

PRE-SCHOOL (36-60 MONTHS)

Emotional & Social Development:

- Develop and express a positive awareness of self in terms of specific abilities, characteristics, and preferences
- Develop increasing independence in a range of activities, routines, and tasks
- Demonstrate satisfaction when completing a task or solving a problem
- Maintain individuality or a positive sense of self within a group
- Express feelings, needs, and opinions appropriately without harming themselves, others, or property
- Begin to understand how their actions affect others and begin to accept the consequences of their actions
- Follow simple rules and routines
- Begin to use materials purposefully, safely, and respectfully
- Attempt to solve a problem in a positive manner
- Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts with peers
- Begin to demonstrate the ability to give and take during peer interactions by helping, sharing, and discussing
- Demonstrate the ability to take turns in games or using materials
- Be a helpful member in a group or household through sharing tasks or chores
- Accept guidance and directions from a range of familiar adults
- Show ability to develop friendships with peers
- Express empathy and care for others
- Feel secure and comfortable communicating with familiar adults
- Begin to demonstrate positive social skills, i.e., please, thank you, etc.
- Begin to identify their own gender, family, and culture
- Develop an understanding of similarities and respect for differences among people, such as gender, race, special needs, culture, language, and family structures
- Demonstrate appropriate caution in unfamiliar and/or potentially dangerous situations
- Develop awareness of community helpers



Language Development

- Communicate so that they will be understood by peers and adults
- When speaking, show an attempt to use volume appropriate to the situation
- Communicate using multiple word phrases to respond to questions, describe ideas, and express feelings, needs and wants
- Use language to enter into a play situation
- Engage in conversation by making statements or asking questions
- Respond to their names, requests for action or information
- Demonstrate understanding of messages in conversation by listening and responding appropriately
- Follow two or three-step directions
- Listen with interest to a story
- Begin to answer questions related to a story that has been read or told to him/her
- Make up and/or retell stories and describe experiences
- Show interest in playing with language
- Begin to develop familiarity with listening to, identifying, recognizing, and discriminating sounds in words
- Show an interest in books and/or engage in reading related activities
- Hold a book upright, turn pages from the front of the book to the back, and scan pages
- Recognize common sounds at the beginning of words
- Show increasing awareness of print, familiar signs, and labels
- Use scribbles, symbols, or drawings to express experiences through pictures, dictation, and play
- Experiment with a variety of writing tools and materials
- Begin to recognize, name, or identify some letters of the alphabet
- Recognize their first name in print written with the first letter in upper-case letter, followed by lower case letters
- Become aware that there are differences in upper and lower case letters
- Begin to write the letters of their first name

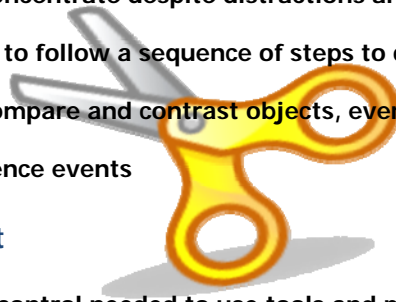


Cognitive Development

- Begin to use the five senses (hearing, smelling, tasting, seeing, and touching) to gather information and explore the environment
- Develop an awareness of ideas and language related to time such as daily routines and order of events
- Share experiences, ideas, and thoughts about artistic creations
- Express interest in and show respect for the creative work of others
- Express experiences and feelings through a variety of artistic processes and creations
- Show creativity and imagination in using materials and in assuming different roles in pretend play situations
- Make independent choices within the limits set by adults
- Approach tasks and activities with flexibility, imagination, inventiveness, and confidence
- Begin to develop the ability to recognize and solve problems through active exploration, including trial and error and interactions and discussions with peers and adults
- Participate in a variety of music activities
- Develop awareness of different musical instruments, tones patterns/rhythms, and tempo
- Imitate and recall patterns, songs, rhythms and rhymes
- Be exposed to music from a variety of cultures
- Show interest in using different art media (such as play dough, paint, etc.) and materials in a variety of ways for creative expression and representation
- Plan and create their own drawings, paintings, models, and other art creations
- Share experiences, ideas, and thoughts about artistic creations
- Use a variety of art materials and activities for sensory experiences, exploration, creative expression, and representation
- Express interest in and show respect for the creative work of others
- Express experiences and feelings through a variety of artistic processes and creations
- Express through movement what is felt and heard in various patterns of beat and rhythm in music
- Demonstrate an awareness of different musical tempos, patterns, and beats through movement
- Gain awareness of different cultures through experiences with a variety of music and movement activities
- Experience and use movement to reinforce learning in all curricular areas
- Participate in a variety of dramatic play activities



- **Show creativity and imagination in using materials and in assuming different roles in pretend play situations**
- **Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks**
- **Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences**
- **Begin to develop a plan for play and follow through**
- **Begin to develop the ability to concentrate despite distractions and interruptions**
- **Begin to demonstrate the ability to follow a sequence of steps to create a finished project**
- **Develop the ability to classify, compare and contrast objects, events, and experiences**
- **Demonstrate the ability to sequence events**



Physical Health and Development

- **Develop strength, dexterity and control needed to use tools and materials such as scissors, paper punch, stapler, hammer, play dough, and other manipulative materials**
- **Develop hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors**