

Thirty Months to Three Years

I. Social & Emotional Development

Developing a Sense of Self and Others

Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Identifies and expresses feelings</i>	<ul style="list-style-type: none"> • Imitate appropriate expression of feelings, needs, wants • Identify the basic emotions of others • Protest when a friend grabs a toy away from them, but give the toy when the friend is helped by a teacher to ask for a turn with it • Raise their hand and say "I do!" with enthusiasm when their caregiver asks who wants to have a turn to hold the door open • Show alarm when the Gingerbread Boy is eaten at the end of the story, but agree that cookies are for eating • Show great excitement about finding a ladybug on the playground • Continue to express a wide range of emotions, including pride, shame, embarrassment, and guilt 	<ul style="list-style-type: none"> • Acknowledge the child's feelings and model empathy • Accept and welcome the child's imaginary friend, listening for clues about the child's feelings and needs • Sit with the child, rub their back, and provide a soothing environment • Ask open ended questions • Make time for one to one conversations regularly • Share in the child's excitement about trying new skills and activities • Encourage them to help others • Recognize that children this age may be more fearful
<i>Continues to develop self-regulation</i>	<ul style="list-style-type: none"> • Have difficulty taking turns on their own, but willingly do it when a teacher helps her to talk about it with another child • Share one of the several dolls that they have with a friend who has none • Pay attention during large group activities for slightly longer periods of time • Demonstrate positive coping strategies such as using her words or asking for help • Have difficulty transitioning from one activity to another • Separate easily from parents/caregivers in familiar surroundings • Follow routines and familiar activities with adult/teacher direction • Demonstrate more self help skills • Continue to use a special object to soothe themselves during times of distress 	<ul style="list-style-type: none"> • Praise and encourage the child when they use their words or shows other signs of self control • Have duplicate materials available to minimize fighting over prized objects • Minimize the time that children wait during routines • Be clear and consistent about limits and expectations • Communicate with parents about childcare expectations and how they may be alike or different from home • Coach the child with words to use to resolve conflicts with peers • Give a warning before transitioning to a new activity • Make sure the consequences for inappropriate behaviors fit the situation

<p><i>Interacts with adults and other children</i></p>	<ul style="list-style-type: none"> • Demonstrate appropriate affection/interaction with family members and selected friends • Say please and thank you with prompting and modeling • Continue to need reassurance from their caregiver after mom has left for a few minutes, but be easily calmed and distracted • Repeat words they have heard adults use to tell another child to stop running (for example, "Use walking feet!") • Imitate both courteous words and expletives that they have heard from adults in their pretend play • Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves • Empathize with the feelings of other children • Continue to have a hard time sharing, but look to an adult for help • Have a concerned look on their face when another child falls and gets hurt on the playground • Engage in play with others for longer periods of time and in more complex scenarios 	<ul style="list-style-type: none"> • Give reassurance to the child as they transition into the classroom and show them the activities available to them • Provide a consistent routine for arrival time that helps the child make a smooth transition • Encourage the child when they use words appropriately • When inappropriate words are used, stay calm and remain matter-of-fact in your explanation that those words are not ok to use in this classroom. • Model empathy for others' feelings • Provide large blocks of free play time so that children have the opportunity to engage deeply in their play alone and with others • Encourage children to work together to complete activities or tasks • Encourage cooperation by asking children to use their peers for assistance rather than always going to an adult (for example, "Sally is really good at opening juice box straws. Let's ask her if she'll help you.")
<p><i>Continues to develop a sense of self confidence</i></p>	<ul style="list-style-type: none"> • Ask a new caregiver to help her complete the puzzle she has selected • Ask the custodian what she is doing when she comes in to fix the broken sink faucet • Show the greeter in the store her new shoes from the safety of the shopping cart • Make independent choices from diverse interest centers or activities with teacher support • Acknowledge actions and accomplishments verbally and nonverbally with minimal adult prompting • Re-engage in a task or activity after experiencing disappointment, frustration or failure with adult help 	<ul style="list-style-type: none"> • Talk with the child about new situations before and after they happen if possible • Allow the child to interact with new people while supervising • Encourage the child to discuss their accomplishments
<p><i>Continues to develop pro-social behaviors</i></p>	<ul style="list-style-type: none"> • Talk to another child as they play together • Watch other children play with a ball, then join in doing 	<ul style="list-style-type: none"> • Provide ample time and materials for children to play together

	<p>the same actions</p> <ul style="list-style-type: none"> • Look for their special friend to play with at center time • Choose to participate in group activities • Help another child to pick up the blocks after he dumped them out of the container • Feel and express remorse after accidentally knocking another child down in a rush to get out the door • Give a hug to another child • Ask for help when another child takes something that belongs to her • Play near and watch other children in play • Join in play with other children • Demonstrate some skills in problem solving with adult support • Follow classroom rules with consistent teacher support 	<ul style="list-style-type: none"> • Encourage and model cooperative play • Coach the child to use words to resolve conflicts about sharing and taking turns • Show the child the face of the child who is sad because of her behavior and express how she appears to be feeling • Use puppets and stories to teach pro-social behavior
<p><i>Begins to develop attending and focusing skills</i></p>	<ul style="list-style-type: none"> • Attend to a task of interest for longer periods of time • Move onto a new activity with minimal stress when prepared for the transition • Increase tolerance for brief delays of gratification 	<ul style="list-style-type: none"> • Schedule large blocks of time for children to freely choose their activities • Provide a wide variety of open-ended materials that promote sustained engagement (such as blocks, an increasing variety of open-ended art materials, and the like) • Encourage the child to persist with a task that is somewhat challenging by providing just enough support or prompting without taking over • Help the child stay engaged with an activity for longer periods of time by supporting or extending it or by providing a new challenge for them (For example, "You've built a big tower with the blocks. I wonder if you could build a house for this little dog?" or "I wonder if you could draw this tower now?") • Prepare the child for transitions by giving a warning before the transition occurs

II. Language Development

Communicating and Understanding

Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
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Continue to develop skills in listening and speaking

- Listen to spoken language or song for enjoyment
- Comment on familiar aspects of a story or common event
- Follow 2-step directions (For example, put your shoes on and then get your coat.)
- Converse in short sentences using a variety of nouns and verbs
- Engage in and maintain a conversation topic with adult support
- Relate personal experiences verbally using sentences with adult prompting
- Give simple commands to get needs met
- Use 3 different sentence types (requesting, questions, negation)
- Ask and answer simple questions using short phrases
- Share information on what he/she is currently doing
- Imitate familiar roles
- Use the same tone of voice they hear mom using when talking to their little brother
- Repeat adult questions that they have heard the teacher ask to start discussions, such as “What do you think will happen next?”
- Expand vocabulary with many more connecting and describing words
- Use many words to express their feelings, tell about their ideas, and respond to the ideas of others
- Use personal pronouns such as he, she, we and they more easily and appropriately
- Continue to use some familiar “shorthand” expressions such as “we go” or “all gone”
- Tell about what is happening in a book using action words
- Ask “why” and other questions frequently to keep a conversation going

- Give simple, clear instructions, with no more than two steps
- Give the child real responsibilities that matter, such as feeding the fish, setting up for the day or for snack, or putting away laundry or silverware at home
- Give a few minutes warning before a transition
- Provide a predictable schedule, and consistent routines
- Provide graphic organizers for schedule and class jobs
- Frequently use words that describe the relative positions of objects and people, such as next to, behind, under, and over
- Model good listening skills
- Ask the child to retell what they have just heard
- Ask the child about their real life experiences
- Correct grammar without drawing attention to it, for example, by rephrasing the child’s sentence with proper grammar, emphasizing the correct word(s).
- Ask about the actions the child sees being performed in a book
- Repeat what the child says, and extend it
- Ask open ended questions to extend the conversation
- Include the child in as many conversations as possible
- Remember that the child is listening to adult conversations
- Give children many opportunities to have conversations with each other

Pre-reading and Pre-writing

Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Continues to develop skills that will lead to reading readiness:</i>	<ul style="list-style-type: none"> • Sing simple songs that they have heard many times with a group or on their own 	<ul style="list-style-type: none"> • Sing the same simple songs over and over

- ◆ *Increases vocabulary*
- ◆ *Increases comprehension*
- ◆ *Shows interest in book reading*

- Say a simple rhyme that they have heard many times, with a group or alone
- Know that her name starts with a G sound, like green
- Identify farm animals by the sounds they make
- Identify environmental sounds such as a doorbell, fire engine, or water running
- Draw attention to parts of words such as syllables by moving to the beat
- Begin to understand that written words stand for a certain meaning
- Know that the McDonalds sign means that a McDonalds is near
- Find their favorite cereal by the picture or color on the box
- Put toys away in correctly labeled bins or shelves
- Precisely turn the pages of a book one at a time, and from left to right
- Ask for the same favorite book over and over again
- Recite a familiar nursery rhyme, poem or finger play with expression
- Want you to read the story the way they have heard it many times before, not leaving any parts out (and know when you skip a page or paragraph)
- Choose to look at a favorite book at rest time, retelling parts of the story softly to herself
- Recognize some common symbols
- Identify basic shapes
- Repeat portions of a story that they have heard
- Respond to basic "wh" questions (what, where, why)
- Know when a book is upside down and/or backwards and can correct it
- Use elements in pictures to tell, in simple phrases, what is happening
- Talk about what they see in pictures
- Participate in rhythm and rhyme games and songs
- Tell 1-2 events from personal experience
- Respond to a basic question about a picture
- Attend to pictorial directions but need teacher direction

- Frequently say rhymes and perform finger plays with the child
- Point out the sound at the beginning of their first name and other words starting with the same sound
- Play listening games that include animal or environmental sounds
- Point out the symbols that naturally occur in the environment, and symbols that designate some of her favorite places, foods, or toys
- Label the places where toys belong with simple signs with pictures
- Point out letters as they are encountered in real situations, especially those in their name
- Read with the child several times each day
- Reread a child's favorite book over and over again and introduce different books, including those with rhyme and repetition
- Connect examples from stories to real life
- Make books from real life sequences, such as buying postcards (or taking your own photos) and making them into a book after a visit to the zoo
- Have a variety of age appropriate books for children to select
- Point out reading conventions as you read books, such as starting at the top and moving down and reading from left to right
- Discuss new words and their meanings daily as they are encountered in books and conversations
- Use descriptive and specific language
- Engage in conversation on a regular basis
- Give opportunities to respond, retell, reenact stories from popular books
- Provide a variety of non-fiction and fiction materials
- Follow up on children's interests with more books, pictures, and magazines about a

	<ul style="list-style-type: none"> • Listen to fiction and non-fiction materials • Ask and answer questions about the story while the caregiver is reading • Answer questions about the story, such as, “Who was in the story?” “Where did he go?” “What did he do?” and “Why was he sad?” • Tell you what will happen next in a story that has been read before • Answer questions about the story that has just been read 	given topic
<i>Continues to develop writing skills</i>	<ul style="list-style-type: none"> • Use crayons on a large piece of paper and scribble, telling the caretaker that it is her • Take the caretaker’s pen and scribble, saying that they are writing • Find a card with their name on it on a table with several others • Point to the rule sign about using “listening ears” when asked what we do at circle time • Hold smaller writing implements (skinny markers, normal-sized crayons, etc.) with their fingers rather than their entire fist to scribble with more control • Respond to simple questions for adult recording on paper • Respond to questions about drawing • Copy a horizontal line, vertical line and circle with a model • Imitate simple shapes and lines 	<ul style="list-style-type: none"> • Allow the child to see you writing with a purpose on a daily basis (for example, a message on the white board). • Enter into play with the child, modeling writing for real purposes • Ask the child to tell you about their drawing, and if they would like you to write what it says on their paper • Have plenty of different kinds of paper, crayons, paintbrushes, pencils, and other writing implements freely available • Post signs at the children’s eye level to label where toys belong, give simple instructions, and tell about the work they are displaying • Make signs for the classroom with the children’s help. • Provide an easel and paints plus a variety of surfaces on which to paint and tools with which to paint • Display the child’s writing and drawings in the classroom • Model the correct grasp of a pencil and help the child to use a correct grasp

III. Cognitive Development

Mathematical Exploration and Learning

Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Continue to develop math skills such as:</i> ♦ <i>Problem solving</i>	<ul style="list-style-type: none"> • Hold up two fingers when asked how old they are • Ask a teacher to help them see if there is room in the 	<ul style="list-style-type: none"> • Set up the environment so that mathematical problem solving happens daily

- ◆ *Communication*
- ◆ *Reasoning*
- ◆ *Memory*

- play dough center and count the children with the teacher, deciding that there is room for her
- Complain to mom that their sister has more cookies than they do
 - Tell a friend that they are bigger, so they should go first up the climber
 - Match and sort objects according to color, size, shape or use when playing or putting away toys
 - Take two crackers out of the snack basket when it is passed, after hearing the teacher say, "Take two crackers"
 - Name at least one color
 - Compare the color of their toy car to that of another child
 - Easily match the colors and shapes in a matching puzzle
 - Help to put away the silverware, matching the large spoons with the other large spoons
 - Fill a balance scale with beads, making one side go down, then the other
 - Sort 3 to 5 objects by color
 - Recognize and read numerals 0 to 5
 - Identify the number of objects in a set up to 3 and verify by counting 1,2,3
 - Match the correct numeral 0-3 to the number of objects
 - Sort objects by similar attributes in familiar routines (big, little)
 - Sort a set of objects into more; then into less
 - Put objects in order by size when asked
 - Identify routines carried out during day or night.
 - Match and sort shapes
 - Demonstrate understanding of 3 to 5 prepositions: up, down, in, out, under, on top

- Note the color names of objects as you pick the objects up to put them away. "I will pick up all of the green ones; you pick up the red ones".
- Give the child "matching chores" such as sorting socks and silverware
- Use comparative words in play
- Use number words when talking about objects
- Use words such as more and less when talking about comparisons of quantity
- Integrate mathematical concepts into clean-up time by asking the child to help you sort the toys, by counting the number of balls as they are thrown into the storage bin, etc.
- Ask the child to help you set the table for snack time with enough napkins for everyone (Help the child count, then count with her as you set the table together.)

Scientific Exploration and Learning

Guideline

Develop skills that lead to science concepts such as:

- ◆ *Cause and effect*

For example the preschooler may:

- Explore and use cognitive strategies to attempt to make objects move

The Supportive Practitioner/caregiver can:

- Ask the child to make a plan, but let her explore and change her mind

<ul style="list-style-type: none"> ◆ <i>Daily routines</i> ◆ <i>Imitation of gestures and use of objects</i> ◆ <i>Identification of body parts</i> 	<ul style="list-style-type: none"> • Use tools to explore properties water • Match simple properties (color, size, shape) • Respond verbally to differences in water/food temperature • Demonstrate verbal differences of humans and animal • Indicate own thirst or hunger and that of others • Show awareness of the functions of people/animals in their world • Know night and day and various expectations in routines • Show active interest in the environment • Identify familiar functions of their environment • Want to pick up and bring home interesting things they find on a walk • Use tools for investigation • Stack blocks with the smaller ones on the bottom, but after having the tower fall down several times, start putting the larger blocks on the bottom • Try to make a mound out of the sand as it comes out of a container instead of just filling and dumping the container of sand • Get a stool and try to reach something put up on a high shelf 	<ul style="list-style-type: none"> • Get down on the child's level and extend their thinking by asking open ended questions to get them to talk about what they are doing and why • Model a sense of exploration and wonder • Provide a variety of open ended materials • Encourage exploration of the environment • Talk about what they are seeing, hearing, and touching • Encourage use of items in a new way • Respect the child's creative use of materials • Encourage the exploration of new or different natural items (like a collection of leaves, river rocks, pinecones, gourds, etc.) • Provide tools for investigating items in more detail (such as a variety of magnifying glasses, tweezers, and mirrors) • Go on nature walks where the child is encouraged to collect natural items, or notice interesting sounds, colors, or textures in the environment • Take advantage of the child's natural curiosity in the environment and reflect this wonder by joining the child in her investigations
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IV. Physical Development

Combine Several Large Muscle Skills When Playing

Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Develop large motor skills</i>	<ul style="list-style-type: none"> • Pedal and turn the handle bars on a low three wheeled riding toy, going with the traffic around and around a track • Climb on the rocking horse and push their feet to make it go • Run, jump up with both feet, walk down stairs without assistance, walk on tiptoe, walk backward and sideways, crawl under an object, and twirl • Walk sideways and forward on a wide balance beam • Perform the motions to the "Chicken Dance" with a 	<ul style="list-style-type: none"> • Provide different kinds of riding toys, and a safe, supervised, place to ride them • Provide opportunities for dancing, marching and moving around the room to music, as well as running and climbing outside • Use rhythm instruments, thigh slapping, and clapping to encourage children to keep a beat • Provide opportunities for the child to work with a set of high quality large blocks in the

	<p>circle of friends</p> <ul style="list-style-type: none"> • Run across the playground, starting and stopping easily • Play rhythm sticks in time to music with a simple beat • Throw a ball overhand (with forearm extension) in the forward direction • Attempt to catch a large ball, but often miss • Climb stairs with alternating feet, without assistance • Kick a stationary ball in a forward motion • Follow simple movements to music • Build more complex large block structures 	<p>classroom</p> <ul style="list-style-type: none"> • Provide large balls for the child to work on throwing, catching, and kicking skills
<i>Develop fine motor skills</i>	<ul style="list-style-type: none"> • Use smaller manipulatives such as stringing smaller beads or working with pattern blocks • Use one inch cubes and small blocks to build • String large beads on a shoelace with a knot at the bottom • Wind the jumping mouse with a pincer grasp on the small key • Arrange small counting objects in a line on the table • Use tweezers to pick up cotton balls and put them in a container • Put a hand inside a puppet and make it talk by moving her hand inside • Make more refined marks on paper • Pour liquids from a larger container into a smaller container with fewer spills 	<ul style="list-style-type: none"> • Give the child regular access to finger paint, collage materials, play dough and tools, markers, crayons, pencils, paint, chalk, safety scissors, and paper • Provide access to manipulatives (beads, small blocks, counting objects, etc.) and allow children to experiment with them. • Continue to use finger plays and encourage the child to join you in making the motions
<i>Develop skills that lead to good health practices</i>	<ul style="list-style-type: none"> • Feed themselves using a fork or spoon, and hold a cup with one hand to drink • Help with simple chores such as setting the table with a napkin and plate for each person • Want to help bathing herself, but still needs assistance • Dress themselves with some assistance • Wash and dry their own hands 	<ul style="list-style-type: none"> • Allow the child to do anything for themselves that they are able to do • Get them started with a difficult task, and let them finish it themselves

V. Creative Expression

Creativity and creative expression

Guideline	For example the child may:	The Supportive Practitioner/caregiver can:
<i>Begins to develop creative thinking:</i> <ul style="list-style-type: none"> ◆ <i>Explores the Arts</i> ◆ <i>Appreciates Music</i> 	<ul style="list-style-type: none"> • Predict what will happen next in a story book. • Listen, repeat, and experiment with words. • Begin to make representational drawings. 	<ul style="list-style-type: none"> • Help to promote problem solving by asking the children to predict what will happen next in a story.

- ◆ *Participates in Creative Movement*
- ◆ *Begins to participate in Dramatic Explore art materials*

- Use writing tools to create and experiment with.
- Match shapes, colors, patterns and objects together.
- Draw faces with more detail.
- Enjoy swirling and squishing the finger paint as they move it around on the paper
- Tear paper to make a collage
- Start to use tools with the play dough such as a rolling pin or a cookie cutter
- Paint at the easel, not wanting to stop until the paper is filled with color, with every white spot covered
- Enjoy participating in singing and movement activities

- Provide materials that promote and foster creative thinking skills such as puzzles, sorting, counting, classifying, construction, building blocks, and spatial awareness games.
- Take children to child friendly libraries, community performances, and introduce them to the arts community.
- Invite local artists to visit and share their expertise with the children.