

Objectives for 3-Year-Olds

Social/Emotional Development

- adjust to coming and going to school
- learn to transfer trust from parents to teachers during the school day
- play independently in centers
- react positively to classroom routines
- respond appropriately to the teacher's oral directions
- begin to play cooperatively with other children
- begin to share toys fairly willingly for longer periods of time
- enjoy the challenges of school and look forward to coming
- show a willingness to please adults

Cognitive Development

- enjoy learning through all five senses
- show a natural curiosity and a willingness to learn about new things
- begin to ask questions, such as "who, what, where, when, and why?"
- enjoy looking at and listening to books
- know the names of all the children in the class, as well as his teachers
- know his/her first and last name, sex, and age
- understand the concept of waiting his/her turn and being able to wait a reasonable time
- understand the concept of time
- master self-help skills
- identify what is missing from a picture
- act out familiar everyday activities and role-play
- pair related objects
- begin to understand the concept of things in sequence or order
- draw a person with facial parts and stick arms and legs

Language Development

- engage in conversation with teachers and peers
- use I, you, me, he and she correctly
- enjoy fingerplays, rhymes, and songs
- describe what he/she sees in picture books, with correct words for most objects
- follow oral directions given by teachers
- listen and participate in circle time for 10 to 15 minutes

- have a vocabulary that has enlarged such that the child speaks in sentences that are understood by adults, often with 4 or 5 words, or more
- communicate with friends in a manner in which he/she is understood
- retell simple stories, but tend to focus on favorite parts
- be exposed to alphabet recognition
- be exposed to sounds and phonemic awareness
- be exposed to books to develop literacy
- recognize the difference between loud and soft voices
- understand opposites
- pronounce words fairly well, although some articulation difficulties may still be evident
- be able to name all his body parts, including head, arms, legs, feet, shoulders, fingers, hands, hair, eyes, nose, mouth, teeth, ears, stomach, and bottom
- be able to name all the things regularly found in the classroom
- recognize his/her printed first name

Math Development

- rote count to ten easily
- have one-to-one correspondence up to three or higher
- differentiate between big/little, and more/less
- sort objects at least into two different categories, such as color, size, etc.
- point to and label squares, circles, triangles, and rectangles
- recognize the numbers 1-5
- recognize and name all of the basic colors
- copy simple patterns of blocks or beads when given the model
- match sets up to five
- distinguish puzzle pieces

Science Development

- be aware of the changes in the weather and be able to distinguish these on the classroom weather chart
- understand that there are many kinds of animals
- understand that plants grow in soil, from seeds
- understand that ice comes from water
- show a natural curiosity for things found in nature and understand that trees, grass, flowers, bugs, etc., are a part of our world
- understands that animals start out as babies and then grow into full-grown animals

- understand the concept of night/day

Gross Motor Development

- walk and run well, without assistance
- walk up and down stairs with alternating feet, while holding onto a rail or teacher's hand
- pedal a tricycle easily
- stand on one foot, although unsteadily
- jump on both feet three or four times in a row
- throw and catch bean bags and balls up to five feet away
- climb unassisted on playground equipment
- roll a large ball to a target

Fine Motor Development

- enjoy painting, coloring, and free drawing with various mediums
- hold a crayon or pencil with fingers instead of a fist
- tear paper and wad paper easily
- use scissors, but still have difficulty cutting precisely on the lines
- be able to place large pegs into pegboards; string beads, and build block towers
- draw some shapes, such as a circle
- draw common objects, such as a house, self
- unbutton and zip skillfully, but button less skillfully
- use glue and paste
- use clay and playdough
- enjoy and have success using Legos, Bristle Blocks, and other manipulatives
- copy horizontal lines, vertical lines, circles, and crosses
- color, but not within the lines

Music Appreciation

- clap and move freely to music
- participate in music class and show appreciation for music
- sing songs and simple tunes
- listen to and follow the music teacher's simple directions
- take care of music equipment, showing respect
- be able to stay within a small area, such as a carpet square or spot