

## **Skills Emphasized in our Three Year Old Classrooms**

- Recognize colors, shapes and sizes
- Recognize upper and lower case alphabet
- Music – Circle time and throughout the day
- Large Motor Skills – Running, jumping, galloping, riding a tricycle, catching a ball, and balancing; outdoor activities allow for exploration of new environment and gives them opportunities to express themselves freely and loudly
- Self-help skills – Working on newly developed self-help skills which includes dressing and undressing, pouring milk, setting the table, washing hands, and helping to pick up toys
- Parallel Play - Playing by themselves, next to other children or with one or two other children; three year olds are not comfortable with much group participation until 2<sup>nd</sup> semester
- Fine Motor Skills – Pegboards, puzzles, beads to string, painting, basic cutting with scissors, etc.
- Language and Literacy Skills – Listening to stories and poems, participation in dramatic play and other experiences requiring communication; talking informally with other children and adults; experimenting with writing by drawing, tracing, and copying

### **How this is implemented:**

Children will select their own activities from among a variety of learning areas the teacher prepares; science, math, games, puzzles, books, art, music, etc.

Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.

## **Skills Enhanced in our Four Year Old Classrooms**

- Fine Motor Skills – Pegboards, puzzles, painting, detailed cutting with scissors, etc.
- Functional Aspects of Written Language – Recognizes and writes upper and lower case alphabet. Recognizes meaningful words, writes own name and other simple words. Provides a print-rich environment that stimulates the development of language and literacy skills in a meaningful context
- Language and Literacy Skills – Listening to and reading stories and poems, dictating stories, seeing classroom charts and other print in use, participation in dramatic play and other experiences requiring communication; talking informally with other children and adults; experimenting with writing by drawing, copying, and inventing their own spelling
- Basic math concepts and problem-solving
- Combine ideas into more complex relations (one-on-one correspondence) and growing memory capacity
- Concentration – Focusing for longer periods of time and joining larger groups
- Math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure with sand, water or other ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sing and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe
- Art – Easel, finger painting, clay, etc.
- Music – Circle time and throughout the day
- Large Motor Skills – Running, jumping and balancing; outdoor activities allow for exploration of new environment and gives them opportunities to express themselves freely and loudly

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