

## Goals for 3-Year-Olds

1. Literacy
  - a. Oral Language and Vocabulary
    - i. Listen attentively to teacher and follow 1-2 step directions.
    - ii. Listen attentively to daily read-alouds.
    - iii. Use sentences in simple conversation.
    - iv. Learn simple rhymes, songs, and/or fingerplays.
  - b. Reading/Alphabet Knowledge
    - i. Explore rhyming words.
    - ii. Begin to identify beginning sounds of words/letters.
    - iii. Begin to relate spoken word to written word by observing the teacher tracking print.
    - iv. Begin to identify letters. Students should be exposed to both uppercase and lowercase letters.
    - v. Begin to identify parts of a book (cover vs. pages) and turn the pages of a book from front to back.
  - c. Writing
    - i. Begin to trace uppercase letters.
    - ii. Begin to recognize first name in writing.
    - iii. Draw pictures and give dictations about the pictures to convey meaning or tell a story.
2. Math
  - a. Number Sense
    - i. Count to 10 orally.
    - ii. Count 5 objects showing one-to-one correspondence by touching each object while counting.
    - iii. Explore the concept of more/less through songs, rhymes, and play.
  - b. Measurement/Graphing
    - i. Explore the concept of big/little, long/short.
    - ii. Use measurement tools such as measuring cups in a play setting.
    - iii. Provide data for a teacher-created graph, such as a daily weather graph.
  - c. Shapes and Patterns
    - i. Identify and match 2-dimensional shapes (circle, triangle, rectangle, square, etc.)
    - ii. Use positional words (beside, above, below, under, over, top, bottom.)
    - iii. Explore ABAB patterns.
    - iv. Sort objects into two categories.
3. Science
  - a. Scientific Explorations
    - i. Participate in play-based scientific explorations where children use the 5 senses to observe and explore the following areas:
      1. Force, Motion, and Energy
      2. Matter

3. Living Things (Animals, People, Plants) and The Environment (Seasons, Weather, Nature)
4. Social Studies
  - a. Citizenship
    - i. Cooperate with others.
    - ii. Follow class rules.
    - iii. Participate in whole-class and small-group activities and discussions.
  - b. All About Me and My Family
    - i. Begin to understand that people are alike and different.
    - ii. Demonstrate knowledge of full name and age.
    - iii. Recognize that you are a part of a family.
    - iv. Discuss how children have grown since they were babies.
  - c. My Community
    - i. Discuss that we are a part of a community.
    - ii. Identify community helpers (firefighters, police officers, doctors, teachers, etc.) and the jobs they do.
    - iii. Recognize that we can make choices.
5. Personal and Interpersonal Development
  - a. Self-Awareness
    - i. Begin to express emotions using words.
    - ii. Demonstrate increasing independence.
    - iii. Follow classroom procedures with teacher guidance.
    - iv. Demonstrate confidence in self and abilities.
  - b. Social Development
    - i. Identify emotions.
    - ii. Learn how to share in a play setting.
    - iii. Participate in group activities.
    - iv. Begin to resolve conflicts.
6. Physical Development
  - a. Gross Motor Skills
    - i. Climb on playground equipment.
    - ii. Pedal a tricycle.
    - iii. Jump with both feet.
    - iv. Begin to hop and stand on one foot.
    - v. Begin to catch a bounced ball.
  - b. Fine Motor Skills
    - i. Begin to use correct grasp with a crayon (use fingers instead of fist.)
    - ii. Copy lines, circles, and crosses.
    - iii. Use scissors.
    - iv. Begin to draw a person with body parts (ex. circle for head.)
    - v. Complete a puzzle with 4-6 pieces.
    - vi. Make balls and snakes with modeling dough or clay.