

GRACE FELLOWSHIP

**PRESCHOOL**

**THREE-YEAR-OLD  
CLASS  
Information  
Packet**



## **Grace Preschool – Domains of Early Childhood Development**

Fine Motor – Fine motor activities teach hand-eye coordination. These activities help children learn to precisely control the muscles in the hands. Tearing paper, cutting with scissors, using tweezers, painting and exposure to a variety of sensory activities all help build fine motor skills.

Language – This domain includes phonemic awareness, alphabet, oral and written language. Talking about events happening during the day, learning the alphabet and the sounds the letters produce are examples of language activities. Stress will be placed on the importance of reading to each child in addition to dramatic play, puppets, and theme-related activities.

Cognitive – Early math skills, cause-and-effect, and reasoning are focal points of this domain. Counting and patterning also help to improve cognitive development. A variety of activities will be used to ensure that all learning styles are emphasized.

Social/Emotional – Learning to “play” with others is a skill. We focus on children feeling safe, secure, and nurtured. Manners and using kind words will be stressed as well.

Gross Motor – This domain involves learning to use all the “big” muscles in our body. Crawling, walking, running, skipping, jumping, and climbing are all examples of gross motor activities. Music and movement classes in addition to outside play assist in accomplishing these skills.

Self-Help/Adaptive – Everything that a child needs to know to start being more independent is included in this domain. Learning to dress oneself, feed oneself, using the toilet, and participating in home/classroom overall success contribute toward independence and self-reward.

Spiritual and Moral – Teaching each child to love and obey God is the most important focus we have. Recognizing the differences between right and wrong will become second nature to each child if we simultaneously teach and model God’s love. Monthly Bible verses, weekly chapel lessons and daily reinforcement introduce God’s Word and love.

## Grace Preschool Three's Class

The General Objectives for Three-Year-Old Students are below. These are the objectives that your child will be exposed to this school year. They are in no way complete as each day brings a different focus and variety of activities. These objectives were written to help our staff become more unified, to provide ease in evaluating students, as a preparation for the upcoming school year and to keep you informed.

The philosophy behind the Grace Preschool curriculum continues to be that young children learn best by "playing". When children play, they are working. For them, play is both serious and necessary. It is one of the ways they learn and grow. Showing approval of children's creative efforts tends to encourage their creativity. We feel that it is important to communicate our respect for their attempts to express what is on their minds.

Encouraging children to discover that uniqueness and helping them develop its expression is primary in our overall approach to learning. We know that the time we spend building self-esteem, guiding behavior and providing a variety of experiences is a lifetime investment. Our goal is to help your child become an enthusiastic learner.

We appreciate the role you play in supporting your child's learning and we view you as your child's first and most important teacher. Our curriculum works best when teachers and parents work together.

### **THREE-YEAR-OLD CLASS OBJECTIVES**

**Social/Emotional Development** – Includes interaction with children and adult – from individual interaction to group participation.

The child will:

- \*make the adjustment from parents to teachers.
- \*begin to enjoy the challenge and routine of school and look forward to coming.
- \*interact with other children.
- \*play" independently in centers.
- \*follow adult directed routines/oral directions.
- \*share and take turns easily, for longer periods of time.
- \*require less and less adult attention.
- \*sacrifice his/her own wishes for the benefit of the group.
- \*verbalize his/her own ideas and listen to other children's ideas.
- \*have appropriate control over feelings, aggressiveness, and confidence.

**Self-reliance/Hygiene Skills** – Includes eating, dressing, bathing, toileting, independence, and responsibility.

The child will:

- \*take responsibility for self when eating, dressing, and washing (may need some help).
- \*notice when shirt/top is inside-out and attempt to correct.

- \*working on typically staying dry all night.
- \*undress without help.
- \*attempt to pour without spilling.
- \*put on shoes, but still needs help to tie.
- \*feed self well using fork and spoon.
- \*rest quietly at naptime but may not sleep.

**Gross Motor** – Includes walking, running, climbing, jumping, riding, balance and coordination.

The child will:

- \*walk and run well, without assistance.
- \*run around obstacles.
- \*push, pull, steer wheeled toys.
- \*climb unassisted on playground equipment.
- \*balance on one foot, steady, without support.
- \*throw and catch bean bags and balls.
- \*hop on one foot, without support.
- \*begin to skip.
- \*clap to music and move freely to music/adult directions.

**Expressive Language** – Expressive communication, from gestures and single words to complex language expression.

The child will:

- \*ask questions beginning with “why,” “when,” or “how.”
- \*put two sentences together with the words “and,” or “but.”
- \*talk about things that have happened in detail, describing a series of events.
- \*give reasons, using the word “because.”
- \*enjoy and be able to recite nursery rhymes, finger plays, and songs, remembering the words/movements.
- \*easily express his/her ideas in complete sentences, using good grammar.
- \*talk in long, complex sentences, ten words or longer.
- \*understand opposites such as up/down, open/closed, stop/go, happy/sad, fast/slow, hot/cold.
- \*recognize the letters of his/her name.
- \*understand “let’s pretend.”
- \*add “s” to make plurals and understand that the new word means more than one.
- \*be able to identify/name body parts.
- \*be exposed to daily language and listen/attend in circle time for 10-15 minutes.
- \*communicate with friends or themselves when playing alone.
- \*retell simple stories with vocabulary that increases with age/exposure.
- \*use pronouns correctly.
- \*try to read familiar books.
- \*match word to actions (“Bob is running...”).
- \*begin to ask about signs and their meaning (Stop, Yield, etc.).

## **Cognitive Development**

The child will:

- \*know first/last name, sex and age.
- \*learn through observing and imitating adult actions.
- \*comprehend concept of same/different.
- \*know the names of children and adults in his/her class.
- \*select and enjoy looking at and listening to books.
- \*understand the concept of time past and present (today, later, in a little while).
- \*recall objects or pictures that are presented.
- \*begin to ask the “W” questions – who, what, when, where, why.
- \*understand prepositions and use them in conversations.
- \*draw a recognizable picture.
- \*be aware of changes in the weather cycle.
- \*show a natural curiosity for nature and be able to express ideas related to this.
- \*understand and explain how plants grow.
- \*recognize and name all the primary colors.
- \*intentionally stack blocks or rings by size/order.
- \*become less and less distracted during circle time.
- \*be able to put together 5-10-piece puzzles.
- \*understand concepts of before/after and easy/hard.
- \*take turns in conversation, both talking and listening.
- \*talk about the “future” and what is going to happen.
- \*carry-out a series of 3-5 simple instructions.
- \*identify frequently heard sounds (siren, truck, train, etc.).

**Fine Motor** – Includes use of eyes and hands – from picking up objects to scribbling and drawing.

The child will:

- \*draw and copy a complete circle, common objects, and simple shapes.
- \*hold crayons or pencils with fingers not the fist.
- \*begin using scissors with proper handling and cut paper in half.
- \*tear and wad paper, easily.
- \*unbutton and zip skillfully, fasten snaps.
- \*roll and shape clay/play dough forms (snakes, balls, etc.).
- \*enjoy painting, coloring and free drawing using different forms of mediums.
- \*be able to lace following a sequence of holes.
- \*glue and paste with squeezable and stick glue but may need some help.
- \*be able to place pegs of different sizes in pegboards, string 10 beads, build 12 block towers, and utilize various forms of manipulatives.
- \*draw pictures of people that contain head, eyes, nose, mouth, legs and hands and be able to name the body parts.
- \*copy horizontal lines, vertical lines, circles, crosses and a few letters and numbers.

**Math Development/Numbers** – Knowledge of quantity and numbers from simple counting to solving simple arithmetic problems.

The child will:

- \*make comparisons between objects (bigger, heavier, longer, shorter, etc.).
- \*recite, recognize and identify numbers in order from 1-10.
- \*be able to sort objects into categories (by size, color, etc.)
- \*know how many fingers on each hand and toes on each foot.
- \*have one-to-one correspondence up to 10.
- \*match and count sets of various objects.

## THREE-YEAR-OLD MATH SKILLS

**September** – sorting, measuring, patterning, graphing, shorter/longer, identify how many fingers and toes

**October** – match and count sets, sorting, compare objects, recite numbers 1-10, sequence smallest to largest, demonstrate positional words, time intervals

**November** – match and count sets, patterning, measuring, sorting

**December** – number recognition, imitating pattern sounds and physical movements

**January** – sorting, match and count sets, imitating pattern sounds and physical movements, recite numbers 1-10, sequence smallest to largest, measuring

**February** – sorting, matching numbers, one to one correspondence to 10

**March** – one to one correspondence to 10, patterns, sorting, graphing

**April** – match and count sets, patterning, sequencing

**May** – measuring

## **BIBLE TEACHINGS THREE YEAR OLDS**

- September** -- God made the world and all things.  
Acts 17:24
- October** -- God made me.  
Psalm 139:14
- November** -- Give thanks to the Lord for He is good.  
Psalm 136:1
- December** -- God loved us and sent His son.  
John 3:16
- January** -- Sing to the Lord, bless His name.  
Psalm 96:2
- February** -- Love one another.  
1 John 4:7
- March** -- I am with you and will watch over you wherever you go.  
Genesis 28:15
- April** -- "Come, follow me," Jesus said.  
Matthew 4:19
- May** -- The Word of the Lord endures forever.  
1 Peter 1:25

(Paraphrased)

## Monthly “Color, Shape and Number” For All Age Levels

September--	Yellow	Circle	0, 1 and 2
October --	Orange	Square	3
November --	Brown/Black	Rectangle	4
December --	Red/Green	Oval	5
January --	White	Rhombus	6
February --	Pink	Heart	7
March --	Blue	Triangle	8
April --	Purple	Cross	9
May --	Review		

All classes will be exposed to the skills above, be able to recognize them and be able to show or explain how to “make” them.

In addition, 4’s and Transition:

Three dimensional shapes – Sphere, Cube, Cylinder and Cone