

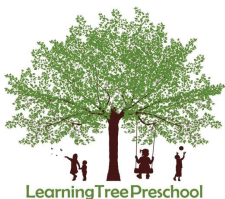
# READY TO LEARN?

**TRI-CITIES FAMILY YMCA  
LEARNING TREE PRESCHOOL**

# THREES CLASS



**WWW.TCFYMCA.ORG/LEARNINGTREE 616-842-7051 ext. 242**



## **THREE YEAR OLD CLASSROOM OBJECTIVES**

### Social-Emotional Development

- Comforts self by seeking out an object or special person.
- Is able to look at a situation differently or delay gratification.
- Accepts redirection from adults.
- Demonstrates confidence in meeting own needs.
- Manages separation without distress and engages with trusted adults.
- Demonstrates concern about the feeling of others.
- Uses successful strategies for entering groups.
- Plays with one or two preferred playmates.
- Takes turns.
- Seeks adult help to resolve social problems.

### Physical Development

- Moves purposefully from place to place with control.
- Sustains balance during simple movement experiences.
- Manipulates balls or similar objects with flexible body movements.
- Uses refined wrist and finger movements.
- Grips drawing and writing tools with whole hand but may use whole arm movements to make marks.

### Language Development

- Responds appropriately to specific vocabulary and simple statements, questions, and stories.
- Follows simple requests not accompanied by gestures.
- Describes and tells the use of many familiar items.
- Is understood by most people.
- Uses three- to four-word sentences; may omit some words or use some words incorrectly.
- Tells simple stories about objects, events, and people.
- Engages in conversations of at least three exchanges.
- Uses appropriate eye contact.
- Uses acceptable language and social rules while communicating with others.

### Cognitive Development

- Sustains interest in working on a task.
- Practices an activity many times until successful.
- Observes and imitates how other people solve problems.
- Explores and investigates ways to make something happen.
- Uses creativity and imagination during play and routine tasks.
- Recalls familiar people, places, objects and actions from the past.
- Remembers the sequence of personal routines and experiences.
- Places objects in two or more groups based on differences in a single characteristic.
- Draw or constructs, and then identifies what it is.
- Acts out familiar or imaginary scenarios.

### Literacy Development

- Fills in the missing rhyming word, generates rhyming words spontaneously.
- Sings songs and recites rhymes and refrains with repeating initial sounds.
- Hears and shows awareness of separate words in sentences.
- Recognizes and names a few letters in own name.
- Recognizes as many as 10 letters, especially those in own name.
- Identifies the sounds of a few letters.
- Orients book correctly, turns pages from front to back, recognizes familiar books by their covers.
- Shows an understanding that text is meaningful and can be read.
- Contributes particular language from the book at the appropriate time.
- Asks and answers questions about the text, refers to pictures.
- Pretends to read a familiar book, treating each page as a separate unit.
- Retells some events from a familiar story with adult prompting.
- Retells familiar stories, using pictures or props as prompts.
- Uses controlled linear scribbles.
- Uses mock letters or letter like forms.
- Begins to use letter strings.

### Mathematics Development

- Verbally counts to 10 and counts up to five objects accurately.
- Recognizes and names the number of items in a small set instantly.
- Recognizes and names a few numerals.
- Identifies numerals to 5 by name and connects each to counted objects.
- Follows simple directions related to proximity.
- Identifies a few basic shapes (circle, square, and triangle).
- Makes simple comparisons between two objects.
- Compares and orders a small set of objects as appropriate according to size.
- Know usual sequence of basic daily events and a few ordinal numbers.
- Copies simple repeating patterns.

*\*Adapted from The Creative Curriculum for Preschool, Volume 5, Objectives for Development and Learning.*