



Georgia Early Learning Standards

# Three Year Olds

## Physical Development

**P**hysical development is rapid in the first few years of life. Infants lose their “baby fat.” Their brains, muscles, and bones grow in spurts. By the age of two, children grow about half of their adult height and show dramatic increases in strength, coordination, and balance. Parents and teachers are often surprised at how fast skills develop and how much energy it takes to keep up with growing youngsters.

Children quickly gain control over their movements. This typically follows a natural sequence. Babies creep and crawl before they stand, walk, and run. They swipe at objects first and then reach and grab. They grasp objects placed in their hands before they pick

*Children learn as they play and need to be able to move freely in their environment to grow to their full potential.*

them up for themselves. Each new skill builds a child’s physical competence and ability to do things independently.

Physical development supports development in other areas. For example, social development occurs as children move about and interact with others. Cognitive development is supported as they explore and respond to the different objects they encounter.

Children learn as they play and need to be able to move freely in their environment to grow to their full potential. They are filled with energy and should be encouraged to use their arms, legs, fingers, and hands to explore the world around them.

The Physical Development section of the GELS includes four standards for three year olds. Below is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Gross motor skills**, which describes ways a three year old *controls body movements, demonstrates coordination and balance, and expresses creativity through movement;*
2. **Fine motor skills**, which details ways a three year old *controls hands and fingers and shows eye-hand coordination;*
3. **Self-help skills**, which describes ways a three year old acquires abilities such as *dressing, feeding, attending to personal hygiene and other routine tasks;* and
4. **Health and safety skills**, which describes ways a child *pays attention to safety instructions, attends to personal health needs, identifies healthy food choices, and relates personal identification information.*

“Physical Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few that could have been chosen. They should be considered representative of the numerous physical accomplishments demonstrated by three year olds.

## Physical Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop gross motor skills. P3G\*

Indicators	Sample Behaviors
<p><b>Controls body movements</b> P3G1</p>	<p>Tynisa <b>lifts and carries</b> large hollow blocks. P3G1a</p> <p>Danny <b>climbs on the low outdoor equipment with ease.</b> P3G1b</p> <p>Serena <b>jumps down into the sandbox from the short ledge.</b> P3G1c</p> <p>Emily <b>hops in place.</b> P3G1d</p> <p>Joseph <b>goes upstairs and downstairs;</b> sometimes he holds onto the handrail. P3G1e</p> <p>Aida <b>pedals her tricycle and goes forward.</b> P3G1f</p> <p>Jonathan <b>walks around the room</b> wearing his leg braces and crutches. P3G1g</p>
<p><b>Demonstrates coordination and balance</b> P3G2</p>	<p>Sherry <b>walks on a low balance beam</b> a few steps, watching her feet as she goes. P3G2a</p> <p>Antonio <b>stands with both feet together and jumps forward.</b> P3G2b</p> <p>Tim <b>moves all around the living room without bumping</b> into the furniture. P3G2c</p> <p>Samantha <b>stands in place and kicks a soccer ball</b> a few feet. P3G2d</p> <p>Alexander <b>throws a ball</b> a short distance. P3G2e</p> <p>Skyler <b>catches a large ball against her body</b> when her sister bounces it to her. P3G2f</p>

*continued...*

\* Each entry in the chart is followed by a series of letters and numbers for reference purposes. The first character refers to the domain; the second, to the age group; the third, to the standard; the fourth, to the indicator; and the fifth, to the sample behavior.

## Physical Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop gross motor skills. P3G  
(continued)

Indicators	Sample Behaviors
<p><b>Expresses creativity through movement</b> P3G3</p>	<p>Joshua and Chico sit on the floor with their feet together, holding hands, and <b>rocking back and forth</b> pretending they are in a boat. P3G3a</p> <p>Indira <b>makes creative body movements</b>, waving a scarf in each hand as she moves around the room. P3G3b</p> <p>Whenever music is playing, José <b>dances</b>. P3G3c</p> <p>Brianna <b>moves</b> like an elephant <b>swaying</b> its trunk. P3G3d</p>

## Physical Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop fine motor skills. <sup>P3F</sup>

Indicators	Sample Behaviors
<p><b>Controls hands and fingers</b> <sup>P3F1</sup></p> 	<p>Carl holds markers and crayons with his thumb and fingers instead of his fist. <sup>P3F1a</sup></p> <p>Mae uses scissors to snip pieces of paper. <sup>P3F1b</sup></p> <p>Sal copies lines and circles. <sup>P3F1c</sup></p> <p>Charice squeezes the turkey baster while playing at the water table. <sup>P3F1d</sup></p> <p>Miles turns each page of the paper book his babysitter is reading to him. <sup>P3F1e</sup></p>
<p><b>Shows eye-hand coordination</b> <sup>P3F2</sup></p> 	<p>Adam puts together and pulls apart small interconnecting blocks. <sup>P3F2a</sup></p> <p>Kathleen threads the laces in and out of the holes in a sewing card. <sup>P3F2b</sup></p> <p>Marcus puts a puzzle together with several connecting pieces. <sup>P3F2c</sup></p> <p>Sukja builds a bridge out of wooden blocks. <sup>P3F2d</sup></p>

## Physical Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to acquire self-help skills. P3S

Indicators	Sample Behaviors
<p><b>Feeds self</b> P3S1 →</p>	<p>Aline eats her meals <b>without spilling</b> food on herself. P3S1a</p> <p>Dylan <b>uses a spoon and fork</b> to feed himself. P3S1b</p> <p>Reyna <b>pours milk from a small pitcher</b> and usually stops before it spills. P3S1c</p> <p>Hayden <b>spreads</b> peanut butter on a cracker with a spreader. P3S1d</p>
<p><b>Dresses self</b> P3S2 →</p>	<p>Joey <b>unsnaps his shirt</b> when he gets undressed. P3S2a</p> <p>Bianca <b>buttons the large buttons</b> on her sweater. P3S2b</p> <p>Chandler <b>undresses himself</b> before his bath. P3S2c</p> <p>Sadie <b>dresses herself</b> with minimal help from her grandmother. P3S2d</p> <p>Lorenzo <b>puts his socks and shoes on</b> with minimal help. P3S2e</p>
<p><b>Attends to personal hygiene</b> P3S3 →</p>	<p>Mason <b>takes care of his own toileting needs</b> with minimal help. P3S3a</p> <p>Teri <b>brushes her teeth</b> all by herself. P3S3b</p> <p>Julio <b>washes and dries his hands</b> after fingerpainting. P3S3c</p>

*continued...*

## Physical Development: 36 to 48 months—3 year olds

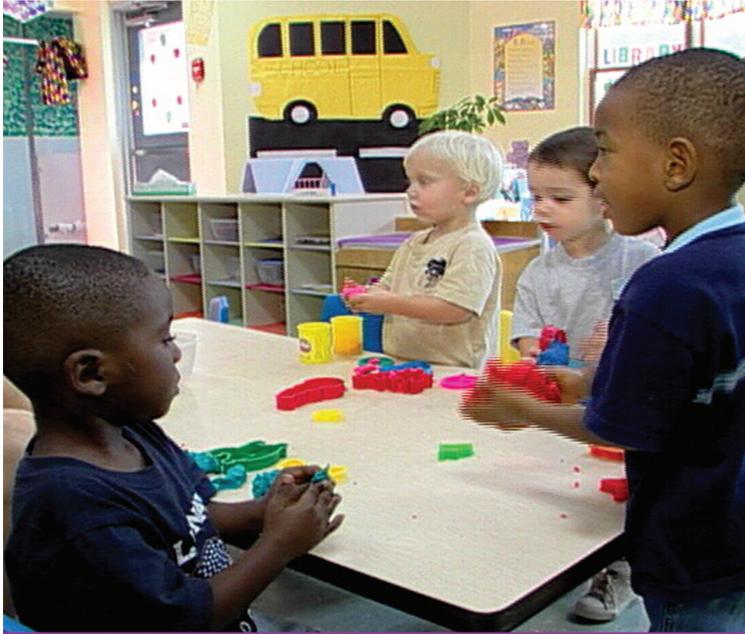
**Standard:** The child will begin to acquire self-help skills. P3S  
(continued)

Indicators	Sample Behaviors
<p><b>Attends to routine tasks</b> P3S4</p> 	<p>Reanna <b>throws away her paper cup and napkin</b> after her snack. P3S4a</p> <p>Gunther <b>turns off simple electronic devices</b> when he is finished using them. P3S4b</p> <p>Andrea <b>puts the toys away</b> during cleanup time, but she may need to be reminded. P3S4c</p> <p>Colin <b>wheels himself</b> to different activities in his classroom using his <b>wheelchair</b>. P3S4d</p>

## Physical Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to practice healthy and safe habits. <sup>P3H</sup>

Indicators	Sample Behaviors
<p><b>Pays attention to safety instructions</b> <sup>P3H1</sup></p>	<p>Miranda <b>follows the fire drill procedures</b> when her teacher gives directions. <sup>P3H1a</sup></p> <p>Ross <b>says, “Stop!”</b> when his cousin Nick throws sand. <sup>P3H1b</sup></p>
<p><b>Attends to personal health needs</b> <sup>P3H2</sup></p>	<p>Justine <b>will lie down</b> when she is tired. <sup>P3H2a</sup></p> <p>Miguel <b>goes to the water fountain and drinks</b> when he is thirsty. <sup>P3H2b</sup></p> <p>Marsha <b>tells her teacher she needs her sweater</b> when she goes out to the playground on a cold day. <sup>P3H2c</sup></p>
<p><b>Identifies healthy food choices</b> <sup>P3H3</sup></p>	<p>Gale <b>chooses pictures of healthy foods</b> and tears them out of newspaper ads to put on the class poster about “Foods That Keep Us Healthy.” <sup>P3H3a</sup></p> <p>Reza <b>chooses healthy snacks</b> to eat; he asks his mother for strawberries and cantaloupe. <sup>P3H3b</sup></p>
<p><b>Relates own identification information</b> <sup>P3H4</sup></p>	<p>Sophie <b>says, “My name is Sophie Brown”</b> when asked to say her <b>first and last name</b>. <sup>P3H4a</sup></p> <p>Brandon <b>holds up three fingers</b> when asked how old he is. <sup>P3H4b</sup></p>



Georgia Early Learning Standards

# Three Year Olds

## Emotional and Social Development

**B**abies are social beings. The birth of a newborn typically is a time when family and friends gather to celebrate. Loving adults often respond to a baby's first sounds and smiles as if no other child has ever done this before. Joyful responses from adults are rewarded by more sounds and smiles from the child. These early interactions have lifelong implications for the child's healthy emotional and social development.

A child's overall well-being is dependent on a nurturing and supportive environment with consistent caregivers. Parents and other adults who care for the child on a regular basis make a lasting impression on the child's feelings about "Who am I?" A child who develops strong bonds with loving adults is more likely to answer that question in a positive way.

*...through play,  
they learn about  
getting along  
with others and  
how to solve  
interpersonal  
conflicts.*

One who lacks a caring foundation is more likely to answer it with insecurity and doubt. Children who are consistently nurtured and supported become more emotionally secure and independent than those who are not.

Many early childhood professionals believe that Emotional and Social Development is the most significant of all the domains. Very quickly young children begin to learn about themselves and how to relate to adults and other children. For example, through play, they learn about getting along with others and how to solve interpersonal conflicts. At first they play alone, then side by side with other children, and, finally, together with them.

As children mature they also develop the ability to regulate and con-

trol their own behavior and follow simple rules and routines in a group setting. These experiences, in turn, influence the other areas of development. Cognitive and language skills, for example, are enhanced when children work and play together. When children get along well, more learning can occur. When children have difficulties getting along, the learning process may be interrupted.

When encouraged to do so, young children express themselves creatively through language, art, music, and dramatic play. Adults play a significant role in supporting children's self-expression or restricting it. It is important for adults to understand that when children seem to be "just scribbling or messing with paint," "fooling around with musical instruments and singing," or "dressing up and being silly," they are actually engaged in creative self-expression.

The ability to be creative will be an asset later on in school when children are required to write papers, solve problems, and complete projects. And who knows which child will blossom into an artist, musician, or playwright? Or which will develop a lifelong creative outlet as a hobby? This is the time to encourage their creative inclinations.

The Emotional and Social Development section of the GELS includes five standards for three year olds. Following is a brief summary of each standard and the indicators and sample behaviors that contribute to them:

1. **Personal relationships with adults**, which describes ways a three year old *builds relationships with adults, shows feelings of security and trust, and uses adults as a resource for learning and assistance;*
2. **Personal relationship with peers**, which details ways a three year old *demonstrates social skills with other children, shows sensitivity toward them, and develops childhood friendships;*
3. **Self-awareness**, which describes ways a three year old *shows behaviors that reflect self-concept and demonstrates self-confidence;*
4. **Self-control** which describes ways a three year old *regulates emotions and behaviors and follows routines and social rules in groups;* and
5. **Self-expression** which illustrates ways a three year old *expresses creativity through art and music and demonstrates imagination through dramatic play.*

"Emotional and Social Development" encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few examples of many that could have been chosen. They should be considered representative of the numerous emotional and social skills demonstrated by three year olds.

## Emotional and Social Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop personal relationships with adults. *S3A*

Indicators	Sample Behaviors
<p><b>Builds relationships with adults</b> <i>S3A1</i></p>	<p>Julia asks her mother’s permission before she tries to pour milk on her cereal for the first time. <i>S3A1a</i></p> <p>Caleb offers to help his teacher hang his painting on the wall. <i>S3A1b</i></p> <p>Yusef tells his teacher about a game he played with his brother before coming to the Center this morning. <i>S3A1c</i></p> <p>Elijah looks up at adults when they speak to him, as people do in his home culture; his friend Nela nods her head but doesn’t make eye contact, as people do in hers. <i>S3A1d</i></p> <p>Satasha refers to her teacher by name and says “Ms. Lucy, look at this bug.” <i>S3A1e</i></p> <p>Carina enjoys playing simple board games with her grandmother. <i>S3A1f</i></p>
<p><b>Shows feelings of security and trust</b> <i>S3A2</i></p>	<p>Haley calms down when her teacher comes over to see if she is hurt after falling off the tricycle. <i>S3A2a</i></p> <p>Erik hugs his mother goodbye without much discomfort when she drops him off at the Center. <i>S3A2b</i></p> <p>Melanie is comfortable exploring leaves while Ms. Cynthia watches from across the yard. <i>S3A2c</i></p> <p>Jackson is comfortable playing with his toys in his bedroom while his grandfather reads a book in the living room. <i>S3A2d</i></p> <p>Sarah Elizabeth plays with the blocks happily while her teacher is in the house-keeping area. <i>S3A2e</i></p>

*continued...*

## Emotional and Social Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop personal relationships with adults. *S3A*  
(continued)

Indicators	Sample Behaviors
<p><b>Uses adults as a resource</b> <i>S3A3</i></p> 	<p><b>Rohil goes to his teacher for help</b>; he tells her when he can't hear, so she can check the batteries in his hearing aids. <i>S3A3a</i></p> <p>When Faye has trouble opening the paint jar she <b>asks Ms. Felyce for help</b>. <i>S3A3b</i></p> <p><b>Charlie asks his grandfather to help him fix</b> his broken tricycle. <i>S3A3c</i></p> <p><b>Zuriñe asks her mother if she will help</b> her make cookies to bring to school for snack. <i>S3A3d</i></p> <p><b>Jacob asks his teacher to explain</b> where the sun goes at night. <i>S3A3e</i></p>

## Emotional and Social Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop personal relationships with peers. S3P

Indicators	Sample Behaviors
<p><b>Demonstrates social skills with other children</b> <small>S3P1</small> →</p>	<p>Burke's uncle takes him to an indoor playground where he <b>joins other children</b> jumping in the plastic ball pit. <small>S3P1a</small></p> <p>Karla <b>plays</b> in the sandbox <b>with</b> Mikey, and, soon, Daisy and Welton join them too. <small>S3P1b</small></p> <p><b>With</b> her teacher's <b>guidance</b>, Constance <b>agrees to take turns</b> riding the tricycle; she will wait until Leslie is finished. <small>S3P1c</small></p> <p>With help, Juan <b>agrees to share</b> the snack with the other children at Mrs. Cortez's house. <small>S3P1d</small></p> <p>Stephanie and Erika <b>take turns using the same box of crayons</b> as they draw pictures together at the art table. <small>S3P1e</small></p> <p>Mack lets <b>Billy know that he is finished playing</b> with the fire engine, and Billy can play with it now. <small>S3P1f</small></p> <p>Anslee <b>works together with a few other children</b> to help their teacher make a Beach Play area outdoors; they set up beach chairs, towels, and an empty plastic swimming pool. <small>S3P1g</small></p>

*continued...*

## Emotional and Social Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop personal relationships with peers. *S3P*  
(continued)

Indicators	Sample Behaviors
<p><b>Shows sensitivity to the feelings of other children</b> <i>S3P2</i> →</p>	<p>AnnMarie tells <b>Ms. Doris that Zoe is sad</b>, because her parakeet died last night. <i>S3P2a</i></p> <p>Bill tells Felix that he looks funny with the clown wig on, and <b>they laugh together</b>. <i>S3P2b</i></p> <p>Diego sits beside Willie and <b>puts his arm around his shoulder</b> to make him feel better when Willie's dump truck gets broken. <i>S3P2c</i></p> <p>Danice <b>pats her little brother on the back and kisses his cheek</b> when he cries about losing his favorite bunny. <i>S3P2d</i></p> <p>Isaiah <b>smiles, claps, and jumps up and down</b> when his big sister hits the ball at her T-ball game. <i>S3P2e</i></p> <p>Alexandra <b>signs "Stop it!" instead of hitting</b> when Liz tries to take away her paint brush; she knows that hitting hurts. <i>S3P2f</i></p> <p>Nils sees a <b>picture of a child crying</b> in a book and <b>asks why</b> the child is crying. <i>S3P2g</i></p>
<p><b>Develops friendships with other children</b> <i>S3P3</i> →</p>	<p>Mandy and Sarita say they are <b>best friends</b>; they stay together throughout the day's activities. <i>S3P3a</i></p> <p>Brian and his friend John <b>argue</b> over who gets the magnifying glass; later, Brian invites John over so they can look through it <b>together</b>. <i>S3P3b</i></p> <p>Tamika says "I know the names of all my friends," as she <b>names each child</b> in the circle. <i>S3P3c</i></p> <p><b>Nipporn asks his mother if Glen can come over to their house to play</b>. <i>S3P3d</i></p>

## Emotional and Social Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to acquire self-awareness. *S3SA*

Indicators	Sample Behaviors
<p><b>Shows behaviors that reflect child’s self-concept</b> <i>S3SA1</i></p>	<p>Jocelyn asks her mother to get <b>her favorite</b> cereal when she goes grocery shopping. <i>S3SA1a</i></p> <p>Josh <b>puts a puzzle together</b> and <b>proudly</b> shows it to his teacher. <i>S3SA1b</i></p> <p>Aaliyah tells Tim that <b>she will be the doctor</b> when they play together in the Dramatic Play area. <i>S3SA1c</i></p> <p>Owen tells Ms. Carol that he wears underwear, and his sister wears diapers, because “<b>I am a big boy.</b>” <i>S3SA1d</i></p> <p>Autumn <b>teaches her little</b> sister how to play hide and seek. <i>S3SA1e</i></p> <p>Jesse <b>smiles and declares that he is “brave”</b> when he climbs to the top of the climbing structure on the playground. <i>S3SA1f</i></p>
<p><b>Demonstrates confidence in own abilities</b> <i>S3SA2</i></p>	<p>Ivana <b>calls her teacher over</b> to see the creation she made with fabric, wallpaper scraps, and glue. <i>S3SA2a</i></p> <p>Carson <b>says “I can do it!”</b> as he tries to open the milk carton. <i>S3SA2b</i></p> <p>Audrey finishes one puzzle and then <b>chooses another with more pieces.</b> <i>S3SA2c</i></p> <p>Matt <b>proudly says</b> “cat, bat, hat” when his teacher asks him to say some words that rhyme with his name. <i>S3SA2d</i></p> <p>Isabella <b>smiles enthusiastically</b> while her parents listen to her sing a song and do the hand motions too. <i>S3SA2e</i></p> <p>Dominique asks her teacher to write “<b>I can ride a big wheel,</b>” on the chart listing “Things I Do Well.” <i>S3SA2f</i></p>

## Emotional and Social Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to demonstrate self-control. *S3SC*

Indicators	Sample Behaviors
<p><b>Regulate own emotions and behaviors most of the time</b> <i>S3SC1</i></p>	<p>Caroline <b>calls for her grandmother</b> when her cousin tears the drawing she just finished. <i>S3SC1a</i></p> <p>Harris <b>can wait for some things</b>; he chooses another activity in the classroom when he sees all the easels are being used. <i>S3SC1b</i></p> <p>With her teacher’s guidance, Belinda <b>goes to the Quiet Area</b> to listen to music when she gets upset. <i>S3SC1c</i></p> <p>Angelito <b>uses his words</b> and says, “Give it back” when his sister takes away his horn. <i>S3SC1d</i></p> <p>Erin <b>waits her turn</b>; she tells her teacher that it will be her turn to go down the slide after Toby and Ruth. <i>S3SC1e</i></p>
<p><b>Follows routines and social rules in a group setting most of the time</b> <i>S3SC2</i></p>	<p>Tristen <b>can say some of the Center rules</b>, such as “We walk in the hallway,” but <b>sometimes he forgets</b> to follow them. <i>S3SC2a</i></p> <p>Marisa <b>follows the rule</b> to ride the tricycle in the safe area on the playground. <i>S3SC2b</i></p> <p>Blake Alan says, “Aunt Kathleen lets us go outside with our shoes off”; he <b>recognizes that different places have different rules</b>. <i>S3SC2c</i></p> <p>Aniya <b>remembers that it is important to wash her hands</b> before lunch. <i>S3SC2d</i></p> <p>When he finishes his painting, Douglas <b>follows the class routine</b> and tells Chula it is her turn at the easel. <i>S3SC2e</i></p>

## Emotional and Social Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to engage in self-expression. *S3SE*

Indicators	Sample Behaviors
<p><b>Expresses self creatively through art and music</b> <i>S3SE1</i> →</p>	<p>Maxine rolls and pounds playdough and makes some new creations. <i>S3SE1a</i></p> <p>Jamie draws some loops and shapes with markers just for fun. <i>S3SE1b</i></p> <p>Donna draws a picture and says that it is her mother. <i>S3SE1c</i></p> <p>Brian uses a paintbrush to make a picture for his grandmother. <i>S3SE1d</i></p> <p>Rylie paints a picture and tells her teacher it is a little girl crying. <i>S3SE1e</i></p> <p>Micah plays with an African rain stick, turning it over and over and shaking it to hear it make musical sounds. <i>S3SE1f</i></p> <p>Tiauna relaxes in her bean bag chair, looking out the window and singing a silly song she has made up. <i>S3SE1g</i></p>
<p><b>Demonstrates imagination through dramatic play</b> <i>S3SE2</i> →</p>	<p>Devon puts a paper cup over his ear and pretends to call his uncle on the telephone. <i>S3SE2a</i></p> <p>Rae plays with other children in the Dramatic Play area; they play “nail salon” and “paint” each others’ nails with colored water and nail polish brushes. <i>S3SE2b</i></p> <p>Jayson and a few other children take big boxes and pretend to build a train. <i>S3SE2c</i></p> <p>Daniella talks to a puppet about how mad she is that her mother won’t let her sleep in the top bunk at home. <i>S3SE2d</i></p> <p>Nickolas and Bryanna dress up in old grown up clothes and pretend to take their dolls to the zoo. <i>S3SE2e</i></p> <p>Sydney and Kiana get scarves, feathers, and old jewelry out of the dress up box and perform for their visiting relatives. <i>S3SE2f</i></p>



Georgia Early Learning Standards

# Three Year Olds

## Approaches to Learning

Early childhood is a time when children learn how to learn and they approach this journey in different ways. The Approaches to Learning section of the standards describes *how* children learn the skills, concepts, and behaviors in all the other domains. Curiosity, persistence, and creative problem solving are aspects of Approaches to Learning.

A child's sense of wonder and *curiosity*, for example, is evident whether digging through dirt to see what treasures might be found or looking intently at pictures in a book. In the first case the child is cognitively exploring the world of science; in the second, developing important literacy skills. The way children approach learning influences all areas of development.

*...they  
[children] can  
discover that  
learning is a  
series of  
rewarding  
challenges.*

Similarly, the ability to be *persistent* is relevant to all developmental domains. As an illustration, two children may be working together to make a hiding place by putting a sheet over a table. Even when the sheet falls off several times, they persist until they get it the way they want it. This kind of persistent cooperation falls in the emotional and social domain.

Another example of persistence, this time in the physical domain, would be a child who attempts to pedal a tricycle and has to struggle to coordinate the movements needed to make it go.

The ability to *solve problems creatively* is another learning approach that crosses all domains. Physical, social, language, and cognitive problems all require the ability to generate alternative and novel solutions at various times. Of

course, some problems can be solved more straightforwardly like determining if there are enough napkins for the children at the snack table. Others require a more inventive approach, however, such as figuring out what to do if there is only one truck left and two children who want to play with it.

As in the other domains, adult support for a child's individual approach to learning is critical. If children believe that there is only one answer to every question or one way to solve every problem, they can become frustrated and conclude that learning is difficult. In addition, they learn *not* to think about alternatives or different ways to look at problems. On the other hand, if they are supported to explore their own approaches and to learn by trying unusual ways to solve problems, they can discover that learning is a series of rewarding challenges. "Mistakes" give us the opportunity to learn what *doesn't work*. "Successes" give us the opportu-

nity to learn what *does*. Both are critical to a satisfying lifelong learning experience.

The Approaches to Learning section of the GELS includes one standard for three year olds. Following is a brief summary of the standard and the indicators and sample behaviors that contribute to it:

**Learning approaches that support school success, which describes how a three year old exhibits curiosity, begins to show persistence in a variety of tasks, and finds creative solutions to problems.**

"Approaches to Learning" encompasses a wide range of skills and behaviors. The standard, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous learning approaches demonstrated by three year olds.

## Approaches to Learning: 36 to 48 months—3 year olds

**Standard:** The child will begin to acquire learning approaches that support development and school success. *A3L*

Indicators	Sample Behaviors
<p>Shows curiosity in learning new things <i>A3L1</i> →</p>	<p>Eliana <b>explores new objects</b>; she looks through a magnifying glass and closely observes the grass seeds that have sprouted in her classroom. <i>A3L1a</i></p> <p>Russell <b>explores while playing</b>; he puts an egg beater in a tub of water and excitedly watches the water churn as he cranks the handle. <i>A3L1b</i></p> <p>Talia <b>tries new sensory experiences</b>; she helps her mother knead bread dough and looks inquisitively through the oven window to watch it rise as it bakes. <i>A3L1c</i></p> <p>Rodrigo <b>chooses to participate in unfamiliar activities</b>; he joins in when his teacher spreads out a big parachute and invites children to hold on and wave it up and down. <i>A3L1d</i></p> <p>Nia <b>experiments with materials</b>; with her teacher's guidance, she places a marble in a plastic container of cream, puts on the lid, shakes it for awhile, and is delighted to find that she has made butter. <i>A3L1e</i></p> <p>Kelvin <b>shows interest in learning new things</b>; he asks his father to put the hermit crab on the table, and together they observe the way it moves. <i>A3L1f</i></p>

*continued...*

## Approaches to Learning: 36 to 48 months—3 year olds

**Standard:** The child will begin to acquire learning approaches that support (continued) development and school success. *A3L*

Indicators	Sample Behaviors
<p><b>Begins to show persistence in a variety of tasks</b> <i>A3L2</i> →</p>	<p><b>Arthur sustains attention in an activity independently;</b> he gets out his box of building toys and spends time building a structure. <i>A3L2a</i></p> <p><b>Maureen works toward completing a task;</b> she returns to the art project she started yesterday and adds more to it. <i>A3L2b</i></p> <p><b>Julissa sustains attention in an activity initiated by an adult;</b> her mother puts a knot on the end of a string and places the first bead on it and then Julissa continues making a necklace. <i>A3L2c</i></p> <p><b>Edwin follows through on a task;</b> he goes to the cabinet, fills the measuring scoop with dog food, and pours it into Pepe's bowl just like his grandfather showed him. <i>A3L2d</i></p> <p><b>Quinton stays engaged</b> in some activities for an extended period of time; he listens to a story at the Listening Center in his classroom, wearing headphones to listen and looking at the pictures in the book at the same time. <i>A3L2e</i></p> <p><b>Jayda tries difficult tasks;</b> she gets her safety scissors and keeps trying until she can make a few cuts in the paper without help. <i>A3L2f</i></p> <p><b>Robbie ignores distractions</b> when he's interested in an activity; he continues to work on his painting even though other children are finished and moving on to another activity. <i>A3L2g</i></p> <p><b>Portia focuses her attention</b> on activities she finds interesting; she sits on the sidewalk for an extended period of time watching ants crawl in an out of an ant pile. <i>A3L2h</i></p>

## Approaches to Learning: 36 to 48 months—3 year olds

**Standard:** The child will begin to acquire learning approaches that support (continued) development and school success. **A3L**

Indicators	Sample Behaviors
<p><b>Finds creative solutions to problems</b> <b>A3L3</b> →</p>	<p><b>Beau uses his imagination;</b> when his teacher tells the children they can't go in the wagon outside because it is raining, Beau invites Yasmin and Carl to sit in a big box with him and pretend it's a wagon. <b>A3L3a</b></p> <p>Kristin finds that she only has a little bit of red and a little bit of blue paint left, and she hasn't finished her picture; she <b>experiments</b> by mixing the paint together and finishes with the new color purple. <b>A3L3b</b></p> <p>Oswaldo notices that the bird feeder in his yard is empty; he <b>takes initiative</b> to fill it by getting a cup of bird seed, standing on a sturdy chair so he can reach, and pouring it in as his mother watches. <b>A3L3c</b></p> <p>Emmie and Ziad <b>show inventiveness</b> when they make a tent by putting a sheet over some chairs and pretending they are camping outside. <b>A3L3d</b></p>



Georgia Early Learning Standards

# Three Year Olds

## Language and Literacy Development

Infants from every culture come into the world ready to communicate with sounds, words, and gestures. Babies' earliest cries let parents know that they are hungry, wet, or want attention. They coo and babble when others talk to them to continue the "conversation." Their facial expressions and body language communicate pleasure and discontent. As they grow, their babbles turn into words and soon, sentences. It is truly amazing how quickly "baby talk" becomes mature spoken language.

As children learn to express themselves, they are also listening and learning from what they hear and see. They watch what others do, listen to what they say, and absorb information from the world around them. Children are surrounded by the messages of language. Some messages come from spoken sounds and words,

others from gestures and observations that are seen but not heard, and still others come from pictures and written materials.

An environment that is rich in language, both spoken and printed, supports language development. When children are surrounded by spoken language, they repeat the sounds and words they hear and learn how to put sentences together and ask questions. When they see people reading and are exposed to many books, they learn that reading is enjoyable and valuable. There are two benefits for a child who sits in an adult's lap to listen to a story. The first is the enjoyment of looking at the pictures and hearing the story, and the second is the pleasure of snuggling with the loving adult who is reading. Both prepare children to be lifelong readers.

*If the family speaks both English and their native language, the child may use words from both languages...*

Writing is learned similarly, through a print rich environment. Children observe adults writing and imitate them. At first the marks on the page look like dots and squiggles. Eventually, they begin to look like shapes that will later become letters and numbers. Toddlers experiment with crayons, paint, markers, and other materials as they learn about writing. They draw pictures too, to begin to show that they understand that putting things on paper is a way of communicating.

It is important to understand that the period from birth through age three is a time to learn what reading and writing are all about and to experiment, explore, and enjoy. It is not appropriate for children of this age to be expected to read letters and words, or write letters and numbers. Reading will come later, after they have had plenty of exposure to pictures, books, and stories. Writing will follow as well after they have had experiences that strengthen the muscles in their hands and fingers and have been encouraged to draw and scribble.

A critical consideration in the area of language and literacy development is that children will demonstrate skills in their home language first. If a child's family speaks a language other than English at home, one would expect the child to speak that language before English. If the family speaks both English and their native language, the child may use words from both languages easily. Similarly, a child with a hearing loss may be taught sign language at an early age and might also use some type of adaptive device to communicate. All of the skills and behaviors included throughout the GELS may be demonstrated in the

child's home language, through sign language, or with adaptive equipment.

The Language and Literacy section of the GELS includes four standards for three year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Receptive language**, which describes the ways a three year old *responds to spoken words and follows directions and requests*;
2. **Expressive language**, which details the ways a three year old *communicates nonverbally using motions and gestures, demonstrates oral language skills using words, uses oral language in social situations and for creative expression, and asks questions*;
3. **Foundations for reading**, which describes the ways a three year old *acquires story sense, shows book awareness, builds prints awareness, and distinguishes the different sounds of language*; and
4. **Foundations for writing**, which details the ways a three year old *scribbles, draws pictures, dictates messages, and expresses creativity using skills for writing*.

“Language and Literacy Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous language and literacy accomplishments demonstrated by three year olds.

## Language and Literacy Development: 36 to 48 months—3 year olds

**Standard:** The child will to begin construct meaning from spoken words. (receptive language) L3R

Indicators	Sample Behaviors
<p><b>Responds to spoken words</b> <small>L3R1</small></p> 	<p>Vanessa <b>finds the book</b> about sisters when her big sister tells her to go get it, so they can read it together. <small>L3R1a</small></p> <p>Stuart <b>goes by himself</b> to get his mittens and hat from his room when his aunt says he can go outside to play. <small>L3R1b</small></p> <p>Jill chooses another shirt when her father tells her to pick one that is <b>different</b> than the one she wore yesterday. <small>L3R1c</small></p> <p>Alina <b>makes a funny face</b> when Mrs. Garcia asks her to make one. <small>L3R1d</small></p> <p>Isaac <b>finds the puzzle</b> with the animal shapes when his teacher asks him to find it. <small>L3R1e</small></p> <p>Manoosh finds the correct book on the shelf when his teacher asks him to get the <b>same</b> book they were reading before naptime. <small>L3R1f</small></p>
<p><b>Follows directions and requests</b> <small>L3R2</small></p> 	<p>Hugo <b>gets the big red dump truck</b> when his family child care teacher tells him to choose a toy to take outside to play. <small>L3R2a</small></p> <p>Cesar <b>follows two different directions</b> when told to put the crayons away and then choose a book for the class to read. <small>L3R2b</small></p> <p>With her teacher's supervision, Tschnavia <b>follows the 3-step directions</b> for "feeding the class pet" when she gets the rabbit food, puts the food in the dish, and places the dish in the cage. <small>L3R2c</small></p>

## Language and Literacy Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to express thoughts with sounds, words, and gestures. (expressive language)\* L3E

Indicators	Sample Behaviors
<p><b>Communicates nonverbally, using motions and gestures</b> <small>L3E1</small> →</p>	<p>Darren <b>taps</b> Carly on the shoulder; <b>takes her hand</b>, and <b>they walk</b> over to the block area together. <small>L3E1a</small></p> <p>Twan <b>uses sign language</b> to show where he wants to sit at the table when he goes to the restaurant with his family. <small>L3E1b</small></p> <p>Brandi <b>lets her friends know she wants some “alone time”</b> by choosing the Quiet Center for her next activity. <small>L3E1c</small></p> <p>Isaiah <b>makes funny faces</b> to make his baby sister laugh. <small>L3E1d</small></p>
<p><b>Demonstrates oral language skills, using words</b> <small>L3E2</small> →</p>	<p>Roberto often <b>uses the language spoken at home</b> to speak to people at the Center; sometimes he mixes words from his home language and English in the same sentence. <small>L3E2a</small></p> <p>Andrea is <b>beginning to understand about time</b>; she says, “It’s sleep time” when it’s dark outside. <small>L3E2b</small></p> <p>Alexis <b>can answer questions</b> such as, “<b>What</b> are you playing with?” <small>L3E2c</small></p> <p>When his father drops him off at Mrs. McMann’s house, Bob <b>tells her about</b> the restaurant he went to <b>the night before</b>. <small>L3E2d</small></p> <p>Nurit says, “I put the papers <b>inside</b> the box.” <small>L3E2e</small></p> <p>LaShawna <b>says, “I don’t know”</b> whenever someone asks her “<b>Why</b> did you do that?” <small>L3E2f</small></p> <p>Gordon’s <b>sentences are getting longer</b>; sometimes he puts five or six words together. <small>L3E2g</small></p> <p>Ricardo says, “I <b>want</b> a piece of chicken.” <small>L3E2h</small></p> <p>Julius and his friends <b>can say/sign more than 300 different words</b>. <small>L3E2i</small></p>

*continued...*

\* “Words” may be spoken or signed, in English, the child’s primary language, or with adaptive equipment.

## Language and Literacy Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to express thoughts with sounds, words, and gestures. (expressive language) L3E  
(continued)

Indicators	Sample Behaviors
<p><b>Uses oral language in social situations</b> <small>L3E3</small> →</p>	<p>Skylar <b>says “You’re welcome”</b> to her teacher after she said “thank you” to her for cleaning up the spilled juice. <small>L3E3a</small></p> <p>Dewayne <b>says “hello”</b> to his teacher and friends as he enters the classroom. <small>L3E3b</small></p> <p>Tamara <b>joins in</b> when her family talks together at dinnertime. <small>L3E3c</small></p> <p>James <b>explains the rules</b> to his friend – “One person at a time on the slide.” <small>L3E3d</small></p> <p>Sydney <b>talks with her friend</b> about her birthday that will be on Saturday. <small>L3E3e</small></p> <p>Grant <b>speaks clearly enough</b> for adults to understand. <small>L3E3f</small></p>
<p><b>Uses oral language for creative expression</b> <small>L3E4</small> →</p>	<p>Muhammed <b>speaks for two different animals</b> while playing with them in the Dramatic Play area in his classroom. <small>L3E4a</small></p> <p>Shae <b>imitates the voice</b> of the character puppet she is playing with. <small>L3E4b</small></p> <p>Pete <b>makes up stories</b> to entertain his visiting relatives. <small>L3E4c</small></p> <p>Leah <b>uses language in playful ways</b>; she laughs when she sings silly songs and rhymes. <small>L3E4d</small></p>
<p><b>Asks questions</b> <small>L3E5</small> →</p>	<p>Carla <b>asks</b> simple questions such as “<b>What’s</b> for dinner?” <small>L3E5a</small></p> <p>Georgie <b>wants to know</b> “<b>When</b> can we go outside?” <small>L3E5b</small></p> <p>Meg <b>learns new things by asking questions</b> such as “<b>Where</b> does the sun go at night?” <small>L3E5c</small></p> <p>Rogério <b>asks lots of “why”</b> questions such as “<b>Why</b> doesn’t that man have hair?” <small>L3E5d</small></p>

## Language and Literacy Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop foundations for reading. L3FR

Indicators	Sample Behaviors
<p><b>Acquires story sense</b> <small>L3FR.1</small> →</p>	<p>Judy guesses what the story is about by looking at the pictures. <small>L3FR.1a</small></p> <p>Dennis tells a story while looking through a book. <small>L3FR.1b</small></p> <p>Calista answers a few questions about what happened in a familiar story. <small>L3FR.1c</small></p> <p>Elijah sits and listens to a story from beginning to end when it's one he enjoys. <small>L3FR.1d</small></p> <p>Adele tries to tell a simple story but sometimes forgets her place and starts over. <small>L3FR.1e</small></p> <p>With his teacher's help, Cecil puts three story cards in order and tells what happened after hearing her tell the story about the brown bear. <small>L3FR.1f</small></p>
<p><b>Shows book awareness</b> <small>L3FR.2</small> →</p>	<p>Caleb pretends to read books while his sister does her homework. <small>L3FR.2a</small></p> <p>Abey asks her mother to read the same book over and over. <small>L3FR.2b</small></p> <p>Walker chooses to go to the Book Nook during free choice time in his classroom. <small>L3FR.2c</small></p> <p>Monique and Mrs. Fierro talk about the book they just read together. <small>L3FR.2d</small></p> <p>Gratred carefully takes a book from the book shelf and then returns it to the shelf appropriately; he treats the book gently without tearing the pages. <small>L3FR.2e</small></p> <p>Anika smiles when her teacher reads the book about moving to a new house, because she and her family just moved. <small>L3FR.2f</small></p> <p>Asa replies "Goodnight, Moon" when his father holds up the book and asks him what the name of the book is. <small>L3FR.2g</small></p> <p>Shelby uses her fingertips to turn pages, usually one at a time, "reading" each page from front to back. <small>L3FR.2h</small></p>

## Language and Literacy Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop foundations for reading. L3FR  
(continued)

Indicators	Sample Behaviors
<p><b>Builds print awareness</b> L3FR3 →</p>	<p>Kade goes to his cubby at the Center, looks at the nametag and says, “That says Kade.” L3FR3a</p> <p>Carol picks up the plastic letter “C” she is playing with and says, “That’s like my name.” L3FR3b</p> <p>Damonte takes a drawing to his teacher, points to the name written on it, and asks, “Whose is this?” L3FR3c</p> <p>Ashlee points to the print under the pictures on a page in one of her favorite books and says, “Read this” to her teacher. L3FR3d</p> <p>Melvin looks at the writing on the back of the cake mix box and says to Mrs. Rodriguez “What goes in next?” L3FR3e</p> <p>Gianna “reads” the teacher-made book, identifying cereals, restaurants, and grocery stores whose logos are pasted on the pages. L3FR3f</p>
<p><b>Begins to distinguish the different sounds of language (phonological awareness)</b> L3FR4 →</p>	<p>Dallas sings along with the rhyming songs he hears on the music player. L3FR4a</p> <p>Daquisha can hear the difference between “box” and “socks” and can point to pictures of each when her teacher asks her to find them. L3FR4b</p> <p>Kyleigh says, “cat” when her grandmother asks her if she knows another word that sounds like “bat” and “sat.” L3FR4c</p> <p>Eddie makes up silly words by changing the sounds, such as hamburger, pamburger, famburger! L3FR4d</p> <p>Tatum says that “table” starts with the same sound as “Tatum.” L3FR4e</p> <p>Leonardo joins in as the class claps out the syllables in his name during Circle Time. L3FR4f</p>

Language and Literacy Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop foundations for writing. *L3FW*

Indicators	Sample Behaviors
<p><b>Scribbles</b> <i>L3FW1</i> →</p>	<p>Ivy holds the crayon with her thumb and fingers as she scribbles. <i>L3FW1a</i></p> <p>Nelson scribbles lines and shapes on a notepad, pretending to take orders at the restaurant in the Dramatic Play area. <i>L3FW1b</i></p> <p>Tiana scribbles a pretend shopping list to give to her mother. <i>L3FW1c</i></p> <p>DeAngelo scribbles all over the paper and a few of the marks are starting to look like letter shapes. <i>L3FW1d</i></p>
<p><b>Draws pictures</b> <i>L3FW2</i> →</p>	<p>Hudson draws a round shape and says it is his puppy. <i>L3FW2a</i></p> <p>Marina draws a picture and says it is three pigs, after listening to the story her big brother just read to her. <i>L3FW2b</i></p> <p>Dakshesh draws a picture of his family and tells about it at Circle Time. <i>L3FW2c</i></p>
<p><b>Dictates messages</b> <i>L3FW3</i> →</p>	<p>Paulina tells her mother what words to write in a letter to her grandparents inviting them to visit her preschool. <i>L3FW3a</i></p> <p>Justice gives his scribbled message to his teacher and asks him to write “I love you,” so his father will know what it says. <i>L3FW3b</i></p> <p>Noelle asks Mrs. Johnson to write “This is Noelle swinging on the swing” under the picture she drew. <i>L3FW3c</i></p>

*continued...*

## Language and Literacy Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop foundations for writing. L3FW  
(continued)

Indicators	Sample Behaviors
<p><b>Expresses creativity using skills for writing</b> L3FW4</p> 	<p>Morris <b>makes strokes</b> in the sand with a stick. L3FW4a</p> <p>Dolores puts her fingers in the soap bubbles and <b>makes soapy squiggles</b> on the kitchen counter while her father washes the dishes. L3FW4b</p> <p>Bobby dips a cotton swab in paint and <b>makes a picture</b> with dots, curvy lines, and zigzags. L3FW4c</p> <p>Cleo <b>makes a shape</b> with playdough and says it looks like a “C for Cleo”. L3FW4d</p>



Georgia Early Learning Standards

# Three Year Olds

## Cognitive Development

Babies are born to learn. They are inquisitive creatures ready to experience the world. When provided a stimulating, nurturing, and safe environment, they use all their senses to explore their surroundings. Infants touch and taste everything they can as they begin to learn about shape, size, texture, and function. They look and listen to all that is around them and are especially attracted to faces and voices. Babies recognize a parent's smell and sometimes can be soothed by cuddling a piece of cloth with their mother's scent. All of the senses help the infant begin to make mental connections about the way the world works.

The cognitive domain is the area of development that focuses on thinking and processing information. Through play and exploration children begin the process of discovery. It's as if they are creating the world anew. Each object they encounter

brings them face to face with information. We could imagine that a baby might be thinking something like "What is this thing grownups call a rattle? It fits in my mouth; it makes a sound when I shake it; it feels hard on my tongue; it looks colorful. What happens when I drop it?" Everything about it is a revelation.

A similar process continues for older children each time they come across something new. The difference is the ability to connect the new experience with earlier ones. Children notice the similarities and

differences among objects and begin to organize them into categories. All four legged animals might be called "doggie" for example, and all vehicles on the road, "car." But it is unlikely that the child would mistake a four legged animal for a four wheeled vehicle. Soon, the child's thinking becomes more refined and cats, dogs, and horses and cars, trucks, and buses can be identified separately.

*They develop memory skills and can remember where they left their favorite book...*

As children’s cognitive abilities grow, they gain a sense of mastery over their world. They learn that their actions can cause something to happen – pushing a button makes a choo-choo train go, for example. Putting a wand in some soap and blowing hard makes bubbles float in the air. They develop memory skills and can remember where they left their favorite book and can go and get it to read with grandma again.

They learn concepts like up, down, more, less, big, and small. They explore the outdoors and learn about wind, rain, sand, flowers, leaves, and bugs. They learn about their family, community, and the roles people play. With support and encouragement from adults, children gain confidence in their ability to solve problems and think creatively.

Children learn a tremendous amount in the first three years of life. For them to reach their potential, home and school environments must be stimulating places. Young children must have opportunities to explore objects, interact with people, be exposed to books, and play with materials they can manipulate. They must be encouraged to keep trying when they have difficulty and celebrate each step in the process of learning.

Once children enter school the cognitive domain typically is organized into the subject areas of mathematics, science, and social studies. For consistency, the cognitive development domain of the GELS is organized the same way. It should be emphasized, however, that the standards, indicators, and sample behaviors in the GELS are foundational. They are skills, concepts, and behaviors that prepare young

children for the more formal content areas they will study when they are school age.

The Cognitive Development section of the GELS includes three standards for three year olds. Following is a brief summary of the standards and the indicators and sample behaviors that contribute to them:

1. **Foundations for mathematical reasoning and logical thinking**, which describes ways a three year old *identifies basic shapes and colors, sorts and matches objects, builds number concepts, builds measurement concepts, begins to solve simple mathematical problems, arranges objects in simple patterns and thinks creatively;*
2. **Early scientific inquiry skills**, which describes ways a three year old *actively explores the environment, uses language to describe things in the environment, asks questions about the environment; and uses tools to experiment;*
3. **Foundations for social studies**, which details ways a three year old *recognizes family roles and personal relationships, recognizes individual preferences and differences, recognizes community roles and relationships, and explores concepts of place and location.*

“Cognitive Development” encompasses a wide range of skills and behaviors. The standards, indicators, and sample behaviors included in the Three Year Olds section of the GELS are only a few examples that could have been chosen. They should be considered representative of the numerous cognitive accomplishments demonstrated by three year olds.

## Cognitive Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop the foundations for mathematical reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p><b>Identifies basic shapes</b> <small>C3M1</small> →</p>	<p>Chidori <b>points to a circle</b> when his father asks him to find one in his book about shapes. <small>C3M1a</small></p> <p>Paulquesia <b>says “square”</b> when her grandmother asks her what shape her piece of toast is. <small>C3M1b</small></p> <p>Luis <b>says “circle”</b> when Ms. Jackie points to the clock on the kitchen wall and asks him what shape it is. <small>C3M1c</small></p> <p>Ella chooses a musical instrument during Circle Time and says <b>“This is a triangle.”</b> <small>C3M1d</small></p> <p>Harley says, <b>“This is part of the train puzzle,”</b> when he finds the piece shaped like a caboose. <small>C3M1e</small></p> <p>Mirabel glues <b>triangles and squares</b> onto a piece of paper <b>to represent a house</b> and tells her teacher what it is. <small>C3M1f</small></p>
<p><b>Sorts and matches objects</b> <small>C3M2</small> →</p>	<p>Alisha <b>sorts</b> a group of buttons into little ones and big ones. <small>C3M2a</small></p> <p>Nasir <b>matches</b> a red crayon to a picture of a red crayon in a magazine. <small>C3M2b</small></p> <p>Deanna <b>sorts</b> the flowers into three piles of different colors. <small>C3M2c</small></p> <p>Reid <b>sorts</b> a pile of old locks and keys and then tries to <b>match</b> some of them to see if any of the keys open the locks. <small>C3M2d</small></p> <p>MaryEllen <b>matches</b> pairs of identical pictures from a stack of picture cards. <small>C3M2e</small></p>

*continued...*

## Cognitive Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop the foundations for mathematical (continued) reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p><b>Builds number concepts</b> C3M3</p> 	<p>Laila <b>recites numbers from one to ten</b> although sometimes they aren't all in order. C3M3a</p> <p>Gilberto <b>uses some size words</b>; while he plays at Mrs. Tam's for the day, he says proudly, "I am big, and my baby brother is little." C3M3b</p> <p>Niles <b>imitates the way his sister counts objects</b>; he lines up some pennies, moves his finger across the row, and counts, "1, 2, 3, 4, 5" even though there are 8. C3M3c</p> <p>Haley makes sure each cereal bowl has a spoon in it at the breakfast table; she's practicing <b>one-to-one correspondence</b>. C3M3d</p> <p>Gavin matches plastic containers with their lids to see if he has <b>as many tops as bottoms</b>. C3M3e</p> <p>Reuben <b>places 3</b> small plastic apples into each of <b>6</b> baskets. C3M3f</p>
<p><b>Builds measurement concepts</b> C3M4</p> 	<p>Mirella sees a serving spoon next to a tea spoon on the kitchen table; she <b>points to</b> the serving spoon when her mother uses sign language to ask her which one is <b>longer</b>. C3M4a</p> <p>Willie <b>fills the measuring cup</b> with flour to help make play dough for his class. C3M4b</p> <p>Damion says to his friend Marquis, "My daddy comes <b>after</b> naptime." C3M4c</p> <p>Karissa says, "Let's go to Mrs. King's house <b>now</b>" after she finishes her breakfast. C3M4d</p> <p>Pierce's friend asks him when he's going to the park; he <b>says, "Later,</b> when my grandma picks me up." C3M4e</p> <p>Yasmine <b>tells</b> Abbey that she is <b>older, because</b> "I am <b>taller</b> than you." C3M4f</p>

## Cognitive Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop the foundations for mathematical (continued) reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p><b>Solves simple problems using mathematical thinking and logical reasoning</b> C3M5</p>	<p>Dominique <b>completes a puzzle</b> with 5 connecting pieces. C3M5a</p> <p>There is only one graham cracker left at snack time, and Declan and Mateo both want it. Declan <b>finds a solution</b> - he breaks it in two, gives one piece to Mateo, and keeps the other for himself. C3M5b</p> <p>Yael's teacher gave her some napkins and asked her to give one to each child at the snack table; after giving them all out, Yael came back to her and said, "<b>We don't have enough; we need one more</b> for Dahlia." C3M5c</p> <p>While playing with two teddy bears, Jake says "<b>I need another bear</b>, so I'll have a papa bear, a mama bear, and a baby bear!" C3M5d</p> <p>Fiorella chooses a paper chocolate ice cream cone to <b>put in the chocolate column</b> of the "Favorite Ice Cream" chart. C3M5e</p>
<p><b>Arranges objects in simple patterns</b> C3M6</p>	<p>Phoebe <b>copies a pattern</b>; she makes a chain of links with a green, yellow, green, yellow pattern just like her grandfather made. C3M6a</p> <p>Jaydon <b>copies the pattern</b> of big, small, big, small, big, and small blocks that his teacher made. C3M6b</p> <p>Amya <b>finishes the simple pattern</b> her teacher started; she put a blue car on the end of the train that started with a red car, then a blue one, then another red one, a blue, and a red. C3M6c</p>

*continued...*

## Cognitive Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop the foundations for mathematical (continued) reasoning and logical thinking. C3M

Indicators	Sample Behaviors
<p><b>Thinks creatively using logical reasoning and mathematical thinking</b> <small>C3M7</small> →</p>	<p>Gage <b>glues different shapes</b> of construction paper on his paper and says, “This is my grandma’s house.” <small>C3M7a</small></p> <p>Candice <b>put 3 pegs in the peg board</b> and says “This is my birthday cake, and these are the candles!” <small>C3M7b</small></p> <p>While playing with wooden shapes, Dwain <b>puts two triangle shapes together</b> and says, with surprise, “Look, I made a square!” <small>C3M7c</small></p>
<p>→ <b>Identifies basic colors</b> <small>C3M8</small> →</p>	<p>Elwyn takes his <b>red</b> socks out of the laundry basket when his mother tells him to do so. <small>C3M8a</small></p> <p>Arabella tells her teacher that she painted the sky with <b>blue</b> paint. <small>C3M8b</small></p> <p>Garrett asks for the <b>yellow</b> mustard to put on his sandwich. <small>C3M8c</small></p>

## Cognitive Development: 36 to 48 months—3 year olds

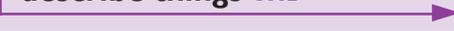
**Standard:** The child will begin to demonstrate early scientific inquiry skills. <sup>C3S</sup>

Indicators	Sample Behaviors
<p><b>Actively explores the environment</b> <sup>C3S1</sup></p>	<p>Jared <b>smells</b> different containers to try and <b>identify</b> what is inside. <sup>C3S1a</sup></p> <p>Angel <b>experiments</b> with a sponge and a bar of soap while playing in the bathtub; she <b>discovers</b> that the sponge stays on top of the water, and the soap goes to the bottom. <sup>C3S1b</sup></p> <p>Jason puts a cotton ball in water and <b>observes</b> the change of color when he adds food coloring. <sup>C3S1c</sup></p> <p>Trevor puts a seed in a cup of soil, waters it, and puts it in front of a classroom window; a few days later he <b>observes cause and effect</b> when a small plant starts to grow. <sup>C3S1d</sup></p> <p>Kelsey <b>observes</b> a snail crawling on the sidewalk and <b>notices</b> the slimy trail it leaves behind. <sup>C3S1e</sup></p> <p>Junji <b>takes care of the environment</b> when he brings newspapers from home and places them in the recycle bin at the Center. <sup>C3S1f</sup></p> <p>When Erakwanda <b>sees it is raining</b> outside, she gets her umbrella before going to Mrs. Pollack's house for the day. <sup>C3S1g</sup></p> <p>Joel <b>examines</b> a rock, a cotton ball, a piece of flannel, a button, and a stick and gives the cotton ball and piece of flannel to his teacher to glue on the "soft" collage they are making. <sup>C3S1h</sup></p>

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## Cognitive Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to to demonstrate early scientific inquiry skills. C3S  
(continued)

Indicators	Sample Behaviors
<p><b>Uses language to describe things</b> C3S2</p> 	<p>Without looking inside, Kiera reaches into a paper bag with a fuzzy ball, a block, and an animal figure; she grabs the block and <b>identifies</b> it before taking it out of the bag. C3S2a</p> <p>Dakota <b>watches</b> a caterpillar crawling on the window sill and <b>describes</b> to his mother that it “has stripes on it.” C3S2b</p> <p>Alondra <b>compares</b> two plants side by side in the classroom and <b>describes</b> to her teacher that one is growing taller than the other. C3S2c</p> <p>Geraldo describes <b>cause and effect</b>; he splashes his hands in a tub of water and <b>says</b>, “Look at the bubbles I made.” C3S2d</p> <p>Alexandria <b>smells</b> the flowers on the kitchen table <b>and says</b>, “This one smells good.” C3S2e</p> <p>Abram <b>uses sign language to describe</b> to his teacher that the magnet picks up the key but not the piece of paper. C3S2f</p> <p>Deshayne tells his friend to put the trash in the trash can <b>“to keep the earth clean.”</b> C3S2g</p>

*continued...*

## Cognitive Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to to demonstrate early scientific inquiry skills. C3S  
(continued)

Indicators	Sample Behaviors
<p><b>Asks questions about the environment</b> C3S3 →</p>	<p>Shania asks, “<b>Where</b> does the sun go at night?” C3S3a</p> <p>Esteban asks, “<b>Why</b> did the goldfish die?” C3S3b</p> <p>Josie asks, “The <b>acorn has a hat?</b>” and looks inquisitively at her aunt. C3S3c</p> <p>Axel looks through a magnifying glass at the dirt outside and <b>asks, “What’s that?”</b> when he sees a worm. C3S3d</p> <p>Callie looks at the two plants on the window sill and asks, “<b>Why</b> is this plant taller than this one?” C3S3e</p> <p>Marvin asks, “<b>Will the wind</b> blow the tree down?” while looking out the window with his father during the storm. C3S3f</p>
<p><b>Uses tools to experiment</b> C3S4 →</p>	<p>Nina <b>gets a toy screw driver</b> to try to fix the wheel on the dump truck. C3S4a</p> <p>Dante <b>makes a ramp</b> with blocks and watches a small car roll down. C3S4b</p> <p>Carolina <b>uses a manual egg beater</b> at the water table in her classroom and watches the water churn. C3S4c</p> <p>Kai <b>uses tongs to experiment</b> with picking up different objects like cotton balls and sponges. C3S4d</p> <p>Diamond <b>uses a cloth tape measure</b> and pretends to measure the table. C3S4e</p>

## Cognitive Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop the foundations for social studies. C3SS

Indicators	Sample Behaviors
<p><b>Recognizes family roles and personal relationships</b> <small>C3SS1</small></p>	<p>Jimmy may cry briefly when his grandfather drops him off at the Center, but he <b>calms down quickly</b> when his teacher reassures him. <small>C3SS1a</small></p> <p>Ricardo says, “<b>I live with</b> Daddy and Abuela (grandma).” <small>C3SS1b</small></p> <p>Jordyn says, “Here comes <b>Daisy’s mommy.</b>” <small>C3SS1c</small></p> <p>Darren says, “I have a big <b>brother</b> and a baby <b>sister.</b>” <small>C3SS1d</small></p> <p>April <b>helps with the family chores</b> by helping to clear the table after a meal. <small>C3SS1e</small></p> <p>Kylee <b>draws a picture of some of the roles in her family</b>; she says, “This is my daddy washing clothes; my mommy washes the dishes.” <small>C3SS1f</small></p>
<p><b>Recognizes individual preferences and differences</b> <small>C3SS2</small></p>	<p>Heather says, “<b>I’ll be the mommy</b>” and tells Xander, “<b>you be the daddy</b>” when they play together. <small>C3SS2a</small></p> <p>Raven says, “<b>I have black hair like Ruben.</b>” <small>C3SS2b</small></p> <p>Ariel says, “<b>Franklin has brown skin.</b>” <small>C3SS2c</small></p> <p>Raul says, “<b>She has an ear like me,</b>” when he sees a little girl with hearing aids. <small>C3SS2d</small></p> <p>Haylee <b>asks what Señor Gomez is saying</b> when he speaks Spanish to Haylee’s teacher. <small>C3SS2e</small></p> <p>Ezekiel says <b>he likes to climb</b> on the jungle gym, but <b>his brother doesn’t.</b> <small>C3SS2f</small></p>

*continued...*

## Cognitive Development: 36 to 48 months—3 year olds

**Standard:** The child will begin to develop the foundations for social studies. C3SS  
(continued)

Indicators	Sample Behaviors
<p><b>Recognizes community roles and relationships</b> C3SS3 →</p>	<p>Jaxon’s <b>“Helping Hands”</b> job this week is “puzzle helper;” he makes sure all the puzzle pieces are picked up during clean up time. C3SS3a</p> <p>Dereese <b>sees an ambulance</b> speeding by with its lights flashing and siren blaring and asks, “Is somebody sick?” C3SS3b</p> <p>Emilio <b>climbs on the fire truck and sees the big hose and ladder</b> when the fire fighter comes to visit the Center. C3SS3c</p> <p>Camilla looks at a book with a picture of an adult looking at a little girl’s teeth and says <b>“She’s a dentist.”</b> C3SS3d</p> <p>Trace goes with his father to take the dog to the <b>“doggie doctor”</b> and tells Mrs. Smith about it when he gets dropped off at her house the next day. C3SS3e</p>
<p><b>Explore concepts of place and location</b> C3SS4 →</p>	<p>Misty goes up to the gate and asks her mother if she can go out; she knows she is supposed to stay <b>inside her backyard.</b> C3SS4a</p> <p>Fabienne <b>rides a tricycle through the playground</b> at school; he notices that the path is smooth and other places are rocky and bumpy; he decides to stay on the path. C3SS4b</p> <p>Majed <b>names the different stores and other locations he recognizes</b> as he rides in the car to school. C3SS4c</p> <p>Lynn tells her teacher that she’s going to <b>ride on an airplane</b> to go visit her grandma and grandpa who live <b>far away.</b> C3SS4d</p> <p>When it’s time to go outside, Kevin <b>leads Shawn, who is new to the school, from their classroom to the playground.</b> C3SS4e</p>