

MAKING CONNECTIONS - STANDARDS TO CURRICULUM

When cross-referencing the following standards, much of the materials will be found in the foundational guides for teachers and administrators, *Teaching in Christian Weekday Early Education* and *Weekday Early Education Administrative Guide*. *The text in red represent the skills that 3-year-olds present as indexed by the Florida School Readiness Performance Standards for three, four and five-year-olds* The text in blue color represents the skills that 3-year-olds and 4-year-olds share as indexed by the Florida School Readiness Performance Standards for three-, four-, and five-year-old children. The text in green represents the skills that only 4-year-old children acquire as indexed by the Florida School Readiness Performance Standards.

Standard:
Approaches to Learning 3- and 4-Year-Olds

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<i>Weekday Early Education Administrative Guide:</i> Evaluation	Pages 115-120
<i>Teaching in Christian Weekday Early Education</i> Observing Children's Play	Pages 243-269
<i>WEE Learn Curriculum Guide for Fours</i> Observing and Documenting Progress	Pages 35-36
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A. EAGERNESS AND CURIOSITY 3-Year-Olds

- Shows eagerness and curiosity as a learner 3-Year-Olds.
Three-year-olds are naturally curious about everything in their world and are beginning to respond to what they observe.
Example of this curiosity include:
 - Checking the gerbil cage daily to see where the gerbil is hiding;
 - Trying different art experiences and puzzles, or listening to new books;

- c) Indicating awareness of other children by watching or interacting with them;
- d) Noticing new displays in the science area and talking about them with a teacher;
- e) Showing interest in many different classroom activities.

2. Shows eagerness and curiosity as a learner 4-Year-Olds.

- a. Showing interest in stories and events related by other children;
- b. Being excited and curious about new things in the classroom, such as a collection of leaves or shells from the seashore;
- c. Looking at a picture of a castle and trying to reproduce it with blocks;
- d. Continuing a discussion by asking related questions or making comments;
- e. Asking how water makes the wheel turn at the water table.

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B. PERSISTENCE 3-Year-Olds

1. Attends briefly and seeks help when encountering a problem:

- a) Listening to a story with a small group of children;
- b) Seeking assistance after trying for a minute or two to put together a difficult puzzle;
- c) Trying several times to reach a toy on a high shelf before giving up;
- d) Looking for help when trying to hand up a painting that is still wet;
- e) Following the teacher's suggestion when unable to choose an activity or when too many children select the same activity area.

1. Attends to tasks and seeks help when encountering a problem:

- a. Paying attention to songs and stories during circle time;
- b. Raising their hands or touching the teacher's arm to indicate that they need help;
- c. Following teacher or peer suggestions for solving a problem;
- d. Completing favorite puzzles over and over again;
- e. Beginning to put the blocks away and asking for help to finish more quickly;
- f. Accepting help from the teacher when putting together a difficult puzzle.

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C. CREATIVITY/INVENTIVENESS

1. Approaches play with purpose and inventiveness (3-Year-Olds):

- a. Taking play dough to the housekeeping area to fill the muffing tins before putting them in the play oven;
- b. Getting the snap-it beads from the manipulatives shelf to make a necklace for dress-up;
- c. Becoming excited when yellow and blue paint turns into green after being mixed;
- d. Suggesting that they feed the leftover carrot scrapings from a cooking project to the rabbit;
- e. Trying a different way to accomplish a task or use an object.

1. Approaches tasks with flexibility and inventiveness (4-Year-Olds):

- a. Using two short cardboard tubes as binoculars in the dramatic play area;
- b. Trying to staple pieces of paper together after unsuccessfully trying to tape them together;
- c. Trying several different ways to form play dough into a specific object such as a birthday cake or snowman;
- d. Using prior experience to figure out what to do in present situations;

- e. Experimenting with a brush to find ways to keep paint from dripping;
- f. Implementing the suggestions of others.

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