

3's and 4's Class

Literacy:

1. Oral language—comprehends and responds to books (answering questions about the book being read); tells stories about personal experiences; shows beginning phonological awareness (rhyming words/alliteration); speaks clearly enough to be understood by most listeners; uses expanded vocabulary and language for a variety of purposes; follows two-step directions (please wash your hands and get your placemat for snack)
2. Print concepts—book titles, turning pages from front to back, relation of text to pictures; appreciation for books; interest in letters and words
3. Alphabet—names of letters; saying the alphabet; recognizing letters in the environment
4. Writing—using scribbles and unconventional shapes to “write”, starting to write name with conventional letters; tracing letters or shapes?; proper grip on writing tool; represents ideas and stories through pictures, dictation, and play

Mathematics:

1. Numeracy—counting to 10 by rote; counting up to ten objects, recognizing numerals 1-10
2. Mathematical thinking—sorts/classifies objects by varying criteria (size, color, shape, use, where found, plant/animal, etc.) (variance by one attribute); shows understanding of several spatial relationships (on top of, under, next to, beneath, behind, etc.); constructs a sense of time through participation in daily routines; playful use of time/money concepts; measurement;
3. Geometry—identifies more geometric shapes (rectangle, diamond/rhombus, star)

Science: Continued exposure to materials; concepts of sink/float, growth, measurement; temperature, plants/animals, weather, time, movement, etc.; asking, “What would happen if...?”; recognizing own physical characteristics and those of others; seeing data recorded in charts, tables, graphs

Classroom skills: coming regularly to group time and sitting longer in group; takes turns with materials; begins to share; cleans up after activity time;

cleans up own dishes after snack; listens when others talk at group; helps to clean up own messes; awareness of group rules and environment; begins to use materials carefully; manages transitions with adult help; shows eagerness and curiosity as a learner; participates in group life of the class

Self-help skills: asking for food to be passed at the snack table, learning to wash hands independently

Fine-motor skills: holding scissors properly and starting to cut; art materials; more involved puzzles; using tongs at snack table

Large-motor skills: balance beam, hopping, playing with balls, scooters, hula hoops, somersaults, skipping, galloping, etc. Increased balance and control

Music/drama: More complex/longer songs; simple musical concepts (fast/slow, loud/soft, high/low); more independent dramatic play; creates props for dramatic play (blocks as telephones, or stethoscopes, etc.)

Art: projects to allow children to experience different types of media and free expression, building to more complicated projects

Social/emotional: names of more complex feelings (lonely, jealous, excited, etc.); shows empathy and caring for others; begins to use appropriate communication skills when expressing needs, wants and feelings; saying please/thank you/sorry/you are welcome; active participant in adult-led conflict resolution; begins to be able to negotiate/compromise; demonstrates growing self confidence and some self-direction; interacts with one or more children, begins to be able to share materials and engage in cooperative play; interacts with familiar adults

Temporal: The calendar: days of the week, days in the month, new year, seasons