

A. EAGERNESS AND CURIOSITY

1. Shows eagerness and curiosity as a learner. H.S.11

Three-year-olds are naturally curious about everything in their world and are beginning to respond to what they observe. Examples 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;
- indicating awareness of other children by watching or interacting with them;
- noticing new displays in the science area and talking about them with a teacher;
- showing interest in many different classroom activities.

B. PERSISTENCE

1. Attends briefly, and seeks help when encountering a problem. H.S.11

At 3, children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favorite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem-solving and explicit physical guidance when following

suggestions. They show increasing ability to attend and persist by:

- listening to a story with a small group of children;
- seeking assistance after trying for a minute or two to put together a difficult puzzle;
- trying several times to reach a toy on a high shelf before giving up;
- looking for help when trying to hang up a painting that is still wet;
- following the teacher's suggestion when unable to choose an activity or when too many children select the same activity area.

C. CREATIVITY/INVENTIVENESS

1. Approaches play with purpose and inventiveness. H.S.11

Three-year-olds are just beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment. At this time, 3-year-olds show emerging flexibility and inventiveness by:

- taking play dough to the housekeeping area to fill the muffin tins before putting them in the play oven;
- getting the snap-it beads from the manipulative

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H.S.11: Sec. 1304.21
Education and early childhood development.
1304.21(a)(1)(i)
(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

- shelf to make a necklace for dress-up;
- becoming excited when yellow and blue paint turns into green after being mixed;
- suggesting that they feed the leftover carrot scrapings from a cooking project to the rabbit;
- trying a different way to accomplish a task or use an object.

A. SELF CONCEPT

1. Demonstrates self-confidence. H.S.11

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:

- joining other children playing in the house corner, often in parallel play;
- responding to the teacher's greeting and exchanging a few words;
- coming to the snack table and participating in conversations;
- choosing individual activities, such as doing puzzles, painting, or helping to feed the class pet;
- gradually increasing the range and diversity of activities in which they choose to participate.

2. Shows some self-direction.

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

playing in the housekeeping area). They show their independence by:

- engaging eagerly in solitary or parallel play;
- washing hands before eating without an individual reminder;
- choosing specific materials for pasting from the collage collection;
- selecting one book from among several choices;
- hanging up their sweaters or coats after seeing others do it;
- observing and experimenting at the sand or water table;
- choosing one activity over another and participating in it.

B. SELF CONTROL

1. Follows simple classroom rules and routines with guidance. H.S.11

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 child care. They show their emerging ability to follow rules and routines by:

- following simple classroom rules, such as "Do not

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A. LISTENING

1. Gains meaning by listening. H.S.11

Three-year-olds learn about their world through watching and listening. They find it easier to listen with understanding in one-on-one situations than in groups. The ability to listen in a group emerges slowly and with practice. They can listen to familiar stories and videos for relatively longer periods of time than when they are asked to attend to unfamiliar materials. Three-year-olds show their understanding by:

- listening attentively to stories read aloud;
- listening briefly to other people's conversations and responding to the content;
- listening to short, familiar records and tapes, and showing understanding through body language (clapping or nodding) or facial expressions (smiling or laughing);
- conversing with a teacher and responding appropriately;
- listening to a visitor tell about what she does in the community and later using the words and content in dramatic play.

2. Follows two-step directions.

Three-year-olds still need substantial individual support, instruction, and physical guidance to be able to follow directions. They show skills in this area by:

- following directions given to them specifically (such as, "Please pick up that toy and put it on the shelf.");
- remembering to clean up their place at lunch after eating;
- matching movements and actions to the music and directions in a song;
- following the teacher's simple directions to the class (for example, "Find a book and take it to your table.") without needing individual clarification;
- putting on their jackets when reminded it is time to go home and remembering to take their backpacks.

B. SPEAKING

1. Speaks clearly enough to be understood by most listeners. H.S.12

Three-year-olds usually speak in short sentences. Articulation errors may be present, but speech is usually clear enough to be understood with little difficulty. When 3-year-olds are given many opportunities to talk, the length and complexity of their sentences increase. Speaking clearly for 3-year-olds includes:

- requesting information and being understood;
- describing a recent event and answering questions about it;
- signing or using a communication board to indicate their food choices at snack;

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H.S.12: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(E)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

- initiating a conversation with an adult;
- telling a story using words, props, and gestures to convey meaning;
- using common social conventions, such as "hello" or "thank you," with occasional prompting.

2. Uses expanded vocabulary and language for a variety of purposes.

Children this age are fascinated with language and enjoy experimenting with sounds and expressions. Their vocabulary is developing rapidly. Although 3-year-olds understand that they are expected to respond when someone speaks to them, they are only beginning to acquire other conversational rules (taking turns, staying on topic). They are gaining an understanding of the power of words and the excitement of communicating. Examples of their emerging skills include:

- using the word "tremendous" learned from a Dr. Seuss book when telling a classmate about the amount of sand being piled up in the sand table;
- making up "silly" words (for example, doggie, froggie, soggy, toggy, loggy);
- making up dialogue for a role-play in the dramatic play corner;
- relating an event from a trip to the fire station to something being read aloud from a book;
- telling someone about a recent trip to the hardware store or a park;

- repeating short rhyming verses, such as "Ring Around the Rosie" or "Humpty Dumpty."

C. READING

1. Shows appreciation for books. H.S.13

Three-year-olds can become very excited about books, especially if they are exposed to literature before coming to school. Children's interest in a specific story or topic, the appropriateness of the text and illustrations, and the size of the group are key factors in their ability to sit still and stay focused during story reading. Children learn during preschool that books are handled in particular ways. Three-year-olds show their developing appreciation of books by:

- paying attention to a story read in a small group and responding to questions about the story;
- holding a book right side up and turning pages one at a time starting at the front of the book;
- choosing to join a small group that is listening to a story;
- acting out various parts in *Ask Mr. Bear* or *Are You My Mother?* as the teacher reads the story;
- recognizing a favorite book by its cover and asking that it be read to them.

2. Shows beginning phonological awareness.

Phonological awareness is the ability to hear and

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(iv); (c)(1)(i)-(vii)(2)

Note: This domain encompasses a variety of ways that children think about and understand the world around them. It addresses competencies related to the areas of mathematical thinking, scientific thinking, and social thinking. In addition, children's approaches to the arts are addressed in this domain.

SUBDOMAIN V.A.: MATHEMATICAL THINKING

A. MATHEMATICAL PROCESSES

1. Shows interest in solving mathematical problems. H.S.13

Three-year-olds are drawn into the world of mathematics in many ways. They observe people counting money, measuring things, and talking about two shoes and two eyes. Adults frequently ask them how old they are. Three-year-olds show their beginning understanding of mathematical thinking by:

- talking about who has more cookies or more play dough;
- sorting the counting bears by color;
- deciding that square blocks belong in the empty space on the block shelf because their shape matches the picture;
- responding to questions about the number of eyes, ears, or hands they have;
- noticing a pattern on another child's jacket or around a bulletin board;
- holding up three fingers when asked how old they are;
- using number words in their play;

- drawing many circles and talking about them;
- talking about "lots and lots—millions—of people at the store today";
- working on a shape puzzle.

B. PATTERNS, RELATIONSHIPS, AND FUNCTIONS

1. Sorts objects into subgroups that vary by one attribute. H.S.13

Three-year-olds are intrigued and fascinated with their emerging ability to order their environment. As they begin to see how objects can be grouped together by single attributes or characteristics, they gain a sense of control in a new arena. They show their ability to construct order by:

- looking at the children at the table and sorting them ("Some of these people are boys and some of these people are girls.");
- picking out all the red crayons from the box and announcing, "This is how many red crayons we have.";
- selecting all the big buttons and putting them in one box, then picking out all the small buttons and putting them in another box;
- putting the plastic food in a cupboard and the dress-up clothes on hooks in the dramatic play area;
- noticing a common attribute and commenting on it ("These are all round.").

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A. GROSS MOTOR DEVELOPMENT

1. Moves with some balance and control. H.S.14

Three-year-olds are very focused on practicing their newly acquired physical skills. They can jump with two feet, hop a few times on each foot, and climb stairs. Running is a joy, as are galloping, dancing, and jumping. Examples of increasing body control include:

- moving around the classroom without bumping into furniture;
- starting, turning, and stopping when running without crashing into things;
- jumping like a frog with both feet together several times in a row;
- using alternating feet when going up stairs (coming down stairs may still be one step at a time without alternating feet);
- walking on a line on the floor;
- galloping with relative ease;
- crawling through a play tunnel or under tables;
- jumping from a large block and landing securely.

2. Coordinates movements to perform simple tasks.

As 3-year-olds learn to control their bodies, they are able to combine several independent skills to perform more advanced movements. For example, throwing a ball requires not only a thrusting motion, but also the ability to release the ball at the proper moment to send it in the

right direction. Three-year-olds show this growing coordination by:

- catching a large ball with two hands;
- throwing a ball into a basket;
- kicking a large stationary ball in a forward direction;
- climbing the ladder of the slide, holding onto the rail while moving each foot up a step;
- pedaling and steering a tricycle around the playground or gym without crashing;
- climbing onto the swing seat unassisted;
- scrambling up the side of a low jungle gym;
- throwing a bean bag to another person so that it can be caught.

B. FINE MOTOR DEVELOPMENT

1. Uses strength and control to perform simple tasks. H.S.15

Three-year-olds are just beginning to develop enough fine motor ability to perform many simple tasks. They are very interested in trying to use new materials and tools that are available in the classroom. They will engage in the same task over and over again, gaining mastery and strength as they work. They show persistence in gaining fine motor control by:

- pushing marker caps off and on;
- pushing Pop-It beads together and then pulling

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H.S.14: Sec. 1304.21
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1304.21(a)(1)(iv)(4)(i)(ii)(5)(i)(ii)(iii); (c)(1)(iii)(vii)(2)

H.S.15: Sec. 1304.21
Education and early childhood development.
1304.21(a)(1)(iv)(4)(i)-(iv)(5)(i)(ii)(iii); (c)(1)(iii)(vii)(2)

