

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:  
SOCIAL & EMOTIONAL

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<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. SELF-CONCEPT

1. Demonstrates self-confidence (3-year-olds):  
Three-year-olds usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers. Three-year-olds show a positive sense of self by:
  - a. [Joining other children playing in the house corner, often in parallel play;](#)

- b. Responding to the teacher's greeting and exchanging a few words;
- c. Coming to the snack table and participating in conversations;
- d. Choosing individual activities, such as doing puzzles, painting, or helping to feed the class pet;
- e. Gradually increasing the range and diversity of activities in which they choose to participate.

1. Demonstrates self-confidence (4-year-olds):

- a. Showing excitement when the teacher announces that they will be going on a field trip;
- b. Singing songs at circle time;
- c. Teaching a word in sign language to a classmate;
- d. Entering the dramatic play area and choosing a role that fits the play of others;
- e. Sitting at the art table and exchanging ideas and thoughts, even when the discussion is unrelated to the artwork they are making;
- f. Adapting to playground games and becoming part of the action.

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**A. SELF-CONCEPT**

2. Show some self-direction (3-year-olds):  
 Helping children make choices and perform tasks they are able to do fosters their independence. Some 3-year-olds appear more independent than they really are because they frequently refuse to do things when they are asked. At this age, children can only make very simple choices (for example, between sand play and paying in the housekeeping area). They show their independence by:

- a. Engaging early in solitary or parallel play;
- b. Washing hands before eating without an individual Reminder;
- c. Choosing specific materials for pasting from the collage collection;
- d. Selecting one book from among several choices
- e. Hanging up their sweaters or coats after seeing other do it;
- f. Observing and experimenting at the sand or water table;
- g. Choosing one activity over another and participating in it.

2. Show some self-direction (4-year-olds):

- a. Finding materials with which to work, such as scissors, tape, and markers, for acting on an idea or desire;
- b. Finding and putting on one's own jacket before going outdoors;
- c. Deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks;
- d. Trying a new activity (for example, soap painting or a cooking project), and pursuing it for a meaningful period of time;
- e. Playing with different children rather than the same friend or friends everyday;
- f. Choosing one activity out of several and becoming involved with it;
- g. Responding positively to suggestions to try something new.

*WEE Learn Curriculum Guide for Threes*  
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#### B. SELF-CONTROL

1. Follows simple classroom rules and routines with guidance (3-year-olds):

Three-year-olds function primarily within a world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much support in learning the expectations of the classroom and appropriate behavior in preschool or childcare. They show their emerging ability to follow rules and routines by:

- a. Following simple classroom rules, such as "Do not hit other people," or telling the teacher when they have to use the bathroom'
- b. Picking up their cups and napkins and putting them in the wastebasket after snack;
- c. Keeping the sand inside the sand table after only a few reminders;
- d. Showing a friend where to put unit blocks on the shelf during clean-up;
- e. Standing in line at the slide while waiting for a turn to go up the steps.

2. Follows simple classroom rules and routines with guidance (4-year-olds):

- a. Waiting patiently until someone leaves the water table when the rule is "only four people at a time";
- b. Independently going to the circle area after clean-up;
- c. Clearing off their places at the snack table by taking their cups to the designated place and throwing away their napkins and leftovers with few reminders;
- d. Turning off the tape recorder after listening to a story;
- e. Removing a finished painting from the easel and knowing where to hang it up to dry;
- f. Holding hands when crossing a street that has no traffic light or crossing guard;
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### B. SELF-CONTROL

#### 2. Begins to use classroom material carefully:

At 3 years of age, children are just beginning to learn to take care of materials and put things back where they belong. They need modeling, guidance, and many reminders to do so. They show a developing sense of their responsibility by:

- a. Taking care of books (for example, turning the pages carefully and putting books back on the shelf when finished);
- b. Using markers on paper, rather than on other surface;
- c. Putting caps back on markers when reminded to do so;
- d. Putting toys away when finished, such as taking their puzzles back to the rack;
- e. Treating classroom pets gently and with care.

#### 2. Begins to use classroom material carefully (4-Year-olds):

- a. Helping to clean up by sweeping around the sand table;
- b. Putting blocks away in designated places when the teacher announces it is clean-up time;
- c. Looking at books carefully and putting them back on the shelf when finished;

- d. Handling objects on the Discovery Table carefully;
- e. Exploring the teacher's guitar gently, thoughtfully, and with care.

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#### B. SELF-CONTROL

##### 3. Manages transitions (3-year-olds):

Children this age are beginning to learn how to accept change without undue distress. Although they may be uncomfortable with the major transition from home to school, they can learn simple classroom transitions routines and begin to show comfort with small changes. They show the ability to manage transitions by:

- a. Separating from a parent (or caregiver) at the door with growing ease;
- b. Moving from one classroom activity to the next with a few reminders;

- c. Cleaning up and coming to the snack table after only a few reminders;
- d. After Initially protesting, giving a truck or other toy to another child who has been waiting for a turn;
- e. Responding positively to the signal for a change in activity;
- f. Hanging up their sweaters or jackets upon arrival and joining the classroom activity;
- g. Saying good-bye to the teacher as they go out the door at the end of the day.

### 3. Manages transitions (4-year-olds):

- h. Using a routine, such as waving from the window or blowing a kiss good-bye, to manage the transition from home to school;
- i. Accepting transitions with little or no protest;
- j. Moving from free play to clean up with ease and purposefulness;
- k. Helping the teacher give transition signals;
- l. Cleaning up ahead of schedule because a visitor has come to lead a special group time.

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### C. INTERACTION WITH OTHERS

1. Interacts with one or more children (3-year-olds):
  - a. Participating in classroom routines, such as helping classmate sweep up sand table or joining other children feeding the fish;
  - b. Playing side-by-side with other children in the dramatic play area, occasionally making comments to a nearby child;
  - c. Helping another child set the table for snack;
  - d. Participating with other children at the play dough table;
  - e. Talking with other during snack or lunch.
  
1. Interacts with one or more children (4-year-olds):
  - a. Playing with who ever is in the dramatic play area rather than only playing there when alone or with a special friend;
  - b. Making decisions with another child about who will put out the cups and napkins and how many they will need;
  - c. Working cooperatively with another child who is painting on the same side of the easel;
  - d. Removing the toys from the sand table with a friend in order to start a new project;
  - e. Talking (or using alternative communication) with another child to plan ways to build a block structure;
  - f. Using rhythm instruments with several children.

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### C. INTERACTION WITH OTHERS

2. Interacts with familiar adults (3-year-olds):
  - a. Entering the classroom in the morning with a greeting for the teacher;
  - b. Responding to questions the teacher asks;

- c. Running over the adult who is bringing in lunch and asking if they can help;
  - d. Sharing the latest classroom new with the school secretary or custodian;
  - e. Communicating with the teacher or other adult about the new dress or shirt they are wearing;
  - f. Telling an adult about an event happening at home, such as, "Today is my brother's birthday."
2. Forms friendships with peers (4-year-olds):

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C. INTERACTION WITH OTHERS

3. Participates in the group life of the class (3-year-olds):
- a. Participating in small group projects for 5-10 minutes, such as helping to fill the water table;
  - b. Noticing who is absent from circle time;
  - c. Paying attention to the class signals for clean-up or bringing a favorite toy from home to share with the class;
  - d. Playing group games, such as Duck-Duck-Goose or Follow the Leader, with adult help;
  - e. Participating in snack time with peers, learning how to pour juice, how many crackers to take, and how to clean up when finished;
  - f. Joining a small group for a walk around the block.
3. Participates in the group life of the class (4-year-olds):
- a. Readily joining circle times, participating in clean up time, and going to snack when it is ready;
  - b. Noticing that a friend needs help putting away the blocks and going over to help, even though they had not played in the block area;

- c. Recognizing that a classmate is absent and asking the teacher about it;
- d. Suggesting silly and funny ideas for open-ended songs such as Aiken Drum or suggesting the animals for choruses of Old MacDonald Had a Farm;
- e. Playing simple Lotto games or board games, such as Candy Land;
- f. Following the rules for leaving the classroom to go to the bathroom or another room in the building;
- g. Bringing in several vegetables from home to make stone soup with their classmates and giving the vegetables to the teacher when it is time to cook.

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### C. INTERACTION WITH OTHERS

4. Shows empathy and caring for others (3-year-olds):
- Putting an arm around a friend who is crying;
  - Pretending to sooth a crying baby in the house area;
  - Asking an adult to help when a friend has trouble pulling on boots;
  - Being concerned when a friend falls and scrapes a knee;
  - Watching curiously when another child enters the classroom crying;
  - Helping a classmate clean up a spill.
4. Shows empathy and caring for others (4-year-olds):
- Volunteering to sit next to a new child and helping the child with the procedure for snack;
  - Expressing sadness to a friend whose pet has died;
  - Going over to a friend who has fallen and giving comfort;
  - Expressing appropriate feelings (joy, sadness, fear) for characters in a story;
  - Getting help for classmates who cannot get their boots on or cannot find their paintings to take home;
  - Showing acceptance and support for a classmate with a physical disability.

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### D. SOCIAL PROBLEM SOLVING

1. Seeks adult help when needed to resolve conflicts (3-year-olds):
  - a. Seeking assistance when disturbed by a child who paints on their pictures or knocks down a block structure;
  - b. Asking for help when a child grabs a truck or other plaything;
  - c. Seeking help when another child is hitting or pushing;
  - d. Yelling at another child, "You can't come in the house area-it's full", and then calling the teacher for help
  - e. Asking for help to get a ride on the Big Wheel or a turn on the slide.

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**D. RELATIONSHIPS WITH FAMILIAR ADULTS**

1. Responds appropriately to adults (4-year-olds):

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**D. RELATIONSHIPS WITH FAMILIAR ADULTS**

2. Forms positive relationships with familiar adults (4-year-olds):

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## E. SOCIAL PROBLEM-SOLVING

1. Seeks adult help when need to resolve conflicts (4-year-olds):
  - a. Asking an adult to help when another child wants the same truck or when other children keep pushing in the line waiting for a turn on the slide;
  - b. Using words suggested by an adult to express anger, such as, "I don't like it when you push me" or "That makes me mad."
  - c. Asking a child to return a toy he or she has grabbed and turning to an adult for help when the child refuse;
  - d. Giving alternatives to friends, such as, "I'm playing with these, you play with those."
  - e. Asking the teacher to use a timer to decide when one child's turn on the bike ends and their own turn begin;
  - f. Using facial expressions or gestures to communicate needs or to resolve conflicts;
  - g. Using words to explain that the sand table is full because only two children are allowed at a time;
  - h. Negotiating with other children to solve a problem with the teacher's support.

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