## Physical Health

## 3-Year-Olds

### Head Start Performance Standards

**H.S.1:** Sec. 1304.21 Education and early childhood development. 1304.21(a)(5)(i)(ii)

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

**H.S.3:** Sec. 1304.20 Child health and developmental services. 1304.20(c)(3)(i)(ii)

**H.S.4:** Sec. 1304.23 Child nutrition. 1304.23(b)(3)

**H.S.5:** Sec. 1304.20 Child health and developmental services. 1304.20(e)(3)

**H.S.6:** Sec. 1304.21 Education and early childhood development. 1304.21(c)(1)(iii)

#### A. PHYSICAL HEALTH

## 1. Shows characteristics of good health to facilitate learning. H.S.1

Good general health and adequate development are necessary to optimize learning. Children exhibit good health when they demonstrate:

- physical stature within the typical range;
- · active participation in daily events;
- a developing ability to coordinate eye-hand movements;
- · large motor skills such as jumping, galloping, running.

## 2. Demonstrates visual ability to facilitate learning. H.S.2

A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing, computer education, spelling, and chalkboard demonstrations are part of most children's school days. Examples include:

- using both eyes in coordination;
- holding materials at appropriate distance;
- moving eyes rather than head to track;
- visual focusing without squinting or strain.

### 3. Exhibits auditory ability to facilitate learning. H.S.2

A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development. Examples include:

- participating in listening activities;
- selecting listening center activities;
- · orienting to a speaker when addressed by name;
- producing speech that is generally understandable.

### 4. Can perform oral hygiene routines. H.S.3, H.S.4

Oral health impacts speech, social interaction, appearance, and ability to learn from experiences. Indicators of good oral hygiene include:

- · recognizing and knowing how to use a toothbrush;
- · performing brushing procedures;
- beginning to understand the relationship of nutrition to dental health.

## 5. Shows familiarity with the role of a primary health care provider. H.S.5, H.S.6

To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed. The child demonstrates this by:

- in a play setting, appropriately using tools a doctor or nurse might use;
- recognizing common medical procedures (weight, measurement of height);
- naming most of the body parts the medical professional will inspect.

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### **B. KNOWLEDGE OF WELLNESS**

### 1. Shows that basic physical needs are met. H.S.7

Three-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic needs are demonstrated by children:

- · staying awake except during nap time;
- · wearing clothing appropriate to the weather;
- · having an overall clean appearance;
- exhibiting energy typical of the age.

## 2. Follows basic health and safety rules with reminders. H.S.8

Three-year-olds are beginning to learn rules for health and safety. Washing hands after using the toilet, covering their mouths when they sneeze or cough, and staying inside the yard are all rules that they can remember; however, they may not fully understand the reasons for these rules. Children this age show they are learning basic rules by:

- washing their hands before snack or the cooking project (after being reminded);
- avoiding the area in front of the swings on the playground when children are swinging;
- knowing some common safety rules that have been discussed (for example, always waiting on the sidewalk until the bus aide comes to take them to the bus);
- avoiding dangers such as hot stoves and sharp knives;

- leaving the room only when given permission to do so;
- holding someone's hand whenever walking outside the school grounds.

## 3. Begins to perform self-care tasks independently. H.S.7

Three-year-olds are just learning how to manage their personal care on their own. They still need adult support and guidance, but they are eager to try to do things for themselves. This is the age when they can become very involved in cleanliness and order. Self-help skills include:

- putting on some of their own outside clothes;
- pouring from a small pitcher into a glass;
- attaching Velcro closures on sneakers;
- · spreading peanut butter with a knife;
- buttoning and unbuttoning large buttons;
- pulling up their pants after using the toilet;
- washing their hands and drying them, with verbal prompts and support.

### Head Start Performance Standards

**H.S.7:** Sec. 1304.21 Education and early child-hood development. 1304.21(a)(3)(i)(A)(B)(C)(D (E)(ii)

**H.S.8:** Sec. 1304.22 Child and health safety. 1304.22(d)(1)(2); (e)(1)(2)

## Approaches to Learning

## 3-Year-Olds

### 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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### Head Start Performance Standards

**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)

# Approaches to Learning

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- 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.

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### 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

### Head Start Performance Standards

**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)

**Head Start Performance** 

H.S.11: Sec. 1304.21

**Education and early** 

1304.21(a)(1)(i)-

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

childhood development.

(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv);

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- hit other people," or telling the teacher when they have to use the bathroom;
- picking up their cups and napkins and putting them in the wastebasket after snack;
- keeping the sand inside the sand table after only a few reminders;
- showing a friend where to put unit blocks on the shelf during clean-up;
- standing in line at the slide while waiting for a turn to go up the steps.

### 2. Begins to use classroom materials 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:

- taking care of books (for example, turning the pages carefully and putting books back on the shelf when finished);
- using markers on paper, rather than on other surfaces:
- putting caps back on markers when reminded to do so;
- putting toys away when finished, such as taking their puzzles back to the rack;
- treating classroom pets gently and with care.

### 3. Manages transitions.

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 transition routines and begin to show comfort with small changes. They show the ability to manage transitions by:

- separating from a parent (or caregiver) at the door with growing ease;
- moving from one classroom activity to the next with a few reminders;
- cleaning up and coming to the snack table after only a few reminders;
- after initially protesting, giving a truck or other toy to another child who has been waiting for a turn;
- responding positively to the signal for a change in activity;
- hanging up their sweaters or jackets upon arrival and joining the classroom activity;
- saying good-bye to the teacher as they go out the door at the end of the day.

### C. INTERACTION WITH OTHERS

### 1. Interacts with one or more children. H.S.11

At 3, children are just beginning to learn social skills and how to interact with peers. They still need considerable

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support and practice. Their play is usually parallel (sideby-side), with only brief interactions with other children. Children show their emerging social skills by:

- participating in classroom routines, such as helping classmates sweep up sand around the sand table, or joining other children feeding the fish;
- playing side-by-side with other children in the dramatic play area, occasionally making comments to a nearby child;
- helping another child set the table for snack;
- participating with other children at the play dough table;
- talking with others during snack or lunch.

#### 2. Interacts with familiar adults.

Three-year-olds vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults. Children show increasing comfort by:

- entering the classroom in the morning with a greeting for the teacher;
- · responding to questions the teacher asks;
- running over to the adult who is bringing in lunch and asking if they can help;
- sharing the latest classroom news with the school secretary or custodian;

- communicating with the teacher or other adult about the new dress or shirt they are wearing;
- telling an adult about an event happening at home, such as, "Today is my brother's birthday."

### 3. Participates in the group life of the class.

Three-year-olds are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many 3-year-olds; they need guidance from the teacher to learn these things and adjust to being in school. At this age, children enjoy participating in simple action games that involve minimal time spent waiting for a turn. They show this growing awareness of the group life of the class by:

- participating in small group projects for 5-10 minutes, such as helping to fill the water table;
- noticing who is absent from circle time;
- paying attention to the class signals for clean-up or for listening to the teacher;
- bringing a favorite toy from home to share with the class;
- playing group games, such as Duck-Duck-Goose or Follow the Leader, with adult help;
- participating in snack time with peers, learning how to pour juice, how many crackers to take, and how to clean up when finished;
- joining a small group for a walk around the block.

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### 4. Shows empathy and caring for others.

Even at 3 years of age, children show caring for those around them. Empathy is elicited by concrete occurrences that are similar to the child's experiences. For example, 3-year-olds can sympathize with a child who has fallen down or who can't get his coat on. Children show their caring by:

- · putting an arm around a friend who is crying;
- pretending to soothe 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.

## to solve a problem. Examples include: • seeking assistance when disturbed by a child who

children will begin to recognize when they need some help

- seeking assistance when disturbed by a child who paints on their pictures or knocks down a block structure;
- asking for help when a child grabs a truck or other plaything;
- seeking help when another child is hitting or pushing;
- yelling at another child, "You can't come in the house area—it's full," and then calling the teacher for help;
- asking for help to get a ride on the Big Wheel or a turn on the slide.

### Head Start Performance Standards

**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)

### D. SOCIAL PROBLEM SOLVING

## Seeks adult help when needed to resolve conflicts. H.S.11

Three-year-olds do not have the skills to settle conflicts on their own. They learn to solve conflicts gradually by watching a teacher model effective conflict resolution strategies and by experiencing compromises facilitated by teachers or other adults. At this age, the expectation is that

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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;

### Head Start Performance Standards

**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)

**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)

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- 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

### Silows beginning phonological awareness

H.S.13: Sec. 1304.21

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discriminate the sounds of language. Three-year-olds spontaneously play with the sounds of words and show some awareness of rhyming sounds. Examples of phonological awareness include:

- repeating familiar rhyming verses or songs;
- joining in with other children to recite rhymes and poems at circle time;
- using rhythm sticks to tap out the syllables in their names;
- experimenting with sounds to make nonsense words ("spaghetti, baghetti, laghetti");
- clapping to represent the syllables of short phrases (for example, "We like pizza.").

#### 3. Shows interest in letters and words.

By the age of 3, children are beginning to become aware of how letters and words look and sound. They may show interest in letters, especially the letters in their names. They notice labels and signs in their environment and ask caregivers and teachers what the signs say. Examples of their interest and participation in reading-related activities include:

- saying, "There's my name!" when they see a stop sign because their name begins with the letter "S";
- pointing to classroom labels and "reading" the word printed there (for example, "fish," "clock," "puzzles")—although not recognizing the same

word if it appears somewhere else;

- asking, "What does that say?" when they see a sign, label or other print;
- picking out and labeling specific letters from their names as they look at book titles or classroom labels;
- identifying their names on their toothbrushes or cubbies;
- pointing to a logo and reading the name of the supermarket or the brand of crackers;
- singing the alphabet song.

### 4. Comprehends and responds to stories read aloud.

Three-year-olds are actively engaged in understanding stories. They begin to follow what characters say and do in a story. Frequently, children memorize some of the words of the story or can finish sentences in books that have repetitive patterns of phrases. Examples of their growing comprehension of stories include:

- · asking relevant questions as the story is read;
- labeling pictures in familiar books;
- recognizing when the reader omits part of a favorite story;
- pointing to pictures of characters in a story and recalling what the characters did or said;
- looking at books during free choice time, often talking out loud about them and telling a story that may or may not reflect the actual text;
- using pictures in a book to recall details about a story;

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 retelling a story using flannel board cutouts or hand puppets.

### **D. WRITING**

**Head Start Performance** 

**H.S.13:** Sec. 1304.21

1304.21(a)(1)(i)-(v)(4)(i)-

Education and early childhood development.

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

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## 1. Represents ideas and stories through pictures, dictation, and play. H.S.13

One of the first tasks in writing is to understand that letters are symbols that can be used to represent words, thoughts, and ideas. Three-year-olds are actively engaged in learning that symbols and pictures represent real things. For example, many know that the golden arches are a symbol for McDonald's. They understand that dolls can represent real people ("This is the mommy doll and this is the baby doll.") or that a play phone represents a real phone. They show their developing understanding of representation and symbols by:

- describing their drawings when the teacher says, "Tell me about your picture.";
- listening on the toy phone and telling the teacher,
   "I'm talking with Mommy at work";
- covering a paper with large swirls of paint, telling the teacher, "This is my house," and asking the teacher to write "My House" on the painting;
- asking the teacher to write a note for their family telling about the visitor who brought a snake to class;

- making up a funny animal story using flannel cut outs to tell the story;
- explaining to the teacher that the doll is the baby and, "He's crying because he is hungry and wants the mommy to feed him."

### 2. Uses scribbles and unconventional shapes to write.

Three-year-olds are beginning to understand that print can tell stories and express ideas. Although their initial attempts at writing are not conventional, they often make scribbles that begin at the top of the paper and move from left to right, showing their beginning understanding of how print works. Their first attempts at writing are shown by:

- scribbling on paper and describing the thoughts they have "written" down;
- drawing a round form and, after putting some red in the circle, announcing, "Here's an apple";
- making a sign consisting of several scribbles, and putting it in the block area to warn others to "Keep Out";
- scribbling letter-like marks on their pictures and reporting that they wrote their names;
- making several short wavy lines on the notepad in the dramatic play area to serve as a shopping list.

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

## 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.").

### Head Start Performance Standards

**H.S.13:** Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

### C. NUMBER CONCEPT AND OPERATIONS

### 1. Shows curiosity and interest in counting and numbers. H.S.13

Most 3-year-olds are interested in numbers and counting. They may ask, "How many?" and begin to say numbers in order, counting verbally up to 3, 6, or even 10 with help. They can count small sets of one, two, or three objects with one-to-one correspondence. Most 3-year-olds can identify a group of one, two, or three objects without counting, visually recognize whether two sets have the same or one has more, and make sets of up to three items. Examples include:

- following directions for getting "just two jars of paint" for the easel;
- recognizing that they have the same number of cars as a friend does;
- counting out loud to themselves while occupied at an activity;
- commenting that there are two cookies left on the plate without counting;
- being actively involved in reading a counting book;
- commenting that everyone at snack has two crackers and one cup of juice;

**Head Start Performance** 

H.S.13: Sec. 1304.21

childhood development.

1304.21(a)(1)(i)-(v)(4)(i)-

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

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 singing counting songs and enjoying fingerplays about counting.

#### D. GEOMETRY AND SPATIAL RELATIONS

### 1. Identifies several shapes. H.S.13

Three-year-olds become aware of shapes in their world when they are taught to identify geometric shapes that have been labeled by the teacher. Although they focus initially on circles, they can be expected to match and identify squares and triangles as well. They begin to look at common objects with a new focus and gain mastery when encouraged to observe, explore, and name various shapes. They demonstrate this new skill by:

- becoming excited when they see letters on a page and can recognize that this one is a circle and that one looks like a cross;
- matching paper circles and triangles on the collage table with other circles and triangles;
- cleaning up the wooden blocks and placing them on the correct shelf by matching the shape of the block to the paper shape on the shelf;
- pointing to all the objects in the room that look like circles;
- beginning to identify and label shapes in their environment:
- · making symmetrical designs with shape blocks.

### 2. Shows understanding of several positional words.

Three-year-olds tend to describe things in relation to their own position in space, but show understanding of common positional words when asked to place objects

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on top of or below something, or when asked to point to the bottom, or to indicate up and down. They can understand such positional words as "over," "under," "above," "on," and "next to." They show awareness of position by:

- putting their hands over their heads in response to a recorded movement song;
- finding the scotch tape when told it is on the art shelf next to the paper;
- noticing that they are standing in front of a classmate in a line or beside a classmate in the circle;
- correctly using positional words as they work, play, and perform routine tasks;
- placing their leg braces next to their mats at rest time when the teacher asks them to do so;
- commenting that the farm animal is on or in the box.

### **E. MEASUREMENT**

## 1. Shows understanding of some comparative words. H.S.13

Words describing size are used frequently in everyday conversation (for example, "big," "little," "tall," "short," "long"). Three-year-olds are beginning to experiment with measurement concepts when they describe people and objects by:

• observing that the shell on the science table is very big;

- standing next to a classmate and observing that he is "taller than me";
- making a line of blocks and commenting that this road is "the longest one in the world";
- using measurement words when describing things to peers or the teacher (for example, talking about how long the bead necklace is, or announcing, "My block building is the biggest.").

### 2. Participates in measuring activities.

Three-year-olds enjoy using cups and measuring spoons in the dramatic play corner and are just beginning to understand the teacher's use of measuring cups for a cooking project. Children this age show awareness of measuring activities by:

- making sure that only one pinch of food goes into the fish tank;
- filling the big bottle in the water table with many small cups of water;
- pretending to measure the length of a road of blocks with a tape measure;
- finding the cup, and with the teacher's help,
   measuring one cup of flour for the play dough recipe;
- playing with a balance scale, pretending to weigh their dolls on a human scale, or using measuring cups and spoons at the sand table.

### Head Start Performance Standards

**H.S.13:** Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

### **SUBDOMAIN V.B.: SCIENTIFIC THINKING**

### A. INQUIRY

**Head Start Performance** 

**H.S.13:** Sec. 1304.21

childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-

**Education and early** 

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

**Standards** 

## 1. Uses senses to observe and explore classroom materials and natural phenomena. H.S.13

Three-year-olds are very curious. They naturally explore and study most common objects and living things. They will study an ant crawling on the sidewalk or an interesting twig they find lying on the ground. They are more apt to express their wonder about the world by commenting about their observations than by asking meaningful questions. Examples include:

- looking at pine cones and pointing out every detail they see or feel (such as the points and the sticky stuff);
- listening to the call of a bird and asking a friend or teacher to listen as well:
- noticing a bulb stalk grow taller each day, and wondering what the "fat ball" on top will become;
- trying to guess the identity of objects from their smell;
- observing the gerbil and saying how funny his mouth looks when he eats;
- wondering where bubbles come from when water is shaken in a plastic jar or tube;
- listening to an audio tape of sounds and guessing what the sounds are (for example, running water or an airplane);

touching wet sand and commenting on how cold it feels.

## 2. Begins to use simple tools and equipment for investigation.

Three-year-olds do not have much experience focusing on specific characteristics of objects. Tools (magnifiers, lenses, and eyedroppers) can help them attend to a particular object or specific aspects of an object. Children need time to manipulate tools before they are taught how to use them. Examples of children using tools for investigation include:

- looking at a variety of objects through a large magnifying glass embedded in a tripod;
- using an egg beater to whip up bubbles in the water table;
- looking at various objects through a hand lens;
- using an eyedropper to drop food coloring into water;
- pumping water out of a liquid soap container or a baster;
- repeatedly making a water wheel spin around at the water table.

### 3. Makes comparisons among objects.

Three-year-olds enjoy calling attention to details and exploring, with adult support, the ways in which things are alike or different. They comment on what they see, but need to be given words to describe more accurately what they are observing. Examples include:

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- examining a shell collection and responding to requests such as, "Find some more pink ones" or "Show me a shell that isn't smooth";
- looking at pictures of bugs in a book and observing that some of them have wings and some of them do not;
- floating and sinking various objects in the water table;
- observing differences among the birds in the yard or at the feeder;
- telling whether the sounds made by rhythm instruments are the same or different.

- one, too";
- imitating a deaf child's sign language and actually learning some signs;
- discussing food preferences with other children;
- asking about the different words Chinese- or Spanish-speaking classmates use when describing stories or events;
- noticing common physical attributes, such as two eyes, one nose, and two ears;
- announcing that they are girls, "and Kevin and Isaiah are boys."

### **SUBDOMAIN V.C.: SOCIAL STUDIES**

### A. PEOPLE, PAST AND PRESENT

1. Begins to recognize own physical characteristics and those of others. H.S.13

For 3-year-olds, understanding culture begins with understanding themselves and their families. Three-year-olds combine their developing expertise in language with observations of themselves and those around them. They begin to identify their own physical attributes and point out—often in loud, clear language—the attributes of others. Children show growing awareness by:

- talking about details of similarity and difference, such as hair color and style;
- naming all the girls in the class, and adding, "and I'm

#### **B. HUMAN INTERDEPENDENCE**

1. Begins to understand family structures and roles. H.S.11

As 3-year-olds engage in role-playing, they come to understand their own life experiences and learn about the roles of their family members. This understanding develops through concrete exploration during dramatic play, informal conversations, and "trying things out." Examples of how they explore roles include:

- pretending to nurture a doll by feeding and talking to it;
- adopting the roles of different family members when playing with other children in the dramatic play area;
- telling someone about a family routine, such as

### Head Start Performance Standards

**H.S.13:** Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

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)

- saying, "My uncle takes me for walks after supper";
- telling a classmate, "My big sister reads to me," and being amazed that the classmate does not have an older sister, but that the baby sitter reads stories to him instead;
- bringing in a family photo and "introducing" each family member to the class.

### 2. Describes some jobs that people do.

**Head Start Performance** 

**H.S.11:** Sec. 1304.21

childhood development.

(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv);

**Education and early** 

1304.21(a)(1)(i)-

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

**Standards** 

Employment is still a rather abstract idea for most 3-year-olds, as are the roles adult family members fill in their workplaces. They may be able to name a parent's job (nurse, plumber, farmer), but may not know what parents actually do at those jobs. However, visiting a grocery store, going to the library, or watching a bridge repair crew at work help 3-year-olds learn about the world of work. Children show their growing awareness of their community by:

- pretending to be a grocery store clerk in dramatic play;
- requesting a hard hat so that they can "fix" the pretend road made of blocks;
- looking at the picture book about someone going to the shoe store or the bakery;
- · describing a visit to a parent's workplace;
- grabbing a briefcase in dramatic play and saying,
   "Goodbye. I'm going to work," then simply wandering around the classroom.

#### C. CITIZENSHIP AND GOVERNMENT

### 1. Shows awareness of group rules. H.S.11

At 3, children are beginning to learn about how to behave in groups. They do not yet understand the reasons for rules. Although they might be able to repeat rules, they cannot follow them consistently without adult help. Showing a beginning awareness of rules includes:

- chanting that it's time to clean up while continuing to play;
- riding a tricycle only in the specified area of the playground;
- waiting patiently with coat and hat on because the rule is that everyone needs to be ready before anyone goes outside;
- participating in word and song games that have rules (for example, *Ring Around the Rosie*);
- verbalizing that there is no hitting other people in this classroom because hitting hurts;
- participating actively in class clean-up time.

### D. PEOPLE AND WHERE THEY LIVE

### 1. Shows beginning awareness of their environment. H.S.11

Three-year-olds show awareness of their environment by first noticing features of their homes and other familiar places. Over time, their curiosity about place extends to their neighborhoods. They comment on

changes and inquire about unfamiliar items. With guided observations from adults, 3-year-olds can become aware that sometimes people do things that affect the environment in a negative way. Leaving too many toys on the rug, for example, makes it difficult to have circle time. These preschoolers show their awareness of the environment by:

- helping to bring in playground toys so they will not get wet if it rains;
- explaining to a classmate, "We have to pick up the paper from the floor and throw it in the trash basket";
- telling the teacher about the water flowing over the road on the way to school;
- helping to wipe off the table after a painting project
   "to make it all clean";
- discussing ways their families help keep their neighborhood clean or safe;
- helping to take cans, bottles, and paper to the recycling center.

### SUBDOMAIN V.D.: THE ARTS

**Head Start Performance** 

H.S.13: Sec. 1304.21

**Education and early** 

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

childhood development.

1304.21(a)(1)(i)-(v)(4)(i)-

**Standards** 

### **A. EXPRESSION AND REPRESENTATION**

1. Uses a variety of art materials for tactile experience and exploration. H.S.13

Three-year-olds enjoy the flexibility and control that

comes with using the wide range of art materials available in the classroom. Many children like being "messy" in a controlled situation, while others work hard to keep clean. At this age, their motivations are exploration, pleasure, and discovery, not the end products that might result from their efforts. Examples of their efforts include:

- trying one medium many times in order to experience its properties in depth (such as painting at the easel several days in a row, using several colors, or covering the whole paper with paint);
- constructing a flat structure with unit blocks,
   randomly exchanging pieces until they feel satisfied;
- punching, patting, rolling, squishing, and flattening play dough;
- using a variety of drawing materials, such as markers, pencils, chalk, and crayons;
- messing about with finger paint or colored shaving cream, making many different swirls and dabs;
- dribbling glue on the paper, and watching it drip, flow, and spread out.

### 2. Participates in group music experiences.

Three-year-olds eagerly participate in large and small group music activities. They can carry a simple tune and remember some words to songs and finger plays. They can participate in rhythm bands, but have trouble integrating several

activities at once, such as singing and playing a rhythm instrument simultaneously. Their participation includes:

- joining in songs during circle time, engaging in a song's hand motions, and remembering the words to an oft-repeated song;
- suggesting words for open-ended songs, such as Aiken Drum, or suggesting animals for Old MacDonald;
- galloping or marching in time to the music, slowing down or speeding up when the rhythm changes;
- asking to sing a particular song at circle time;
- trying different ways to make sounds with triangles or cymbals;
- using rhythm sticks, drums, or tambourines in time to the music.

## 3. Participates in creative movement, dance, and drama.

Three-year-olds enjoy moving, playing, and creating with their bodies. They are ready to use dance and other movement to express feelings that would be difficult for them to express verbally. They experiment with creative ways to move and take on roles that enable them to act out very simple stories. Examples include:

- crawling, "flying," walking on tip toe, or performing almost any other imaginative movement in response to music;
- · acting out how they fell off the tricycle while going

very fast around a corner on the playground;

- using scarves in a free movement, floating them overhead or twirling them around;
- galloping, twirling, bending, and stretching to music;
- · imitating animals such as butterflies or elephants;
- responding with bodily, facial, and arm movements to the moods and rhythms of different types of music.

### **B. UNDERSTANDING AND APPRECIATION**

### 1. Responds to artistic creations or events. H.S.11

Three-year-olds begin to appreciate the artistic expressions of other people, although this often requires modeling and encouragement from adults. They may watch other children creating or may attend a short children's theater or musical presentation. They show their emerging appreciation by:

- copying the dance steps of a classmate during creative movement;
- humming or moving to the rhythm of recorded music played during a quiet time;
- listening attentively at a children's concert;
- watching as classmates enact a short story or poem;
- copying the play dough cake a classmate made;
- showing sustained interest in a presentation by a puppeteer or actor.

### Head Start Performance Standards

**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)

## Motor Development

## 3-Year-Olds

#### 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

### Head Start Performance Standards

**H.S.14:** Sec. 1304.21 Education and early childhood development. 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)

## Motor Development

## 3-Year-Olds

them apart;

- tearing a piece of tape off the tape dispenser (but often getting the tape stuck together in the process);
- putting Duplos, Legos, or Bristle Blocks together and taking them apart;
- experimenting with the use of scissors;
- placing pegs into the peg board and then removing them to see how they fit and whether all the holes can be filled.

### 2. Uses eye-hand coordination to perform simple tasks.

Developing eye-hand coordination is challenging for 3-year-olds. Although they are just beginning to learn how to manipulate scissors, they can build with blocks, complete simple puzzles, and string beads. They learn to combine their fine motor and perceptual abilities when they play and work with manipulatives in the classroom. Examples include:

- turning a puzzle piece several different ways to find the right fit;
- building a tall tower, 8 to 10 blocks high;
- rejecting puzzle pieces that don't fit, rather than trying to pound them in;
- making patterns in the sand with their fingers and tracks with toy cars;
- experimenting with making "bridges" and "houses,"
   and other real-life structures out of 1-inch cubes.

### 3. Explores the use of various drawing and art tools.

This is the age when children first experiment with drawing implements and other art tools. As a result of these explorations, they develop the control from which writing skills eventually emerge. They use many different grasps, both hands, and even whole arms as they practice. Examples of experimentation include:

- using different drawing tools, such as crayons, markers, and chalk;
- experimenting with sponges, brushes, Q-tips, and other tools for painting lines and shapes;
- painting at the easel, trying big and small brushes and different strokes, all the while watching the effect of their hand and arm movements;
- sprinkling glitter on lines of glue or pasting many felt shapes on top of each other;
- swirling finger paint around and noticing the way patterns appear and disappear.