

# **Using the Mississippi Early Learning Guidelines: A Complete Curriculum for Three-Year-Olds**

## **Chapter 1. Understanding the Competencies and Objectives**



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# Chapter 1. Understanding the Competencies and Objectives

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## Introduction

The Mississippi Early Learning Guidelines give teachers and caregivers specific information about the learning goals that are age-appropriate for three-year-olds.

The guidelines include skills, or “competencies,” in five major areas: language, math and reasoning, scientific understanding, social and emotional development, and physical development.

For each skill or “competency,” the guidelines provide specific objectives that most three-year-olds should be able to meet, or master. In a high-quality early learning classroom or family child care home, the activities in this curriculum will give young children many opportunities to practice and master those skills – so that their teachers will meet the objectives of the Mississippi Early Learning Guidelines.

In this section, you will see how your classroom or family child care home and your schedule of activities can meet these important standards for teaching.

You can use the reproducible Checklist of Early Learning Objectives to record when individual children meet each specific objective.

## Language Skills

Children develop language skills by listening, by talking, by learning the sounds of letters, and by looking at books. All of these skills will help a child learn to read in school. Each of these skills has specific objectives that you can observe. Here are the Competencies and Objectives:

### **1.0 The child understands language and sounds.**

- 1.1 The child understands you and others when you speak to him/her.
- 1.2 The child pays attention when you read short stories, especially stories about him/her.
- 1.3 The child can name sounds heard in the classroom, on the playground, and in the school.
- 1.4 The child listens to music and plays with instruments.
- 1.5 The child can follow simple directions.

### **2.0 The child uses words that you can understand.**

- 2.1 The child uses more and more words that you can understand.
- 2.2 The child can name common objects and pictures.
- 2.3 The child uses words to describe what he/she is doing.
- 2.4 The child uses words to tell you how he/she feels and what he/she thinks.
- 2.5 The child uses words to tell you about something that happened.
- 2.6 The child is learning the rules of how sentences are structured.

### **3.0 The child is beginning to understand the sounds that letters make.**

- 3.1 The child can hear sound patterns and can repeat them.
- 3.2 The child can sing short songs and say simple rhymes.

### **4.0 The child is beginning to notice words in print in books.**

- 4.1 The child looks at the pictures in books and turns the pages.
- 4.2 The child can tell a story following the pictures in a book.

## Listening

### **1.0 The child understands language and sounds.**

#### **1.1 The child understands you and others when you speak to him/her. Talk often to the children.**

Tell them how to finish an activity, and see if they understand what you told them to do.

**1.2 The child pays attention when you read short stories, especially stories about him/her.**

Read at least 3 books every day to the children. Notice who is paying attention. Stop and ask them questions about the story as you read.

**1.3 The child can name sounds heard in the classroom, on the playground, and in the school.**

Go on listening walks on the playground by walking around and asking, "What do you hear?" In the classroom, talk about sounds that you hear (clock ticking, bell ringing) and ask the children to identify the sounds.

**1.4 The child listens to music and plays with instruments.**

Sing songs and play different kinds of music every day. Let the children play the instruments in the music center. Use instruments like rhythm sticks and bells in circle time.

**1.5 The child can follow simple directions.**

Give children simple directions, like "Hang up your coat on the coat hook," show them how to do it, and then let them try. Gradually add more steps, like, "Hang up your coat, then sit on the carpet."

**Talking**

**2.0 The child uses words that you can understand.**

**2.1 The child uses more and more words that you can understand.**

Talk to the children often to help them develop their vocabulary. Ask them to describe things to you and tell you about what they are doing when they are playing.

**2.2 The child can name common objects and pictures.**

Look at books with the children and say, "What do you see?" Let them name the objects in the pictures. Ask them to tell you what toys they are playing with when they are in learning centers.

**2.3 The child uses words to describe what he/she is doing.**

When children are in learning centers, say, "Tell me what you're doing today." Let them describe it to you.

**2.4 The child uses words to tell you how he/she feels and what he/she thinks.**

Talk to children how feelings like being happy and sad. Ask children how they feel. Answer children when they ask you, "Why?" questions.

- 2.5 The child uses words to tell you about something that happened.**  
Ask children to describe an event to you, like going to the store. See if they can tell you about it in the right order (we got a buggy, we put food in it, we paid for the food, and we took it home.)
- 2.6 The child is learning the rules of how sentences are structured.**  
Gently correct children when they use incorrect words, like saying, “I brushed my tooth.” Say to them, “I can see you brushed your teeth.”

### **Learning the Sounds of Letters**

- 3.0 The child is beginning to understand the sounds that letters make.**
- 3.1 The child can hear sound patterns and can repeat them.**  
Play a game with clapping and snapping. Clap your hands in a pattern (clap, clap) and ask the children to repeat what you did. Change the pattern each time (clap, snap, clap or clap, clap, snap, snap) and have them repeat it. Use a pattern with sounds such as De-Do De-Do Be-Bo Be-Bo and then ask the children to repeat the matching sound when the teacher says Be- (child would say Bo)
- 3.2 The child can sing short songs and say simple rhymes.**  
Sing songs and do fingerplays every day in circle time and during classroom routines. The children will learn them if you repeat them often. Sing “Row, Row, Row Your Boat” when children wash their hands.

### **Looking at Books**

- 4.0 The child is beginning to notice words in print in books.**
- 4.1 The child looks at the pictures in books and turns the pages.**  
Have books available in every learning center for the children to look at. Show them the cover of a book before you read it to them, and hold the book so that they can see you turn the pages. Name the parts of the book with the children-cover, pages, back. Talk about the person who wrote the book as the author.
- 4.2 The child can tell a story by following the pictures in a book.**  
Ask children to “read” a book to you by looking at the pictures and telling you the story. Help them to start on the left side of the page and move to the right in showing you the pictures.

# Math and Reasoning Skills

Children learn math skills by developing different abilities in their everyday lives. This includes understanding numbers, understanding patterns, comparing items, learning basic shapes, and learning the parts of the whole. These skills will help them do math in school. Here are the Competencies and Objectives:

## **1.0 The child is beginning to understand numbers.**

- 1.1 The child can match items that are the same and items that are almost the same.
- 1.2 The child can recite from 1 to 5 from memory.
- 1.3 The child can count a small number of items.

## **2.0 The child is beginning to understand patterns.**

- 2.1 The child can copy, make, and continue patterns that he/she hears, sees, and makes with his/her body.

## **3.0 The child is learning to compare and sort items.**

- 3.1 The child can tell the difference between the sizes of objects.
- 3.2 The child can group things together that are alike.
- 3.3 The child can put things in order from smallest to largest, or shortest to tallest.

## **4.0 The child is learning basic shapes.**

- 4.1 The child can recognize and name a square, triangle, circle, and rectangle.
- 4.2 The child can use words to tell you where things are.

## **5.0 The child is beginning to understand that whole objects can be divided into parts.**

- 5.1 The child can tell you what part of an object is missing.
- 5.2 The child understands that the whole remains the same when it is divided into parts.

## Understanding Numbers

### **1.0 The child is beginning to understand numbers.**

#### **1.1 The child can match items that are the same and items that are almost the same.**

- Put two pencils, two crayons, and two erasers in a box. Remove one pencil and say to the child, "I found a long yellow pencil in this box. Do you see anything else in this box that looks like a pencil?" See if they can find the other pencil. Talk with the child about the differences in the things in the box and what is the same about the items in the box. Help the child to use words that describe each

item –like the color, the shape and what the object does.

- Put a fork, spoon, pencil, and crayon on the table. Pick up the fork and say, “I am holding a fork. We use a fork to eat. Is there anything else on the table that we use to eat?” See if they select the spoon. Talk with the children about the shape of the spoon and fork. Talk about how they are different and the same.

### **1.2 The child can recite numbers 1 to 5 from memory.**

Sing, “The Ants Go Marching 1 by 1 in circle time. Recite the fingerplay, “Five Little Monkeys.”

### **1.3 The child can count a small number of items.**

When children are in learning centers, ask them to count the items they are working with. In the blocks, say, “How many blocks did you use to build that tower?” Help them count the blocks.

## **Understanding Patterns**

### **2.0 The child is beginning to understand patterns.**

#### **2.1 The child can copy, make, and continue patterns that he/she hears, sees, and makes with his/her body.**

- Clap your hands in a pattern (clap, clap, snap, clap) and have the children repeat what you did. Make a new pattern and ask them to repeat it. Ask them questions while they are working such as what made you decide to put that one next?
- Make a pattern with colored shapes (red circle, blue circle, red circle, blue circle) and ask the child what color should come next. Help the child if he is having trouble by asking them to start at the beginning of the pattern row and name the color and shape with you until you arrive at the one that is to be put on the table next and then ask them what the next one should be.
- Sing the song, “Head, Shoulders, Knees and Toes”. See if the child can follow the pattern in the song.

## **Comparing Items**

### **3.0 The child is learning to compare and sort items.**

#### **3.1 The child can tell the difference between the sizes of objects.**

Show the child a short block and a long block. Ask them to tell you which block is short, and which is tall.

#### **3.2 The child can group things together that are the same.**

- Collect three toy trucks, three crayons, and three blocks. Ask the child to put the

items together that are the same. See if they can group them by trucks, crayons, and blocks. Talk about why they are grouped the way the child put them together so the child will describe the reasons that they put them together as they did.

- Look at the shoes everyone is wearing in circle time. Talk about the different types of shoes (shoes with laces, shoes with Velcro, sandals). Ask the children to stand in groups with children who have the same types of shoes. Ask the children to explain they chose the group they did.

### **3.3 The child can put things in order from the smallest to largest, or shortest to tallest.**

- Give the child four blocks that range in size from short to tall. Ask him/her to put them in order from the shortest block to the tallest block. Talk with the child about the differences and the things that are the same in being short and tall-what can a tall person reach-what can a short person reach? What do tall people eat-what do short people eat?
- Ask the children to line up from the shortest to the tallest. Show the children how sometimes you can be the tallest when one group is lined up and sometimes you may not be the tallest-same way with shortest.

## **Learning Basic Shapes**

### **4.0 The child is learning basic shapes.**

#### **4.1 The child can recognize and name a square, circle, triangle, and rectangle.**

- Go on a “Shape Hunt” around the classroom. Ask one child at a time to find the different shapes by saying, “Kayla, can you find a circle in the room?” Then send the next child to find a square, then a triangle, then a rectangle. Give each child a turn to find a shape. Talk with the children about what is different about each shape-the number of sides, the curves vs. straight lines and let them point out the differences as you describe them. After several conversations ask them to describe differences and the teacher points them out.
- Give each child in the circle a shape. Ask all of the children holding circles to stand up. Then ask all of the children holding squares to stand up. Continue calling all of the shapes. Ask the circles to exchange with the triangles when it is clear that the children can recognize shapes by name.

#### **4.2 The child can use words to tell you where things are.**

Put a block inside a shoebox. Ask the child, “Where is the block?” See if they say, “Inside.” Put the block under the shoebox. Ask again. See if they say, “Under.” Turn the box over and put the block on the box. Ask again. See if the child says, “On.” Put the block beside the box. Ask again. See if the child says, “Beside.” Ask the

child to make up a short story about the block and the box -where the block goes and why it goes there-The teacher may have to guide the child in telling a story for the first few times, but after practice the child will be able to do it. EX: The block is behind the box because it is hiding from the little boy. When the little boy comes close the block will get inside the box.

## **Learning Parts of the Whole**

### **5.0 The child is beginning to understand that whole objects can be divided into parts.**

#### **5.1 The child can tell you what part of an object is missing.**

- Show the children toys or pictures of toys with parts missing, like a truck missing a wheel or a doll missing an arm. Talk about the missing parts. Ask the child to tell you where he thinks the part went. Ask the child what could be done to fix the item that has something missing.
- Put a book and a toy on the table. Point to each item and name it. Ask the child to close his/her eyes, and remove one of the items from the table. Ask the child to open his/her eyes, and tell you what is missing. Ask the child to name the items still left on the table.

#### **5.2 The child is beginning to understand that whole objects can be divided into parts.**

- Cut a paper plate in half. Give the child a whole plate, and the two halves. Have the child put the two halves in top of the whole plate. Talk about how it takes two halves to cover one whole plate.

# Science Skills

Children learn about the world around them by observing nature, learning about seasons and time, investigating things, and learning about health and safety. They need many opportunities to look, touch, and ask questions about what they see. This will help them develop creative thinking and problem-solving skills in school. Here are the Competencies and Objectives:

## **1.0 The child begins to notice people and animals.**

- 1.1 The child begins to watch and talk about animals and where they live.
- 1.2 The child begins to notice things about him/her and others.

## **2.0 The child begins to notice the world around him/her.**

- 2.1 The child begins to notice the different seasons and can describe the weather.
- 2.2 The child begins to notice the passage of time.

## **3.0 The child begins to explore and experiment.**

- 3.1 The child begins to notice textures-how different things feel.
- 3.2 The child recognizes basic colors- red, blue, yellow, green, orange, black, white.
- 3.3 The child begins to notice the five senses- sight, smell, touch, hearing, taste.
- 3.4 The child begins to compare items and ask questions, and explores items with tools and objects.

## **4.0 The child begins to learn the routines of health care and safety.**

- 4.1 The child becomes more independent when washing hands, using the bathroom, and eating.
- 4.2 The child can follow the rules during fire drills.
- 4.3 The child begins to recognize dangerous situations.

## Observing Nature

### **1.0 The child begins to notice people and animals.**

#### **1.1 The child begins to watch and talk about animals and where they live.**

- Take walks around the playground, around the school, or in a park. Look for animals like squirrels, birds, and ducks. Ask the children to tell you what they notice about the animals and look for their homes. Guide the discussion by asking them about the colors of the animals, if they live in trees, on the ground, in the water. Ask the child what they like most about their favorite animal and why.
- Look at books with the children which have pictures of different animals and their homes. Encourage the children to talk about what they see in the pictures.

Ask the children to make up a story about the animal in one of the pictures. A story starter would be that the animal in the picture is one that is the child's pet-what could happen if the animal (pet) got lost?

**1.2 The child begins to notice things about him/her and others.**

Pass a hand mirror around in circle time, and ask each child to tell you what they see when they look at themselves. Encourage them to talk about the color of their skin, hair, and eyes by describing yourself ("I have short brown hair, white skin with freckles, and green eyes. What do you look like, Jonathan?").

**Learning about Seasons and Time**

**2.0 The child begins to notice the world around him/her.**

**2.1 The child begins to notice the different seasons and can describe the weather.**

- Talk about the weather every morning in circle time by asking, "Who can tell me about the weather today?" Encourage children to talk about the sun, clouds, temperature, wind, and rain.
- Have a weather chart that shows the weather for the day. Talk about the clothes we wear for different types of weather. Explain words like temperature, cloudy, sleet in discussions. Talk with the children about how temperatures can change at night and in the day and explain why.

**2.2 The child begins to notice the passage of time.**

- Review the name of the month and the day of the week every morning in circle time. Remind the children what day it was yesterday, and what day it will be tomorrow. Going over the daily schedule with the children helps them to keep up with time as they know what happens during the day from the beginning of the day until the day is over. Some days the children will need to be reminded as to what "comes next".
- Read *Goodnight Moon* by Margaret Wise Brown. Talk about the differences between daytime and nighttime. What does the sky look like? What do you do during the day and during the night? Make a chart of night time and day time activities so that the children can draw one thing they do at night and one thing they do during the day on the chart.

**Investigating Things**

**3.0 The child begins to explore and experiment.**

**3.1 The child begins to notice textures-what things feel like.**

In the science center, put different items with different textures in a Touchy Feely Box, like a smooth rock, piece of cloth, piece of sandpaper, and rabbit's foot. Show the child each item as you put it in the box, and describe its texture ("This rock is hard and smooth. This piece of cloth is soft.") Ask the child to touch one item and describe it to you, using words like smooth, soft, hard, and rough.

### **3.2 The child recognizes basic colors.**

- When the children are sitting in circle time, dismiss them to centers by saying, "Everyone wearing blue shoes may pick a center. Everyone wearing red pants may pick a center." Continue until every child has been dismissed.
- Play Color Hunt in circle time. Ask one child to find something that is red in the classroom. Allow the child to walk around the room until they find a red object, and then return to the circle. Continue asking for different colors (red, blue, yellow, and green, black, white) until every child has had a turn. Ask the child to name the object he finds by saying, "I found a red ball."

### **3.3 The child begins to notice the five senses.**

- Play a listening game in circle time. Ask a child to sit in a chair facing away from the circle. Clap your hands, and then ring a bell. Ask the child if the sounds were alike or different. Make different types of sounds for each child.
- Put different objects that you have talked about with the children and allowed them to touch, feel and smell (sliced orange, coffee beans, flowers, pine needles, vinegar) in different boxes and close the lids, Punch holes in the top, and ask children to smell each box and talk about what they smell. Have two of some items so the child can decide if the smells are the same.
- Taste different types of food, like oranges, lemons, pretzels, chocolate, and ask the child to describe the different tastes. Say, "The lemon tastes sour. Is the pretzel sour, salty, or sweet? How does the chocolate taste?"
- In the science center, put different items with different textures on the table. Have children group things together that have the same textures (smooth things together, rough things together).
- Take binoculars to the playground and take turns looking through them. Talk about how things look with and without the binoculars.

## **Learning about Health and Safety**

### **4.0 The child begins to learn the routines of health care and safety.**

#### **4.1 The child becomes more independent when washing hands, using the bathroom, and eating.**

- Encourage children to wash their hands by themselves. Show them how to turn

the water on, get a squirt of soap, and rub their hands together. Sing, “Row, Row, Row Your Boat” when they wash so that they wash their hands long enough. Show them how to rinse their hands off, turn off the water, and dry their hands with a paper towel.

- Encourage children to tell you when they need to use the bathroom. Help them learn to unfasten their pants by themselves and to wipe themselves when they are through. Encourage them to pull their pants up and fasten them by themselves and to flush the toilet when they are done.
- Show children how to put their napkins in their laps and eat with their forks when appropriate. Encourage them to feed themselves, and help them to open containers, like milk, if they need help.

#### **4.2 The child can follow the rules during fire drills.**

Practice fire and emergency drills often so that children learn what to do without becoming scared. Have a plan about where to go if the alarm is sounded, and practice lining up and walking quietly to that spot with the children. Talk to the children about the reason the drill is done and how it is one way they can help each other be safe.

#### **4.3 The child begins to recognize dangerous situations.**

- Put things that are safe to eat (fruit, milk, bread) and things that are not safe (empty bottles for nail polish remover, cleaners, mouthwash) in a box. Take one item out and ask the children if it is safe or not safe. Continue with all of the items in the box.
- Show children the symbol for poison and tell them it means that it is unsafe to eat or drink.
- Teach children that they can call 911 if there is an emergency.

## Social and Emotional Skills

Children learn to interact with others and express their own emotions by practicing these skills every day. They practice by playing with others, taking care of themselves, participating in the classroom, and expressing their feelings. Here are the Competencies and Objectives:

### **1.0 The child plays in different areas with different children.**

- 1.1 The child can play alone, next to another child, or watching another child in different learning centers.
- 1.2 The child can be creative and use his/her imagination in different centers.

### **2.0 The child is learning to take care of himself/herself.**

- 2.1 The child is interested in different learning centers and can decide where to play.
- 2.2 The child can solve his/her own problems.
- 2.3 The child can do many things alone and get help when needed.

### **3.0 The child is an active member of the classroom community.**

- 3.1 The child can follow the classroom rules and routines.
- 3.2 The child can follow simple requests, help with cleaning up, and is careful with classroom toys and materials.
- 3.3 The child can care for plants and animals in the classroom.
- 3.4 The child can take turns, talk to other children, participate in circle time, and respect the belongings of others.

### **4.0 The child is learning to control his/her own feelings.**

- 4.1 The child can express anger without hurting anyone or anything.
- 4.2 The child is learning about other families.
- 4.3 The child can protect himself/herself.
- 4.4 The child can make choices.
- 4.5 The child can help and encourage other children and accept support from others.

## Playing with Others

### **1.0 The child plays in different areas with different children.**

#### **1.1 The child can play with alone, next to another child, or watching another child in different learning areas.**

Set up the classroom so that some areas are for only one child, some are for two children, and some are for 3-4 children. Make sure during the day children have

a time to play with a small group of children or to be alone if they ask to be at a learning area alone.

**1.2 The child can be creative and use his/her imagination in different centers.**

Encourage children to make up stories and pretend to be different people in the dramatic play center. Write down the stories that they tell you in the language center. Give children time everyday to draw or paint and to tell the teacher a story about the drawing or painting that can be written down for the child to see.

**Taking Care of Themselves**

**2.0 The child is learning to take care of himself/herself.**

**2.1 The child is interested in different learning centers and can decide where to play.**

Let children decide what centers they want to go to in the morning. Keep track of where they go, and be sure they visit every center each week. Set up the learning areas where children know how many of them can go to each center by using picture cards or items that clearly show how many children can be at any learning area at a time.

**2.2 The child can solve his/her own problems.**

If a child comes to you with a problem, ask, "What can you do to solve this problem?" Encourage them to think of their own solutions before offering an answer. The teacher can guide them by saying, "If this was happening to me what should I do?" or to ask the child to say what the problem is and how they think it could be fixed so the teacher and child care work together to solve/resolve the problem. Items children need to do classroom work should be in their reach so that they can solve the problem of getting what they need for work without asking the teacher.

**2.3 The child can do many things alone and get help when needed.**

Encourage children to put on their own coats and shoes. Help them if they ask you for help. Make sure that everyone has to clean up in centers where they play. Items children need to do classroom work should be in their reach so that they can solve the problem of getting what they need for work without asking the teacher.

**Participating in the Classroom**

**3.0 The child is an active member of the classroom community.**

**3.1 The child can follow the classroom rules and routines.**

At the beginning of the year, have the children help you write simple classroom rules

that everyone can understand. Make the list short and write them as a list of “Do’s” instead of “Don’ts”. For example, say, “Keep your hands to yourself” instead of “No hitting.” Hang the rules in the circle time area and review them often. Remind them of the rules when you need to, by saying, “Remember to walk in the halls, that’s one of our rules,” instead of “No running.”

**3.2 The child can follow simple requests, help with cleaning up, and is careful with classroom toys and materials.**

Cleaning up in centers should be a part of your routine every day. Every child should clean up when they are through in a center. Remind the children that the materials and toys are for everyone to use, so be careful with them.

**3.3 The child can care for plants and animals in the classroom.**

Create a job chart and give children jobs in the classroom. If you have plants and animals in the room, make watering the plants and feeding the animals two of the jobs for children.

**3.4 The child can take turns, talk to other children, participate in circle time, and respect the belongings of others.**

- Teach children to wait for their turn when they have to wait in line.
- Encourage children to talk to each other when they are playing, solving a problem, and eating lunch.
- Plan activities for circle time that will give children a chance to talk, sing, and dance.
- Remind the children that they may not touch things that belong to others.

**Expressing Their Feelings**

**4.0 The child is learning to control his/her own feelings.**

**4.1 The child can express anger without hurting anyone or anything.**

When a child is angry, say, “I can tell you’re pretty angry right now. Tell me what happened.” Help them to talk about it instead of hitting. Help them figure out an answer to the problem.

**4.2 The child is learning about other families.**

Let children bring in pictures of their families to show everyone. Read books about families. Have children tell stories and draw pictures about their families, and show them to the class during circle time.

- : **4.3 The child can protect himself/herself.**
  - : Talk about different faces people make that show how they feel. Make faces
  - : showing that you are happy, sad, angry, and sleepy. Ask the children what they
  - : should do if they see their friends looking that way. Talk about leaving people alone
  - : if they want to be by themselves.
  
- : **4.4 The child can make choices.**
  - : Give the children the chance to make a lot of choices throughout the day. Let them
  - : choose their centers and what to do there.
  
- : **4.5 The child can help and encourage other children and accept help from others.**
  - : When you play a game in circle time and children take turns, have the other children
  - : cheer for the child who is having a turn. Play games with partners so children work
  - : together.

# Physical Skills

Children need physical movement every day to develop their bodies. Movement also helps them to learn. Children develop their physical skills by practicing coordination, practicing movement, and working with their hands. Here are the Competencies and Objectives:

## 1.0 The child is developing coordination.

- 1.1 The child is developing balance and coordination.
- 1.2 The child is beginning to move in rhythm with songs and music.

## 2.0 The child is developing physical skills.

- 2.1 The child is developing coordination and movement.
- 2.2 The child participates in group movement activities.

## 3.0 The child is developing fine-motor skills.

- 3.1 The child is learning to do tasks with his/her hands.
- 3.2 The child is experimenting with writing.
- 3.3 The child is interested in the computer and other electronics.

## Practicing Coordination

### 1.0 The child is developing coordination.

#### 1.1 The child is developing balance and coordination.

Do movement activities every day that allow children to get up and move their bodies. Have them practice standing on one foot and then the other foot. On the playground, have them hop, skip, tiptoe, jump, and run from one place to the other. Place a 3" wide strip of tape in a straight line and with a small group of children help them to walk heel to toe on the tape as part of a game-as they become adjusted to the 3" strip cut it back to 2" wide.

#### 1.2 The child is beginning to move in rhythm with songs and music.

Play different kinds of music in the classroom. Encourage children to listen and move any way they like. Play music in the art center and encourage children to paint to the music.

## Practicing Movement

### 2.0 The child is developing physical skills.

- **2.1 The child is developing coordination and movement.**
  - Have balls, bean bags, hoops, and riding toys on the playground for children to use. Let children throw and kick balls, toss bean bags, swing hoops, and ride on riding toys every day.
  - Encourage children to jump, hop, run, and crawl.
  - Place a 3" wide strip of tape in a straight line and with a small group of children help them to walk heel to toe on the tape as part of a game-as they become adjusted to the 3" strip cut it back to 2" wide.
- **2.2 The child participates in group movement activities.**

Sing, "Head, Shoulders, Knees, and Toes" and do the movements with the children.  
Play music and dance together in circle time.

### • **Working with Their Hands**

- **3.0 The child is developing fine-motor skills.**
  - **3.1 The child is learning to do tasks with his/her hands.**
    - Have child safety scissors and paper available in the art center so children can practice cutting.
    - Have play-doh and play-doh tools available every day.
  - **3.2 The child is experimenting with writing.**

Have paper, pencils, crayons, and markers available in every center. Encourage children to draw and write about what they do in every center.
  - **3.3 The child is interested in the computer and other electronics.**
    - Give children the chance to play on the computer, but limit their turn to 15 minutes.
    - Let children turn the radio, CD player or tape player on and off.

