-type: none"> • Can discuss family members who live in and out of the home such as “My Aunt Susie doesn’t live at my house.” • Act out short bits of family roles in dramatic play center • Show a picture album and explain who is who. <p>3. Begin to discuss family traditions, practices and cultural roots of family members</p> <ul style="list-style-type: none"> • Begin to share information about family celebrations • Begin to tell stories, draw pictures, and/or verbally express family practices such as “My family eats rice.” |

| Content Practice Standards | Developmental Profile Indicators and Examples |
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| Diversity: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop a respect for differences in people</p> | <ol style="list-style-type: none"> 1. Recognize themselves as unique individuals and become aware of the uniqueness of others <ul style="list-style-type: none"> • State, “I have blue eyes. Jennifer has brown eyes.” • Use art activities to celebrate each child’s hands, child-sized portraits, etc. 2. Demonstrate emerging awareness and respect for differences (culture, ethnicity, abilities and disabilities) <ul style="list-style-type: none"> • Join in discussion about differences in family life • Look at books about other cultures and a variety of abilities • Provide dolls and toys from other cultures • Incorporate activities from other cultures (a Dragon Dance or a specific celebration) 3. Begin to demonstrate an understanding of social justice and social action issues <ul style="list-style-type: none"> • Begin to join into discussion about charities and/or charitable events the class can become involved in or that families have participated in • Contribute to the penny drive for the homeless or brings cans for the food bank |

Language and Literacy Development

Language and literacy are composed of listening, speaking, writing, thinking, and reading. The foundations of language and literacy are critical to all other curriculum areas as well as to the individual's social and emotional growth. Children develop the basis for communication from birth, beginning with nonverbal and social exchanges, then developing spoken language, moving to an understanding of how oral language is translated into written symbols, and finally learning to decode and create written symbols to develop literacy. A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are less likely to have difficulties learning to read. Some studies have linked the number of words a child hears before age four to future academic achievement. The more words the parent or caregiver uses in every day situations, the more the child understands. When a child understands more at school-entry-age, this advantage continues throughout grade school.

...”the most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers”.

Betty Hart, PhD, and Todd R. Risley, PhD. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Brookes Publishing.

Stages of Written Language Development

Children learn to write through a natural developmental progression. Each child should be allowed to progress at his or her own pace. There are at least six different stages of writing:

Stage 1 Random Scribbling (an important step!): (2 and 3 years old)

Children make marks on paper with little muscular control.

Stage 2 Controlled Scribbling: (3 years old)

Children “write” across the paper in linear fashion, repeating patterns over again, showing increased muscular control.

Stage 3 Letter-like Forms: (3 and 4 year olds)

Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly, even covering the page. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms, and can tell you what it says.

Stage 4 Letter and Symbol Relationship: (4 year olds)

Children write letters to represent words and syllables. They can write their names. They know the word that represents their names. They can copy words. Reversals are frequent.

Stage 5 Invented Spelling: (4 and 5 year olds)

Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.

Stage 6 Standard Spelling: (5, 6, and 7 year olds)

Most of the words the children use are written correctly; some add punctuation. They organize their words in lines with spaces between the words; they move from left to right, and from the top of the page to the bottom.

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Listening: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop and expand listening skills</p> | <ol style="list-style-type: none"> 1. Begin to listen with understanding to conversation and directions <ul style="list-style-type: none"> • Begin to respond to stories read to individuals and small groups • Carry on a brief conversation with another person that develops a thought or idea expressed earlier • Listen to tapes or CDs and show understanding through body language or by interaction 2. Begin to follow directions that involve two- or three-step sequence of actions <ul style="list-style-type: none"> • Repeat an instruction to a friend • Follow two-step instructions, "Wash your hands and then sit at the table." • Begin to follow three-step instructions, "Get your coat, put it on, and then sit next to your friend." 3. Begin to hear and discriminate the sounds of language in the environment to develop beginning phonological awareness <ul style="list-style-type: none"> • Begin to repeat songs, rhymes, and chants • Begin to make up silly rhymes, such as funny <i>bunny</i> or <i>silly willy</i> 4. Begin to demonstrate an understanding of new vocabulary introduced in conversations, activities, stories or books <ul style="list-style-type: none"> • Listen to a variety of genres, including narratives, nursery rhymes, poems, and informational books read to individuals or small groups • Begin to listen and attend to adults clarify word meanings of new vocabulary during many conversations and discussions 5. Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information <ul style="list-style-type: none"> • Listen to a story on a tape or a CD • Listen to recordings of age-appropriate stories while looking at a book • Use age-appropriate and interactive software programs (limited time) |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Speaking: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Communicate experiences, ideas, and feelings through speaking</p> | <ol style="list-style-type: none"> 1. Develop and expand expressive language skills <ul style="list-style-type: none"> • Use different voices for characters in stories read aloud or told: such as <u>The Three Bears</u> and <u>The Three Billy Goats Gruff</u> • Begin to role-play activities where different levels of volume would be used, such as when a baby is sleeping or when calling to someone standing far away • Begin to participate as an equal partner in conversations by responding to others, making relevant comments, or providing more information when message is not understood 2. Begin to use new vocabulary in spontaneous speech <ul style="list-style-type: none"> • Begin to incorporate words and phrases from books, stories, and activities into play • Begin to change or expand understanding of word meanings • Begin to incorporate story elements into play • Begin to discuss books and stories with teacher • Begin to use new vocabulary introduced in a thematic study during play • Continue to use words they hear adults using 3. Begin to ask and answer relevant questions and share experiences individually and in small groups <ul style="list-style-type: none"> • Talk about experiences they have had, recalling events from home or at school • Ask simple questions, such as “What’s for lunch?” or “Can we play outside today?” or “Why does he wear boots?” |

| Content Practice Standards | Developmental Profile Indicators and Examples |
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| Reading: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Engage in activities that promote the acquisition of emergent reading skills</p> | <ol style="list-style-type: none"> 1. Begin to actively engage in reading experiences <ul style="list-style-type: none"> • Listen with interest to a story read or told by an adult or another child • Begin to retell familiar stories • Complete phrases from familiar stories • Ask questions about the illustrations in a book • Choose and look at books independently • Begin to act out familiar stories with props 2. Begin to retell information from a story. <ul style="list-style-type: none"> • Begin to use words or pictures to retell some story events • Dramatize familiar stories, such as <u>Caps for Sale</u>, <u>Brown Bear, Brown Bear</u>, etc. 3. Demonstrate an understanding of print concepts and beginning alphabet knowledge <ul style="list-style-type: none"> • Begin to recognize own name • Pretend to read by pointing with a finger at the text • Begin to look at books appropriately, turning one page at a time, left to right over text, going from top to bottom, front to back of book • Recognize a few familiar logos, such as McDonald’s, Wal-Mart, etc. • Recognize book by cover 4. Use emerging reading skills to make meaning from print <ul style="list-style-type: none"> • Begin to know that print has meaning • Begin to make predictions about print content by using prior knowledge and pictures |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|---|
| Writing: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Engage in activities that promote the acquisition of emergent writing skills</p> | <ol style="list-style-type: none"> 1. Begin to experiment with a variety of writing tools, materials, and surfaces <ul style="list-style-type: none"> • Draw or write using pencils, crayons, chalk, markers, etc. • Draw or write using materials such as brushes and water, feathers, roll-on bottles, shaving cream, and zip-lock bags filled with hair gel or paint, etc. • Draw or write on paper, cardboard, chalkboard, dry-erase boards, wood, and concrete, etc. 2. Use early stages of writing to form shapes and letter-like symbols to convey ideas <ul style="list-style-type: none"> • Begin to explore scribble writing and letter-like forms, especially those letters in own name • Begin to represent ideas and experiences through drawing and controlled scribbling 3. Begin to participate in a variety of writing activities focused on meaningful words and print in the environment <ul style="list-style-type: none"> • Initiate writing through sign-in sheets, journals, name cards, etc. • Have access to a variety of writing utensils and paper in different centers 4. Begin to have an interest in using writing for a purpose <ul style="list-style-type: none"> • Scribble writes next to picture • Tell teacher, "Write it down so everyone can read it." • Ask teacher, "How do I write this word?" • Write own name on a drawing for a friend |

Cognitive Math Development

Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than learning numerals and counting. In an inclusive, developmentally appropriate, play-based environment, preschool children will have opportunities to acquire and understand mathematical skills and concepts using hands-on experiences. They will have access to a wide variety of tools and technologies that foster the understanding of mathematics in real-life situations.

Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questions to expand mathematical concepts. They must also facilitate activities that address and extend young children's developmental levels.

Stages of Mathematical Development

2-3 YEAR OLDS:

- begin to understand the use of numbers as they hear others using them
- understand the use of numbers through exploring objects
- work large-piece puzzles
- understand direction and relational words
- recognize geometric shapes, like a circle
- sequence up to three items
- freely use manipulatives to explore space, gravity, size, shape and quantity, as well as ownership

3-4 YEAR OLDS:

- recognize and express quantities like some, more, a lot, and another
- begin to have a sense of time
- recognize familiar geometric shapes in the environment
- sort objects by one characteristic
- rote count to 5
- notice and compare similarities and differences
- use words to describe quantity, length, and size
-

4-5 YEAR OLDS:

- play number games with understanding
- count objects to 10 and sometimes to 20
- identify the larger of two numbers
- answer simple questions that require logic
- recognize more complex patterns
- position words
- sort forms by shape
- compare sizes of familiar objects not in sight
- work multi-piece puzzles

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Mathematical Development - Number Concepts: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Understand numbers, ways of representing numbers and relationships between numbers and numerals</p> | <ol style="list-style-type: none"> 1. Compare numbers of objects <ul style="list-style-type: none"> • Compare objects in groups such as shoes which tie and do not tie • Compare number of boys to girls • Begin to use names of numbers in play such as “I need two more blocks.” 2. Perform one-to-one correspondence <ul style="list-style-type: none"> • Put pegs in each hole of pegboard • Set the table with teacher assistance • Hand out snacks to each child 3. Count by rote <ul style="list-style-type: none"> • Sing counting songs • Count in rhymes, fingerplays, poems, stories, etc. 4. Count objects <ul style="list-style-type: none"> • Count on his fingers • Count manipulatives 5. Begin to recognize numerals <ul style="list-style-type: none"> • Begin to identify some numerals in their environment • Play simple number games |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|---|
| Mathematical Development - Measurement: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Use non-standard units to measure and make comparisons</p> | <ol style="list-style-type: none"> 1. Begin to experience and understand language relating to time <ul style="list-style-type: none"> • Begin to participate in discussions about the daily schedule • Begin to understand words used to describe time intervals (such as later, after a while, in a little while, today) 2. Begin to anticipate, remember, and describe sequences of events <ul style="list-style-type: none"> • Recall parts of the daily schedule • Count down days to an event • Begin to retell sequential events in a story and/or activity (“and then,,,”) 3. Begin to use mathematical language to describe experiences involving measurement <ul style="list-style-type: none"> • Use comparison terms such as heavy/light; long/short; more/less; big/little, etc. 4. Begin to measure objects in the physical world using non-standard units of measurement <ul style="list-style-type: none"> • Use hands to measure objects • Use string to measure child’s height or circumference of an object such as pumpkin, watermelon, orange, etc. |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|--|
| Mathematical Development - Geometry and Spatial Sense: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop an understanding of geometrical and spatial concepts</p> | <p>1. Begin to match and recognize basic shapes (square, circle, triangle):</p> <ul style="list-style-type: none"> • Identify the shapes of crackers at snack time • Clean up blocks according to the different shapes <p>2. Begin to identify shapes to describe physical world</p> <ul style="list-style-type: none"> • Find shapes in the environment such as the circular snack plate, etc. • Identify roof in photo of house as a triangle <p>3. Begin to understand spatial sense: positions and directions</p> <ul style="list-style-type: none"> • Describe the position of people or things in relation to self or other objects • Begin to follow directions using positional words (such as “Put the block on the table.”) |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|---|
| Mathematical Development - Data Collection, Organization, and Interpretation: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Investigates, organizes, responds to, and creates representations</p> | <p>1. Begin to sort and classify materials by one or more characteristic</p> <ul style="list-style-type: none"> • Sort items by color, shape, size, etc. • Find items with common characteristics • Return materials to shelf by matching objects to picture labels <p>2. Begin to collect and organize data about themselves, their surroundings, and meaningful experiences</p> <ul style="list-style-type: none"> • Find items outside on nature walk (leaves, rocks, acorns, etc.) and represent as a graph • Begin to participate in simple graphs (picture or representational) such as color of apples, favorite ice cream, etc. • Participate in simple graphs about the weather each day <p>3. Begin to interpret simple representations in data</p> <ul style="list-style-type: none"> • Begin to participate in discussion using information from simple graphs • Begin to participate in discussion about charts |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|--|
| Mathematical Development - Patterns and Relationships: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Identify and create patterns</p> | <p>1. Begin to recognize simple patterns in the physical world</p> <ul style="list-style-type: none"> • Go on walks to identify patterns in environment • Recognize patterns in snack kabobs • Identify patterns on common objects such as flag, clothes, street signs, etc. <p>2. Begin to copy a simple pattern</p> <ul style="list-style-type: none"> • Line up boy, girl, boy, girl ... • Make simple patterns with manipulatives and copy the pattern (blue block, red block, blue block, red block, etc.) |

Cognitive Scientific Development

Young children are natural scientists. They easily become mesmerized by everyday happenings. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, preschoolers make inferences and become higher-level thinkers.

Quality early childhood science programs require a balance of content and process, using multi-sensory experiences. In addition to science inquiry skills, preschoolers can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all classroom areas.

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Scientific Development - Science as Inquiry: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Begin to engage in partial and full inquiries.</p> | <p>1. Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment.</p> <ul style="list-style-type: none"> • Draw on everyday experiences and applies knowledge to similar situations • Begin to engage in discussion after reading a nonfiction science book through teacher questioning and prompts • Begin to notice similarities and differences with teacher input and prompting <p>2. Begin to participate in simple scientific investigations</p> <ul style="list-style-type: none"> • Observe ice melting • Compare cars rolling down a ramp • Compare objects that sink and float <p>3. Begin to make observations using senses</p> <ul style="list-style-type: none"> • Taste test a variety of foods and describe tastes • Begin to describe objects in feely box by responding to teacher questions • Begin to describe changes in weather (cold, hot, windy, sunny) |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Science as Inquiry: (continued...) | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| | <p>4. Begin to explore equipment and tools to gather data and extend sensory observations</p> <ul style="list-style-type: none"> • Sift soil with sieve to find organisms in soil • Observe objects using color paddles • Balance objects in scale to determine which is heavier, lighter, etc. <p>5. Begin to collect, interpret, communicate data and findings from observations and experiments in oral and written formats</p> <ul style="list-style-type: none"> • Begin to communicate scientific information through drawings and in small groups • Begin to create models of objects in the environment <p>6. Begin to use appropriate scientific vocabulary related to topics</p> <ul style="list-style-type: none"> • Begin to use scientific words related to topics of study (such as the life cycle of butterfly--egg, chrysalis, etc.) |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Scientific Development - Physical Science: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Begin to acquire scientific knowledge related to physical science</p> | <p>1. Investigate states of matter: solids and liquids</p> <ul style="list-style-type: none"> • Sort and classify objects by solid or liquid • Participate in block play using a variety of types of blocks (wooden unit blocks, cardboard blocks, foam blocks) • Participate in a variety of sand and water activities • Explore solid and liquid states of water <p>2. Begin to describe objects by their physical properties</p> <ul style="list-style-type: none"> • Label objects by size, shape, color, solid, and/or liquid • Begin to describe characteristics of sand and water during sand and water play (pouring, sifting, scooping, and packing) <p>3. Explore the physical world using six senses</p> <ul style="list-style-type: none"> • Take a walk exploring the environment using the senses of sight, touch, smell, taste, sound, and movement • Begin to match same things during routine times and special activities • Listen to and identify simple everyday environmental, animal, or voice sounds <p>4. Explore simple machines, magnets, and sources of energy</p> <ul style="list-style-type: none"> • Explore magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, wind-up toys, etc. |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|--|
| Scientific Development - Life Science: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Begin to acquire scientific knowledge related to life science</p> | <ol style="list-style-type: none"> 1. Begin to explore, observe, and describe a variety of living things <ul style="list-style-type: none"> • Catch insects and place in bug catchers • Use magnifying glass to observe insects • Care for a class pet and/or plants in the classroom with teacher help 2. Begin to explore, observe, and describe a variety of non-living things <ul style="list-style-type: none"> • Compare live insects to plastic insects • Make collections of non-living things such as rocks, seashells, buttons, etc. • Sort examples of living and nonliving things 3. Begin to develop an awareness that plants and animals have life cycles <ul style="list-style-type: none"> • Talk about people, pets, plants, etc. that have died • Read non-fiction age-appropriate books about life cycles of butterflies, larvae, tadpoles, etc. |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|---|
| Scientific Development - Earth and Space Science: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Begin to acquire scientific knowledge related to earth science</p> | <ol style="list-style-type: none"> 1. Begin to recognize and compare seasonal changes in their immediate environment. <ul style="list-style-type: none"> • Recognize seasonal changes in the trees outdoors • Begin to develop vocabulary related to seasons • Dress-up in a variety of seasonal clothing in the dramatic play center 2. Use vocabulary to describe major features of the earth and sky <ul style="list-style-type: none"> • Listen to and begin to retell stories about the earth, sky, land formations, and bodies of water such as <i>In the Night Sky, Happy Birthday Moon, Good Night Moon, In a Small, Small Pond, In the Tall, Tall Grass, Swimmy, Big Al, The Tiny Seed, Poppa, Please Get the Moon for Me</i>, etc. • Discuss things in the day and night skies through teacher questions and prompts • Begin to observe shadows at various times of the day |

Cognitive Social Studies Development

For young children the foundation for learning in social studies and history begins with the child's personal experiences and understanding of the relationship of self to home and family. Their understanding then gradually expands to include the people they meet in their school, neighborhood, community, and the larger world. Teachers need to identify children's current knowledge and understanding. The preschool curriculum needs to focus on concepts that are related to the child's immediate experience, including enrichment through music, food, clothing and art from other cultures, both down the road and across the ocean.

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|--|
| Social Studies Development - Civics: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop community and career awareness</p> | <p>1. Begin to recognize community workers and increase awareness of their jobs</p> <ul style="list-style-type: none"> • Begin to identify different community workers by the uniform worn or the equipment used • Participate in field trips to observe community workers • Listen to guest speakers, such as a firefighter, a police officer, etc. • Dress-up and role play different types of community workers <p>2. Identify his/her role as a member of family/group</p> <ul style="list-style-type: none"> • Begin to describe experiences shared within the family • Begin to participate in role playing • Recognize members of the group and / or classmates • Identify members of his/her family and the families of classmates |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Social Studies Development - Economics: | |
| <p>Develop an understanding of how basic economic concepts relate to their everyday lives</p> | <p>1. Begin to demonstrate an awareness of money being used to purchase things</p> <ul style="list-style-type: none"> • Use pretend money to purchase things in a dramatic play grocery store, bank, post office, etc. • Read books about using currency or bartering to purchase things, both now and in days past (<i>Caps for Sale, Stone Soup</i>, etc.) |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|--|
| Social Studies Development - History: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Develop an understanding of the concept of time | <p>1. Begin to use words to describe time (such as later, after a while, in a little while, today)</p> <ul style="list-style-type: none"> • Use statements like, "My mama is coming to get me in a little while." • Use statements like, "It's my birthday today." <p>Note: Remember that these words will grossly reflect past present and future and may not be accurate representations of units of time. "Yesterday we went to Disney World." (meaning last summer.</p> |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Social Studies Development - Geography: | |
| Develop an understanding of location, place, relationships within places, movement, and region | <p>1. Begin to include representations of roads, bodies of water, and buildings in their play</p> <ul style="list-style-type: none"> • Drive toy cars on roads made from blocks • Use landmarks in dramatic play (such as McDonald's or Wal-Mart) <p>2. Begin to use words to indicate directionality, position, and size</p> <ul style="list-style-type: none"> • Begin to correctly use and respond to words such as <i>left, right, big, little, top, bottom, etc.</i> • Begin to verbalize location of objects that are hidden during a Hide and Seek game <p>3. Begin to develop an awareness of the world around them</p> <ul style="list-style-type: none"> • Begin to answer questions about where they went on a trip or other places they have lived • Talk about things they see on the way to and from school |

Creative Development

Creativity opens an avenue for the application of individual ideas, feelings, and expressions. In groups of three-year-old, creativity will be integrated into all curriculum areas to foster an appreciation for the arts and to encourage appropriate self-expression while supporting learning.

The arts allow for individual expression, boost self-esteem and imagination, and appreciation of cultural diversity. With the introduction of the various components--music/movement, dramatic expression, and visual arts--the preschool child is encouraged to explore and express him/herself in ways that stimulate brain growth and experience in many expressions of human intelligence. (For more information on multiple intelligences, see Howard Gardner and later researchers.)

On a daily basis, young children are given opportunities for creative endeavors, emphasizing the experience rather than the outcome. These endeavors should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

Stages of Art Development

Scribbling Stage: (3 to 4 years of age)

Child uses crayons, markers and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. The work is exploratory. Color is imaginative. The child begins to draw symbols like circles, crosses and lines.

Preschematic Stage: (4 to 7 years of age)

Age 4 – The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet or shoes. Objects are drawn at random and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

Age 7 – Child has established a mental picture of an object that is repeated with each painted repetition of the object. For example, each time the child paints a house, it will look very much like all the other houses he/she painted.

Schematic Stage: (6 to 9 years of age)

At this stage, sky-lines (usually blue) and base-lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

Source: The Portfolio and Its Use: A Road Map for Assessment by Southern Early Childhood Association

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|--|
| Music Appreciation: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Develop an appreciation for music | <ol style="list-style-type: none"> 1. Listen to a variety of musical genres--jazz, classical, country, lullaby, patriotic, instrumental, vocal, etc. <ul style="list-style-type: none"> • Hear a variety of diverse music throughout the day (arrival time, circle time, transitions, lunch, nap, snacks) • Participate in musical listening games to hear differences in sounds (vocal, instrumental, sounds of instruments, and other genre types) • Attend and view live performances of age-appropriate-length and content 2. Begin to respond to variations in music--pitch, volume, tempo, beat, rhythm, and pattern <ul style="list-style-type: none"> • Sing a song loud/soft; fast/slow • Move body to a variety of beats and tempos |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Music Expression: | |
| Become involved in musical expression | <ol style="list-style-type: none"> 1. Begin to use music as an avenue to express thoughts, feelings, and energy <ul style="list-style-type: none"> • Use props (scarves, streamers, instruments) to respond with expression to music • Draw a picture while listening to a variety of music 2. Participate in group singing, fingerplays, rhymes, poetry, and rhythm <ul style="list-style-type: none"> • Participate in daily musical activities, with games, instruments, singing, and books • Use musical instruments and props outdoors as an additional experience • Make instruments and play them |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Music And Movement - Creative Movement: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop an appreciation for creative movement through observation, communication, and participation</p> | <ol style="list-style-type: none"> 1. Observe various forms of movement <ul style="list-style-type: none"> • View people, animals, and various objects that move in the world around them 2. Begin to communicate words or concepts through movement <ul style="list-style-type: none"> • Develop movements that express concepts (feelings and directions), words, and ideas • Demonstrate various movements such as : sway like the wind or walk on ice • Play Follow-the-Leader and use a range of movements 3. Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn) <ul style="list-style-type: none"> • Respond freely to music • Imitate various environmental movements such as animals, trees, water, etc. • Exhibit a variety of ways to move (forward, backward, sideways, on tiptoe, etc.) • Imitate each other |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|--|
| Visual Arts - Visual Arts Appreciation: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop an appreciation for visual arts</p> | <p>1. Explore various forms of art (sculpture, paintings, watercolors, clay, collage, etc.) found in their environment</p> <ul style="list-style-type: none"> • Point out various forms of media found in books, photographs/prints, at school and on field trips • Experience various media in the classroom • Tell about seeing an artist/crafter (quilter, taxidermist, illustrator, wood carver, ice sculptor, sculptor, designer) displaying/demonstrating his/her work |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Visual Arts - Creative Expression: | |
| <p>Develop confidence in their own creative expression through process-oriented experiences</p> | <p>1. Participate in individual and group art activities</p> <ul style="list-style-type: none"> • Participate daily in creative art opportunities using water colors, collage materials, paints, paper, scissors, glue, crayons, stamp pads, templates, stencils, markers, playdough and other materials. There is no wrong art product if you are three. The process is the learning experience! |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|--|
| Dramatic Arts - Dramatic Expression: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Explore roles and experiences through dramatic play | <ol style="list-style-type: none"> 1. Begin to role play or use puppets to express feelings, dramatize stories, try out social behaviors observed in adults, re-enact real-life roles and experiences <ul style="list-style-type: none"> • Play in various interest centers with a variety of props, such as home-living, fire station, police station, beauty parlor, grocery/department store, circus, fast food restaurant, doctor's office/hospital, bakery, gas station, florist, etc. • Begin to role play problem-solving in classroom situations, such as taking turns, sharing, playing cooperatively, expressing feelings, appropriate behaviors and manners, etc. • Begin to participate in various forms of dramatic expression from different cultures 2. Begin to participate in activities using symbolic materials and gestures to represent real objects and situations <ul style="list-style-type: none"> • Exhibit free expression and imagination in songs, stories, poems, and fingerplays, such as scarves to represent birds; hands as thunder, raindrops, footsteps; sticks for wands, pointer, a horse, or a walking cane, etc. |

Health and Physical Development

Physical development and health and safety activities should be integrated into all curriculum areas. Activities should be structured to encourage preschool children to explore their world, promote agility and strength, enhance neural processing, and develop general body competence and overall autonomy. Young children should be introduced to concepts that promote a healthy lifestyle, and they should be provided adequate age-appropriate indoor and outdoor space and facilities that allow them to experience a variety of developmentally appropriate physical activities.

The development of gross motor and fine motor skills is an integral part of the growth of the preschool child. These skills serve as the foundation for future academic skills such as writing and reading.

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|--|
| Health Development - Health and Hygiene: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop appropriate health and hygiene skills</p> | <ol style="list-style-type: none"> 1. Begin to show awareness of healthy lifestyle practices <ul style="list-style-type: none"> • Begin to understand how germs affect our daily lives • Begin to understand that healthy bodies require rest, exercise, and good nutrition • Begin to use napkin, tissue and other objects of hygiene • Wash hands before meals and snacks, and after toileting • Begin to help with selected household or classroom cleaning tasks such as wiping a table top or washing a bowl 2. Begin to show awareness of good hygiene and personal care habits <ul style="list-style-type: none"> • Use proper hand washing techniques with prompts • Use appropriate dental hygiene practices with assistance • Practice proper use of tissue with encouragement • Use appropriate toileting skills • Begin to demonstrate autonomy in personal care such as self dressing, taking care of personal belongings, cleaning up after activities |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Health Development - Nutrition: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Become aware of good nutritional practices | <ol style="list-style-type: none"> 1. Exhibit knowledge that some foods are better for your body than others <ul style="list-style-type: none"> • Begin to engage in discussions about healthy and unhealthy foods • Begin to make selections of foods that are healthy and recognize that some foods are not healthy with assistance • Participate in simple nutritious cooking activities |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| Health Development - Safety: | |
| Demonstrate safe behaviors in all situations | <ol style="list-style-type: none"> 1. Begin to identify potentially harmful objects, substances, or behaviors <ul style="list-style-type: none"> • Begin to know the difference between a medicine and harmful drugs • Begin to know that objects such as weapons, syringes, matches, etc. can be dangerous and should not be touched 2. Begin to be aware of and follow universal safety rules <ul style="list-style-type: none"> • Follow classroom and school rules • Practice appropriate emergency drills (fire, tornado, bomb, 911) • Begin to follow basic safety rules regarding bus, bicycle, playground, crossing the street, stranger awareness, etc. |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|--|--|
| Physical Development - Gross Motor: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop coordination, balance, spatial awareness and strength through gross motor activities</p> | <ol style="list-style-type: none"> 1. Exhibit body coordination and strength <ul style="list-style-type: none"> • Engage in large motor activities such as climbing stairs (alternating feet), marching, hopping, running, jumping, and dancing • Use outdoor gross motor equipment safely and appropriately 2. Exhibit balance and spatial awareness <ul style="list-style-type: none"> • Engage in large motor activities such as walking along a board, going under, over and through obstacles, swinging and moving through space • Engage in manipulative activities, developing skills with a ball by bouncing, kicking, throwing, catching, rolling, etc. • Begin to play simple group games |

| Content Practice Standards | Developmental Profile Indicators and Examples |
|---|---|
| Physical Development - Fine Motor: | |
| The programs will provide experiences for 3-year-old children to: | The caregiver will assure that 3-year old children have opportunities to: |
| <p>Develop coordination in fine motor activities</p> | <ol style="list-style-type: none"> 1. Strengthen and control small muscles in hands <ul style="list-style-type: none"> • Work with playdough, soft forms containing gel, wet sand, etc. • Squeeze wet sponges or use tongs to pick up objects • Tear paper 2. Exhibit manual coordination <ul style="list-style-type: none"> • Use hands and fingers to act out fingerplays and songs • Begin to use scissors and art materials appropriately • Snap, button, zip, etc. with assistance 3. Coordinate eye-hand movement <ul style="list-style-type: none"> • Use beads, laces, and pegs • Begin to cut paper into pieces with scissors • Complete simple puzzles • Begin to use computer mouse • Scoop dry sand and pour it into a bucket or cup • Squeeze water from a turkey baster into another container |