

GOALS AND OBJECTIVES FOR 3-YEAR OLDS

SOCIAL AND EMOTIONAL SKILLS

1. Children will learn to make the transition from home to school with confidence and to transition with ease during class time.

A. Teachers will develop a positive, loving relationship with the child before school begins at the school visit, at orientation, and during the classroom time.

B. Teachers will allow children to bring something from home to school and school to home to make that connection.

C. Teachers will give reminders and cues about changes during the day and may choose to use a picture board to help children through these changes.

D. Teachers will guide children with patience, kindness, respect, and gentle touches.

2. Children will develop self-help skills.

A. Eat with little assistance.

B. Take care of toileting needs.

C. Put on and take off garments.

D. Manipulate zippers, buttons, and other fasteners.

E. Care for own possessions (backpack, coat, etc.).

F. Manage lunch or snack (including spreading with an object).

G. Pour from one container to another.

H. Help clean up after play.

3. Children will develop social play through the year from solitary to parallel to interactive play with peers.

A. Dramatic play centers will be varied and inviting.

B. Some story time will be dedicated to helping children learn appropriate social skills.

C. Children will be encouraged to work together by making play and art areas suitable for children to work side by side.

D. Teachers will use name games and description games to encourage children to learn about each other.

E. Teachers will use games and movement activities such as partner dancing to promote social behavior as the year progresses.

4. Children will learn appropriate ways to interact with peers.

A. Teachers will model appropriate behavior, language, and strategies to use in negotiating conflict.

B. Teachers will validate the feelings of all children and allow them to suggest how to solve various problems. Teachers will also model and teach problem solving skills.

C. Teachers will use songs and stories to reinforce the concept of accepting others and kindness towards others.

5. Children will learn and use appropriate social behaviors.

- A. Play in a non-aggressive manner.
- B. Initiate interactions with peers (verbally, touching/pointing; no hitting, shouting, or pushing).
- C. Respect the property of self and others.
- D. Use polite terms or manners at appropriate times: (*hi, good-bye, thank you, please, you're welcome, and excuse me*).
- E. Take turns.
- F. Participate in group activities (including games).
- G. Engage in make-believe.
- H. Use appropriate expression to indicate feelings.
- I. Show awareness of the feelings of others.
- J. Exhibit impulse control and self-regulation.

6. Children will demonstrate appropriate classroom behaviors.

- A. Attempt/explore new interests and/or centers.
- B. Seek assistance in solving own problems.
- C. Attempt to solve own problems.
- D. Handle transitions well.
- E. Stay with one activity for at least five (5) minutes.
- F. Show confidence in dealing with separation from family.
- G. Help adults with simple tasks (when asked).
- H. Show pride in performance or products created.
- I. Express choice and then follow through on the choice made.
- J. Respond to adult supervision.

7. Children will learn to be independent and self-motivated.

- A. Teachers will instruct and encourage children how to hang up their own artwork.
- B. Teachers will instruct and encourage children to manage their own clothing.
- C. Teachers will encourage children to be responsible for putting artwork, clothing, etc. in their cubbies.
- D. Teachers will give children space to explore their world with hand-on activities, make their own mistakes, and come up with solutions to those mistakes.
- E. Teachers will validate their work and effort.

FINE AND GROSS MOTOR SKILLS

1. Children will learn to use a thumb and forefinger grasp.

- A. Tongs and tweezers will be available with various medium such as counting objects and cotton balls.
- B. Large pencils will be provided along with special grips to encourage proper pencil grasp.

2. Children will gain strength in large and small muscles.

- A. Teacher will provide a variety of dough for children to manipulate.
- B. Teacher will provide materials such as squeeze bottle glue and paint and spray water bottles.
- C. Teachers will encourage exercise and large motor movement activities.

3. Children will be proficient in using a tricycle and climbing apparatus.

A. Teachers will give instruction and encouragement.

4. Children will gain eye-hand coordination.

A. Teachers will provide plenty of art, stringing, and manipulative experiences.

B. Teachers will instruct children on the use and safety of scissors, then allow them to freely explore. As the year goes on, more instruction can be given.

C. Teacher will allow children to pour their own snacks.

D. Teacher will provide tactile tub experiences.

COGNITIVE SKILLS

1. Children will listen to stories and be able to discuss aspects of the story.

A. Teachers will provide story telling, book reading, and other literacy experiences daily.

B. Teachers will encourage children to comment or ask questions about literary experiences.

2. Children will focus on the teacher's message.

A. Make some eye contact.

B. Verbalize ideas with teacher prompts.

C. Make comments on the topic.

D. Focus attention on the speaker.

E. Behave respectfully when others speak.

F. Listen and respond appropriately when others speak.

3. Children will understand what is heard.

A. Listen and make choices.

B. Give physical response to indicate understanding (e.g., hands up).

C. Answer who, what, when, where, why questions.

4. Children will follow oral directions.

A. Listen and follow simple two-step directions.

B. Ask for help when needed.

5. Children will recognize their name and some letters and sounds. Children will begin to understand that letters form words.

A. Names are written on cubbies, helper charts, "look who's here" boards, and on artwork.

B. Teachers will post the written word in several places including labeling objects.

C. Ask children questions and write down their answers.

D. Use charts and graphs.

6. Children will know primary and secondary colors.

A. Talk about their use of colors as they do artwork.

B. Teachers will plan days with several color activities such as having children bring in a colored object from home on a color day.

C. Teachers will provide color matching and sorting activities.

7. Children will master counting to 5 and begin learning one-to-one correspondence.

A. Provide manipulative games that reinforce the concept.

B. Have a cup helper who places one cup on one napkin for snack.

C. Teach fingerplays and songs that involve numbers and counting using concrete

objects (example: flannelboard).

8. Children will understand concepts such as same/different, soft/hard, top/bottom.

A. Teacher will provide stories, songs, fingerplays, and games that reinforce these concepts.

B. Teacher will use these concepts in everyday situations such as asking where a child wants their name on artwork: "Do you want it at the top or bottom?"

9. Children will be able to follow two-step directions.

A. Teacher will give simple directions and follow through with the child.

LANGUAGE SKILLS

1. Child will talk in short sentences and be understood most of the time.

A. Teacher will talk to children about their immediate world and take the time to listen to students and ask questions, encouraging their use of language.

B. Teacher will use nursery rhymes and fingerplays to encourage the use of language, increase vocabulary, and gain rhythm.

C. Teacher will model the love of music through rhythm, movement, and singing activities.

D. Teacher will note any problems with articulation and language comprehension and relate them to the director and parents at the appropriate time.

2. Children will use language to meet their needs.

A. Teacher will model correct ways for children to ask for what they need.

B. Teacher will listen to children's requests and respond with flexibility.

3. Children will use language as a social tool.

A. Teacher will model ways to use language as a social tool with peers.

B. Teacher will ask questions of students, allowing them to contribute to problem solving within the classroom.

SUB GOALS TO BE INCLUDED IN CLASSROOM CURRICULUM:

WRITING SKILLS

1. Children will begin to organize and focus on writing.

A. Begin to participate in pre-writing activities as a group - brainstorming, discussions, and listing.

B. Follow directions for using paper when drawing, printing, pasting, etc.

2. Children will begin to dictate brief sentences.

A. Dictate information about pictures they have drawn, colored, or painted.

B. Dictate simple stories, notes, cards, and letters.

C. Write scribbles and some letters to tell about experiences or stories.

MATHEMATICS

1. Children will begin to explore numbers to 20.

A. Begin to count to 20.

B. Begin to identify numerals 1-10.

C. Begin to use ordinal numbers (first, second, last).

2. Children will begin to understand the relationship between numbers and quantities.

- A. Using objects begin to count, recognize, represent, name, and order numbers to 10.

SCIENCE

1. Children will begin to learn about the earth (earth science).

- A. Begin to identify and recognize the seasons.
- B. Identify weather daily.
- C. Begin to identify how weather changes affect plants, animals, and people.
- D. Begin to recognize mountains, rivers, oceans, deserts, and some local landforms.
- E. Begin to identify some earth resources used in everyday life and ways to conserve these resources.

2. Children will learn and begin to communicate about the natural world (natural science).

- A. Begin to use the five senses to observe common objects and gather information.
- B. Begin to describe properties of common objects (e.g., hard/soft, rough/smooth).
- C. Begin to use science vocabulary encountered during classroom discussions.

HISTORY/SOCIAL SCIENCE

1. Children will begin to recognize that people come from various backgrounds and cultures.

- A. Begin to recognize the similarities between people from different cultures.

2. Children will begin to understand the relationships between place and location.

- A. Begin to explore maps.
- B. Begin to determine locations (e.g., left/right and behind/in front of).
- C. Begin to identify basic traffic symbols.
- D. Begin to identify various locations at school and jobs that some of the people do.

Adapted from the California Pre-K Standards