

EARLY CHILDHOOD

THREE-YEAR-OLDS

Overview

Three-year-old children are full of wonder and curiosity. Their days are filled with busy exploration of the world. Much time is spent watching, observing, and imitating.

Children of this age should be actively engaged. They learn best by doing. Therefore, they should be provided with plenty of opportunities to create their own learning and knowledge. A sensory approach is the most effective. Young children need to touch, taste, smell, look, and hear in order to process information.

The gross motor skills of three-year-olds are better developed than their fine motor skills. The best activities for them involve movement, music, repetition, and freedom to initiate their skills.

Three-year-olds are becoming more aware of themselves and are beginning to notice differences in others. Although they are able to tolerate some frustration at this age, it is still difficult to take turns, share, and respect the rights of others. Activities should be designed that promote children's capacity to develop empathy.

Since young children have limited personal experience and often lack a sense of competency, they are fragile and can be strongly affected by the adults in their lives. Teachers represent the link between the home, the school, and the world. The way in which adults interact with children sends them a strong message. When children feel loved and valued, they are more likely to succeed.

Religion

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| PK3RELIGI-1A | Creed - The student will understand that he or she is part of God's family. |
| PK3RELIGI-1B | Begin to recognize God as Father. |
| PK3RELIGI-1C | Begin to recognize Jesus as the Son of God. |
| PK3RELIGI-1D | Begin to recognize Mary as the Mother of Jesus. |
| PK3RELIGI-1E | Recognize that God created all things. |
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| PK3RELIGI-2 | Scripture - The student will begin to understand the history of God's people through the Old Testament. The student will begin to understand the mission of Jesus through the stories in the New Testament. |
| PK3RELIGI-2A | Listen to many Bible stories. |
| PK3RELIGI-2B | Is introduced to important characters from the Bible. |
| PK3RELIGI-2C | Recognize that Jesus wants us to follow His words and examples. |
| PK3RELIGI-2D | Begin to understand the history of God's people through the Old Testament. |
| PK3RELIGI-2E | Begin to understand the mission of Jesus through the stories in the New Testament. |

Prayer

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| PK3RELIGI-3A | Prayer – The student will experience formal and informal prayer. |
| PK3RELIGI-3B | Experience prayer as thanking God. |
| PK3RELIGI-3C | Pray at meals and snack time. |
| PK3RELIGI-3D | Begin to recognize memorized prayers. |
| PK3RELIGI-3E | Begin to use spontaneous prayer (e.g. God bless Mommy and Daddy). |
| PK3RELIGI-3F | Recognize that Church is a special place to pray and thank God. |
| PK3RELIGI-3G | Begin to make the Sign of the Cross. |
| PK3RELIGI-3H | Begin to understand that prayer is talking with God. |

Reading

Listening and Speaking

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| PK3LAREAD-1 | Literacy Readiness - The student will demonstrate emergent literacy skills. |
| PK3LAREAD-1A | Name and briefly explain pictures. |
| PK3LAREAD-1B | Hold book right-side up. |
| PK3LAREAD-1C | "Read" from front to back. |
| PK3LAREAD-1D | Turn pages independently. |
| PK3LAREAD-1E | Begin to identify the beginning and end of a book. |
| PK3LAREAD-1F | Begin to recognize some letters. |
| PK3LAREAD-1G | Recognize first name in print. |
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| PK3LALIST-1 | Listening - The student will demonstrate listening skills. |
| PK3LALIST-1A | Listen attentively to short stories and books. |
| PK3LALIST-1B | Repeat simple rhymes and finger plays. |
| PK3LALIST-1C | Answer basic questions (e.g. "What is this?" "Who is that?"). |
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| PK3LALIST-2 | Speaking - The student will express himself/herself freely. |
| PK3LALIST-2A | Show a steady increase in vocabulary. |
| PK3LALIST-2B | Use simple, complete, sentences of three to five words to express self. |
| PK3LALIST-2C | Ask who, what, where, and why questions. |
| PK3LALIST-2D | Understand "now", "soon", and "later". |

Writing

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| PK3LAWRIT-1 | Handwriting - The student will use a variety of marking and/or writing instruments with a finger grasp. |
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Mathematics

Number Sense and Operations

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| PK3MATHMA-1 | Readiness - The student will experience opportunities and materials to manipulate and make observations. |
| PK3MATHMA-1A | Begin to understand concepts of simple comparisons and opposites (e.g. big, small, short, long, fast, slow). |

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| PK3MATHMA-1B | Begin to understand spatial relationships (e.g. above, below, on, inside, outside, in front of, behind, over, under). |
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| PK3MATHMA-2 | Number Sense - The student will recognize numbers. |
| PK3MATHMA-2A | Rote count to five. |
| PK3MATHMA-2B | Count three objects. |

Patterns, Relations, and Algebra

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| PK3MATHMA-3 | Classification - The student will classify objects according to their attributes. |
| PK3MATHMA-3A | Sort by color, shape, and size. |
| PK3MATHMA-3B | Comprehend the concept of "same/different". |
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| PK3MATHMA-3C | Patterning - The student will begin to recognize simple patterns. |

Geometry

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| PK3MATHMA-4 | Geometry – The student will recognize a circle and square. |
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Measurement

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| PK3MATHMA-5 | Measurement - The student will participate in measurement activities and begin to use estimating skills. |
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Science

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| PK3SCIENC-1 | Science Processes and Inquiry - The student will investigate and experiment with objects to discover information. |
| PK3SCIENC-1A | Participate in simple experiments. |
| PK3SCIENC-1B | Explore cause and effect. |
| PK3SCIENC-1C | Use simple scientific tools (e.g. scale, magnets, magnifying glass). |
| PK3SCIENC-1D | Ask questions, make predictions, and communicate observations. |

Physical Science

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| PK3SCIENC-2 | Five Senses - The student will develop an awareness of the sensory attributes. |
| PK3SCIENC-2A | Use the senses for exploration. |
| PK3SCIENC-2B | Experiment with objects to discover information. |

Life Science

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| PK3SCIENC-3 | Self - The student will identify basic parts of the body and their functions. |
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| PK3SCIENC-4 | Plants/Animals - The student will recognize general facts about plants and animals. |
| PK3SCIENC-4A | Understand that plants need water to grow. |
| PK3SCIENC-4B | Recognize that animals need food, water and shelter to live. |
| PK3SCIENC-4C | Know where different animals live (e.g. farm, woods, jungle, ocean). |
| PK3SCIENC-4D | Classify/sort animals by color, shape, size. |

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| PK3SCIENC-4E | Discover and observe insects. |
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Earth Sciences

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| PK3SCIENC-5 | Weather/Seasons - The student will recognize changes in weather and the seasons. |
| PK3SCIENC-5A | Observe what causes weather changes (e.g. clouds, sun, cold, heat). |
| PK3SCIENC-5B | Observe changes in seasons. |
| PK3SCIENC-5C | Classify activities by night or day. |

Social Studies

History

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| PK3SOCSTU-1 | Family - The student will identify family members and extended family members. |
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Geography

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| PK3SOCSTU-2 | Geography - The student will identify characteristics of his or her community. |
| PK3SOCSTU-2A | Recognize the different parts of a community (e.g. bank, library, fire stations, police station, hospital, zoo, post office, grocery store). |
| PK3SOCSTU-2B | Recognize different modes of transportation (e.g. car, train, plane, boat). |

Civics

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| PK3SOCSTU-3 | Citizenship - The student will exhibit traits of good citizenship. |
| PK3SOCSTU-3A | Work and play cooperatively in a variety of settings (e.g. large and small groups, learning centers). |
| PK3SOCSTU-3B | Show respect for others and their property. |
| PK3SOCSTU-3C | Recognize the American Flag. |
| PK3SOCSTU-3D | Begin to recite the Pledge of Allegiance. |

Economics

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| PK3SOCSTU-4 | Careers - The student will recognize a variety of different occupations (e.g. police officer, firefighter, doctor, dentist, teacher). |
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Creative Skills

Arts and Crafts

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| PK3CREASK-1 | The student will use self-expressive materials. |
| PK3CREASK-1A | Use different mediums. |
| PK3CREASK-1B | Create arts and crafts from ordinary objects (e.g. buttons, noodles, leaves, acorns). |
| PK3CREASK-1C | Work imaginatively with art materials. |

Music

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| PK3CREASK-2 | The student will experience a variety of music. |
| PK3CREASK-2A | Sing simple children's songs. |
| PK3CREASK-2B | Begin to use simple musical instruments. |
| PK3CREASK-2C | Move freely in response to music. |

Dramatic Play

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| PK3CREASK-3 | The student will pretend in a variety of play situations. |
| PK3CREASK-3A | Engage in spontaneous imaginative play. |
| PK3CREASK-3B | Participate in dramatic play by assuming a variety of roles. |

Aesthetic

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| PK3CREASK-4 | The student will be exposed to a variety of art forms (e.g. theater, museums, paintings, classroom displays, classical music). |
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Motor Skills

Fine Motor

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| PK3MOTRSK-1 | The student will develop fine motor skills. |
| PK3MOTRSK-1A | Use a variety of materials to develop fine motor skills (e.g. lace, pull, cut, open and shut, turn, separate, mix, paste, sprinkle, poke, hook, join, screw). |
| PK3MOTRSK-1B | Grasp small and large objects. |
| PK3MOTRSK-1C | Complete a three to five piece puzzle. |
| PK3MOTRSK-1D | Place large pegs into pegboards. |
| PK3MOTRSK-1E | Drive nails and pegs. |
| PK3MOTRSK-1F | String large beads. |
| PK3MOTRSK-1G | Build block towers of five to seven blocks. |
| PK3MOTRSK-1H | Begin to draw shapes, such as the circle. |
| PK3MOTRSK-1I | Begin to draw objects (e.g. house, figure). |
| PK3MOTRSK-1J | Draw objects in some relation to each other. |
| PK3MOTRSK-1K | Enjoy playing with clay or play dough (e.g. pound, roll, squeeze, shape, punch, pinch). |
| PK3MOTRSK-1L | Carry a medium-size container without excessive spilling. |
| PK3MOTRSK-1M | Pour liquids with few spills. |

Gross Motor

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| PK3MOTRSK-2 | The student will develop gross motor skills. |
| PK3MOTRSK-2A | Walk, run, hop, jump, crawl, roll on mat, bend, and turn. |
| PK3MOTRSK-2B | Walk up and down stairs holding rail. |
| PK3MOTRSK-2C | Walk short distances on tiptoes. |
| PK3MOTRSK-2D | Walk with balance. |
| PK3MOTRSK-2E | Jump with two feet. |
| PK3MOTRSK-2F | Begin to catch a large ball with both hands. |
| PK3MOTRSK-2G | Catch a rolled ball. |

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| PK3MOTRSK-2H | Throw a ball overhead. |
| PK3MOTRSK-2I | Kick a stationary ball. |

Adaptive Skills

Social and Emotional Development

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| PK3ADAPSK-1 | The student will practice acceptable social skills and expression of feelings. |
| PK3ADAPSK-1A | Separate easily from parents. |
| PK3ADAPSK-1B | Interact and play with other children with favorable conditions (e.g. materials, space, supervision). |
| PK3ADAPSK-1C | Join in simple games and group activities. |
| PK3ADAPSK-1D | Begin to take turns and share, with encouragement. |
| PK3ADAPSK-1E | Form relationships with adults other than family. |
| PK3ADAPSK-1F | Able to accept suggestions. |
| PK3ADAPSK-1G | Begin to express feelings in age appropriate ways. |
| PK3ADAPSK-1H | Begin to show awareness of others' feelings. |
| PK3ADAPSK-1I | Begin to exhibit self-control. |
| PK3ADAPSK-1J | Help others in simple tasks. |
| PK3ADAPSK-1K | Practice good manners. |

Self-Help

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| PK3ADAPSK-2 | The student will practice taking care of personal needs and begin to use self-help skills. |
| PK3ADAPSK-2A | Use language to communicate desires and needs. Ask for help when needed. |
| PK3ADAPSK-2B | Choose activities without teacher help. |
| PK3ADAPSK-2C | Use toilet independently. (May need help to clean and dress self). |
| PK3ADAPSK-2D | Dress self with minimal assistance (e.g. buttons, snaps, zippers, shoelaces). |
| PK3ADAPSK-2E | Wash hands and get a drink with minimal assistance. |
| PK3ADAPSK-2F | Feed self. |
| PK3ADAPSK-2G | Use facial tissue with reminder. |
| PK3ADAPSK-2H | State first name, gender and age. |

Work Habits and Attending Behavior

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| PK3ADAPSK-3 | The student will develop effective work habits. |
| PK3ADAPSK-3A | Follow one-part directions. |
| PK3ADAPSK-3B | Willingly participate in activities. |
| PK3ADAPSK-3C | Use class materials appropriately. |
| PK3ADAPSK-3D | Help clean work/play area. |
| PK3ADAPSK-3E | Demonstrate appropriate transition skills. |
| PK3ADAPSK-3F | Pay attention in large and small group activities for short periods of time (e.g., five to ten minutes). |
| PK3ADAPSK-3G | Attend to an individual activity for five to ten minutes (longer if interested). |
| PK3ADAPSK-3H | Begin to follow classroom rules and expectations. |