



Klein Weekday Ministries

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Objectives for 3 Year Olds

Social/emotional Development

The child will . . .

- adjust to coming to school.
- transfer trust from parents to teachers.
- play independently in centers.
- react positively to classroom routines, such as leaving the room for music, motor, playground and chapel.
- respond positively to 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

The child will . . .

- 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 first and last name, sex and age.
- understand the concept of waiting his turn and be able to wait a reasonable time for his turn.
- understand the concept of time (today is a school day, later we will go to music, in a little while we will paint).
- master self – help skills, such as putting on and taking off coat, washing hands, pouring water (with some spills), cleaning up after himself, using the toilet unassisted.
- recall at least three objects that are presented.
- identify what is missing from a picture.
- act out familiar everyday activities and role play these activities.
- recognize what does not belong in a group of at least three pictures.
- 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

The child will . . .

- engage in conversation with teachers and peers.
- use I, you, me, he and she correctly.
- enjoy fingerplays, rhymes, and songs, and remember the movements, as well as the words, if they are short.
- describe what he sees in picture books, with correct words for most objects. . follow oral directions given by teachers.
- attend and listen 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 is understood.
- retell simple stories, but tend to focus on favorite parts.
- be exposed to a print – rich environment.
- 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 voice.
- understand opposites, such as up/down, open/closed, stop/go, happy/sad, fast/slow, hot/cold.
- pronounce words fairly well, although some articulation difficulties may still be evident.
- will add an “s” to make plural naturally and understand that the new word means more than one.
- 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 printed first name.

Math Development

The child will . . .

- rote count to ten easily.
- have one - to - one correspondence up to three or higher.
- differentiate between big/little, more/less.
- tell how many, at least to three, without counting.
- sort objects at least into two different categories, such as color, size, etc.
- point to and label square, circle, triangle, rectangle.
- recognize the numbers 1-5, at a minimum.
- 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

The child will . . .

- be aware of the changes in the weather, such as sunny/cloudy, cold/warm, rainy/dry, 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, and that they have leaves.
- 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.
- have the concept of night/day.

Gross Motor Development

The child will . . .

- 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.
- be able to stay within a small area, such as a carpet square, and understand where his space ends and another person begins.

Fine Motor Development

The child will . . .

- enjoy painting, coloring, and free drawing with various mediums.
- hold a crayon or pencil with fingers instead of 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, 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, with help.
- use clay and playdough, making balls and snakes.
- lace following a sequence of holes.
- 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

The child will . . .

- clap to music and move freely to music.
- participate in music class and show appreciation for music.
- sing songs, simple tunes.
- listen to music teacher's simple directions.
- take care of music equipment, showing respect.