



Curriculum Guide Three Year olds

The CDC establishes an early learning environment which stimulates a child's love of learning and curiosity in a warm, nurturing, supportive environment. Our teachers provide hands-on learning experiences which encourage children to feel safe and secure as they explore and experiment in their learning environment.

We are committed to providing a learning environment which encourages children to be curious, confident and competent. Children will learn to be self-reliant, observant and inquisitive, but most importantly, he/she will learn how to learn. Activities are balanced between structured and spontaneous and are designed to stimulate children's emotional, intellectual, physical, and social development. Self-esteem and self-control are developed through the use of positive guidance, respect for individuality, and appreciation of cultural diversity.

Our activities, equipment and materials are open ended with each child encouraged to work at his/her own ability level. Each child is accepted at his/her own level and encouraged to raise that level. Children are led to discover through open ended questioning to stimulate critical thinking and to illuminate ideas. Teachers have individualized expectations for each child in each curriculum area as we find that maturity levels vary from one developmental area to another. Teachers design a stimulating environment in which children can learn through exploration and discovery with teachers acting as facilitators.

Language Arts

Teachers will create an environment that:

- Is rich in materials and activities which encourage conversation, questioning, discussion, and vocabulary development
- Provides opportunities for child initiated conversation
- Provides opportunities for children to listen and be listened to
- Provides opportunities for children to tell and illustrate their own stories
- Provides opportunities for children to look at books and to be read to (in large groups, small groups and individually)
- Provides exposure to the written word through language experience stories, lists, and labeling
- Provides exposure to functional writing by having children deliver notes to neighboring teachers and await a response, leaving notes by the doorway to inform others that the class is going for a walk, and putting reminders of special events on bulletin boards, etc.
- Provides opportunities for children to sort and classify objects
- Provides opportunities for children to sequence and develop patterns
- Provides opportunities for children to learn to identify letters and numerals and to associate letters with the sounds they represent
- Provides opportunities for children to interpret photographs

Mathematics

Teachers will create an environment that:

- Provides opportunities for exploration with shape, size and spatial relations through block building
- Provides opportunities for rote counting
- Provides experience with one-to-one correspondence of objects (e.g., child sets table with one placemat for each chair, one cup for each placemat)
- Provides experience with one-to-one correspondence of number to object (e.g., child counts out four placemats to put on the table or fifteen cups for snack)
- Provides materials for ordering and seriation
- Encourages children to explore concepts of more than, less than, fewer than, same as, equal to, etc.
- Provides opportunities for identification of numerals
- Provides opportunities for identification of basic geometric shapes
- Provides opportunities for exploration of measurements: weight, volume, linear, time, etc.
- Provides opportunities for charting and graphing observations, preferences, etc.

Science

Teachers will utilize the natural environment to:

- Take walks to observe the abundance of plant and animal life in the environment
- Participate in PreK or LTE school wide activities that promote science and environmental awareness

Teachers will create an environment that:

- Provides opportunities to plant seeds, watch them germinate, and grow into plants
- Provides opportunities to care for plants and other living things
- Provides opportunities to explore what is alive and what isn't
- Provides opportunities to differentiate domesticated from wild animals
- Provides opportunities to differentiate animals that live on land from those that live in water
- Provides for exploration with sand, water, soil, rocks, seashells, etc.
- Provides opportunities to differentiate between topography of seashore and mountains
- Provides cooking experiences in which children can observe liquids change to solids, solids change to liquids, liquids change to vapor; children can measure ingredients and observe the change when wet and dry ingredients are mixed together
- Provides opportunities for exploration with color
- Provides opportunities for exploration with light and shadows
- Provides opportunities for exploration with simple machines
- Provides opportunities for weighing, measuring, comparing

Social Studies

The teacher will create an environment which:

- Is open, caring, respectful and accepting of each child at his/her individual level of development
- Provides opportunities for decision making
- Provides support in helping children to resolve their own conflicts

- Leads the child to an awareness of self and family and their similarities and differences with classmates and their families
- Encourages the acceptance of social responsibility: respecting the rights of others; listening to others; helping others; caring for equipment, plants and other living things
- Develops an awareness of varying cultures represented in the class
- Provides opportunities to explore some of the structures of society, such as cities, farms, various means of transportation, community

Physical Education

The teacher will create an environment which:

- Provides opportunities for large muscle development, upper and lower body strength and flexibility
- Enhances eye-hand coordination
- Enhances balance
- Encourages rhythm
- Provides for periods of at least fifteen minutes of continuous physical activity to encourage endurance and to obtain aerobic benefits to heart and lungs
- Encourages healthy eating habits
- Provides opportunities for the development of fine motor skills through work with small manipulative equipment and the tools of art and writing

Music and Movement

The teacher will create an environment that:

- Provides an opportunity to listen to a wide variety of music from their own and other cultures
- Provides opportunities to learn and to sing songs
- Encourages the development of rhythm and timing
- Provides opportunities to play rhythm instruments
- Provides opportunities to move in many different ways to music
- Provides opportunity to hear and recognize the sound of various musical instruments
- Provides opportunities to differentiate fast music from slow music
- Provides opportunities to differentiate high notes from low notes
- Provides opportunities to learn and participate in simple group dances
- Provides time to learn and participate in simple group dances
- Provides times for music to be used to calm and soothe

Art

The teacher will create an environment in which:

- Emphasis is on the product, not the end product
- Any instruction is on proper use of the materials, not on what to create with the materials
- Children are free to explore many art media; e.g., easel painting, finger painting, chalk, collages, montages, construction, sculpture, molding, crayons, markers, printing
- Children are given the opportunity to paint with various instruments; e.g., brushes of different sizes, cotton swabs, body parts (hands, fingers, feet, elbows), sponges, etc.

- Children are given the opportunity to print with various instruments; e.g., sponges, gadgets, wood blocks, stamps, etc.
- Children are given the opportunity to create collages and montages from various materials; e.g., fabrics, construction paper, corrugated paper, foil, cellophane, magazines, pictures, newspaper print, etc.
- Children are given the opportunity to create art from familiar substances; e.g., sand, seashells, pasta, leaves, pine cones, rice, etc.
- Children are given opportunities to create three-dimensional art; e.g., paper mache, folded paper, looped paper strips, junk collages, wire constructions, recycled materials, etc.
- Children are given opportunities to mix colors of paint to create secondary colors, shades and tints
- Children are given opportunities to draw, cut, paste and glue
- Children's art work is valued for the time and effort spent on it and treated with respect; i.e., handled with care, displayed attractively
- Children are exposed to work of famous artists