

Three Year Old Program

A note from the Administration

Can you believe it? Your child has been on this earth for five exciting years and now you are faced with tough decisions that will affect the next 14 years (possibly 18 years) of their lives! We understand this time in the life of a parent can be intimidating and overwhelming. We empathize with your desire to give your child the best education coupled with the greatest learning experiences possible.

For that reason, we have set high standards for our teaching staff. We require them to stay current in their professional development ensuring your child receives age appropriate learning experiences. Our staff reviews the concepts, skills and developmental needs essential for your child's growth throughout their preschool years. The teaching staff creates and implements lesson plans that are fun and appropriate to promote advancement of your child's knowledge of God along with their developmental needs.

We believe our ministry provides a proper marriage of spiritual, mental, social, physical, and emotional activities that provide an enjoyable introduction to "Big School" while allowing them to be preschoolers.

We have compiled a collection of information about the needs, learning abilities and characteristics of Three-Year-Old children along with the developmental concepts and skills your child will be learning in the upcoming school year.

If you have any questions after reading this issue, please feel free to request a meeting with your child's teacher or with the ELC Administration.

Our goal is to help you feel more confident in your decisions regarding your little ones future and we will do anything we can to help you make the best decision for your child.

May God be blessed in all we do.

The Church at Brook Hills Early Learning Center Administration

Our Philosophy

The overall reason for the Early Learning Center is to serve as a ministry of The Church at Brook Hills. We also exist to provide support to you and your family. We do this by providing, for your child, a biblically based, age appropriate education in a safe, loving, Christian environment.

Our philosophy of education for the ELC is based on God's plan for educating children according to the scriptures. That is why we call it "Biblically Based". We are not simply referring to the fact that our curriculum includes Bible stories, verses, songs and activities – which it does.

In Deuteronomy 6:6-9, we read "These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up...."

We believe this tells us a young child learns best through repetition while involved in various activities. A young child learns to eat, walk, and talk through everyday activities. She also learns social skills, values, and truths about God through daily opportunities to observe others and to practice these skills in a variety of ways. Thus we have Learning Centers, Group Time, Playground Time, Educational time, Lunch time and all the other opportunities for children to learn and practice new skills while involved in activity.

We strongly believe that when provided with a variety of activities and materials from which to choose, each young child learns and develops his own God-given uniqueness.

Each child receives, through our program, a foundation that helps him develop mentally, physically, morally/spiritually, socially and emotionally through simple age-appropriate activities and educational centers, planned and provided by loving, Christian teachers.



Lord give us the children in such a way that only you receive the glory/

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Learning About Three-Year-Olds

What Basic Needs Does a Three-Year-Old have?

- unconditional love** as a valuable, worthwhile child of God
- acceptance** as a unique, lovable person, even when behavior is unacceptable
- security** which comes from a consistent schedule and a sense of family belonging
- protection** from the hazards of his environment and from his ignorance of the hazard
- independence and freedom** to do for himself
- guidance** in developing the ability to behave appropriately
- control and limits** so he can learn inner control
- faith** which comes from living with adults who love God and respect biblical truths

How Does a Three-Year-Old Learn?

- Expression of curiosity leads to high levels of interest and involvement
- Use of the senses allows three-year-olds to absorb information about their world
- Participation in first hand experiences with real objects allows for learning through doing
- Repetition or doing something over and over gives children opportunities to become confident competent learners
- Demonstrations by adults and older peers lead to language learning and social, emotional, and spiritual growth
- Motivation to learn more occurs when preschoolers experience satisfaction and joy in learning
- Play provides an opportunity for young children to learn at their own level of interest and skill

The most powerful avenue of learning for young children comes as they experience they giving and receiving of love.

What Characteristics Does a Three-Year-Old Have?

Social & Emotional Development



- Are self-centered but are learning to play with others
- Begin to take turns
- Seek approval of others
- Struggle for independence
- Have intense feelings of anger and joy

Physical Development

- Growth in length of torso and lose baby chubbiness
- Have periods of rapid growth
- Are energetic
- Walk and run well
- Tiptoe and jump with both feet
- Dress and undress
- Have improved finger dexterity

Intellectual Development

- Have limited vocabulary (approximately 1,000 words)
- Are curious, ask questions
- Are literal minded
- Have vivid imaginations
- Count to three (maybe beyond)
- Compare sizes (big and little)
- Talk about time (yesterday, today, a little while ago)



Spiritual Development

- Learn about God through relationships with others
- Distinguish the Bible from other books
- Enjoy brief Bible stories
- Can practice such biblical concepts as kindness and helpfulness



Building Self-Esteem

- Teaching them they are created by God. They are unique and special to Him (Gen. 1:27; Ps. 139:13-17)
- Giving them unconditional love (Matt. 19:14)
- Showing them respect (1 Peter 2:17)
- Being a good listener
- Providing limits that are reasonable and understandable to the children
- Giving them opportunities to succeed. Being sure the tasks are challenging, but not frustrating. Building a sense of "I CAN"
- Helping them be responsible for making choices
- Developing problem solving skills. When possible, letting children work out their own problems
- Knowing the individual needs of each child
- Risk taking is encouraged. A child feels accepted and secure enough to write in an unconventional and different way from adult writing. He will spell words the way he thinks they are spelled or the way the sound instead of relying on an adult for the "correct" spelling.
- Accomplishments are celebrated
- A sense of family or community is present among children and teachers
- Children are given warm, friendly touches to help them know they can trust and depend on their teachers
- Children are encouraged and supported in their differences. Differences make us unique. Doing a task in their own way shows respect.
- Pleasure and pain are viewed as equally valuable experiences. (For example, if a pet dies, teachers do not whisk it away in the night. Children are allowed to participate in the pain that comes with death)
- Respect for others is valued. Teachers demonstrate respect for children by listening to them, considering their opinions, and incorporating them into the plans.
- Learning experiences meet a child's developmental needs and are planned with his interests in mind
- When talking with a child, the teacher uses conversation which encourages rather than judges (For example, Judging: "I like your painting." Encouraging: "You worked a long time on your painting and chose beautiful colors. What do you like about your painting? I see what you are talking about when you say...") Judging statements evaluate a child's work or behavior. Encouraging statements accept a child as she is and help her develop an appreciation for her work and her behavior. These statements empower children to use language to explain and describe their creative thought process. An attentive adult validates a child's work.

The time we spend building self-esteem in young children today is a lifetime investment. The words we say and the way we treat young children form their memories tomorrow.

Guiding Behavior

- Using positive statements with children
- Providing choices and commending children when they make wise ones
- Establishing a few classroom rules the children can understand the "can" (behavior they are allowed to do) and the "cannot" (behavior that is not allowed)
- Ignoring inappropriate behavior when possible
- Using methods of discipline which help the children develop self-discipline
- Ignoring the misbehavior when it is just a minor disturbance and is not destructive or dangerous
- Structuring the environment
- Telling the children what we want him to do rather than what he cannot do
- Being consistent
- Planning time for loving and for giving attention
- Offering choices when they exist
- Providing "alone time" when a child hurts another child or has a temper tantrum
- Giving a few minutes advance notice before changing activities
- Modeling the behavior we expect from the children
- Knowing the children



Stages of Development

Social and Emotional

Three Year Olds:

- Model the behavior of the significant adults in their lives.
- Are trying to decide what kind of people they want to be—Select activities which give children numerous opportunities to use their imaginations as they pretend to be teachers, doctors, firefighters, police officers, librarians, secretaries, mothers and fathers
- Are learning to work with others—Allow children to learn to work on projects with friends
- Are learning acceptable modes of behavior—Help children learn how to behave within a group setting. Listening when others speak, putting away materials, caring for the environment, and helping friends are skills that must be learned
- Depend on consistency—For emotional security young children seeing the same teachers, having the same routine, and working within the same familiar environment every day
- Need loving touches to stay emotionally healthy
- Need to feel valued—Activities that are designed to guarantee success, promote a healthy self-esteem and allow children to feel pride in their accomplishments

Mental

Three Year Olds:

- think like children, not like adults—Statements we make are taken literally
- can say more than they can understand—Memorizing is easy for young children. They mimic adult language with ease but may not understand the meaning of words. Young children think and understand in terms of what they can see, hear, taste, touch, and smell
- focus on only one aspect of a situation at a time
- cannot combine parts to make a whole—Young children cannot take fragmented skill development activities and relate them to a learning to read or reason



Physical

Three Year Olds:

- develop large muscles—Plan experiences that allow the children to run, gallop, hop, balance, skip, march, play instruments, and move to music
- Develop small muscles—Provide numerous experiences that encourage the children to cut, draw, write with pencils and crayons, paste, paint, work puzzles, snap together manipulatives, button, zip and tie
- Care for their bodies—Plan events that help children develop good health habits; washing hands, using a tissue, brushing teeth, eating a balanced diet, and exercising



Moral and Spiritual

Three Year Olds:

- are self-centered—They can see a situation from only one person's point of view—their own. For example, when a child is in a large group and cannot see the book *the teacher is* holding, she might stand up. She does not realize that the children behind her cannot see. When a child bumps into another child, he may not realize he has hurt someone unless he also is hurt.
- have difficulty sharing—Provide many opportunities for taking turns. This is the first step in learning to share.
- are highly imaginative—Young children have difficulty distinguishing between real and make-believe. What they can imagine becomes truth to them. Often adults think young children are lying when, in reality, they are describing what they think and imagine
- are building a foundation for Christian faith—Relate Bible stories and Bible thoughts and verses to their daily activities; and develop spiritual understandings that are appropriate for their development level of mental, emotional, and social growth



Spiritual Development

Develops Concepts About God

The child:

- understands that God loves him
- Is aware that people can talk to God
- Develops an awareness that God made the earth, sky, plants, and animals
- Is learning that God wants people to love one another



Forms Concepts About Self

The child:

- Develops an awareness that she is an important person
- Understands that she is growing
- Knows that she can do many things

Develops Concepts About Jesus

The child:

- Can understand that Jesus was born and grew
- Can learn that Jesus had a family
- Develops an awareness that Jesus loves her
- Begins to understand that Jesus wants people to love Him

Develops Concepts About Others

The child:

- Learns that other people love and care about him
- Becomes aware that other people can help
- Understands that he can love and help others

Develops Concepts About the Bible

The child:

- Is learning that people at church love him
- Develops friendships with adults and other children at church
- Develops an awareness that people at church help others
- Learns that he can help at church
- Learns that people at church talk to God and Jesus

Develops Concepts About Families

The child:

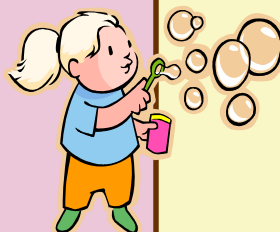
- Understands that God wants people to live, work, and play together in families
- Understands that God wants his family members to love him
- Knows that each family member has his own belongings and each family member has tasks to do
- Knows that the Bible has stories about families who helped one another



Develops Concepts About Church

The child:

- Is learning that people at church love him
- Develops friendships with adults and other children at church
- Develops an awareness that people at church help others
- Learns that he can help at church
- Learns that people at church talk about God and Jesus



Develops Concepts About The Natural World

The child:

- Is learning that God made the earth, sky, plants, animals, and people
- Develops an awareness that God provides food for people and animals

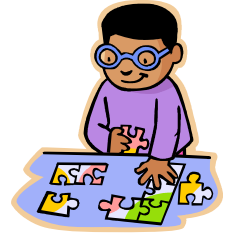


Intellectual Development

The child:

- Matches objects with pictures
- Compares sizes of two objects
- Groups objects according to ways they are alike
- Puts pictures in sequence (for example, seed to tree)
- Orders blocks from small to large
- Uses space words—up, over, under, top, bottom
- Counts at least three objects
- Counts to rhymes and finger plays
- Is developing an understanding of language and how it works
- Is beginning to understand the meaning of words such as soft, hard, hot and cold

- Uses plurals
- Speaks in short sentences
- Gives first and last name
- May stutter
- Uses a number of different time words (yesterday, tomorrow: may ask, "What time is it?")
- Answers questions
- Gives information
- Tells own stories
- Reads pictures for story meaning
- Begins to understand that writing is intended for communication
- Writes messages using scribbles, lines and circles



Physical Development

The child:

- Jumps in place (both feet)

Walks down steps (one step at a time)

- Throws a large ball
- Peddles a tricycle
- Draws picture (may not be recognizable)
- Puts together simple parts (puzzles, manipulative toys)
- Copies a circle



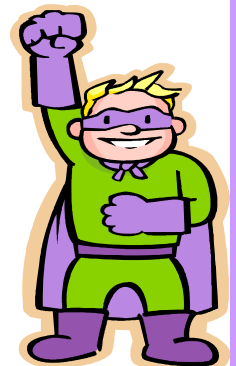
- Stacks blocks to build a tower
- Is toilet trained
- Cares for self at toilet (may need help with zippers & snaps)
- Dresses self (puts on coat; puts on shoes; may need help with buttoning, zipping, tying)
 - Washes and dries hands
 - Washes and dries hands
 - Feeds self

Social & Emotional Development

The child:

- Likes encouragement and attention
- Begins to take turns
- Plays beside friends
- Plays with other children
- Helps (cleanup, snack)
- Displays tensional outlets (may suck thumb, bite nails, need security blanket)

- May have an imaginary companion or pretend she is someone else
- May have temper tantrums
- May be anxious when separated from familiar people and places





Date: May 2007

Classroom: Threes

Teachers: Nancy

Theme: Water Is Fun

Purpose: To help threes grow in their appreciation of God's gift of water and to learn that water has many uses and purposes.

Biblical Perspective

Bible Stories	Bible Thoughts/Verses
Jesus Chose Helpers (Matthew 4:18-20; 10:1-8)	God made the water. (Psalm 104:10)
(Luke 5:1-11)	God sends the rain (Jeremiah 5:24)
	I thank God (2 Timothy 1:3)

Concepts

Concepts	Activities to relay this concept
God made water	Discuss and sing about creation
Water is used for many things	Talk about water uses and activities
When water freezes it becomes ice	Paint with colored ice cubes

Skills

Skills	Focus
Fine Motor	Cutting, Gluing, Coloring
Gross Motor	Skip, Run, Hop, Jump
Social	Playing together in classroom & playground
Thinking	Puzzles & Games



Example of Actual Lesson Plan





typical daily schedule for **Three Year Olds**

This is a very flexible schedule that changes according to the needs of the children.

(Days & Times may vary with the new school year schedule)

9:00-9:15	Meet & Greet Children
9:15-9:30	Art & Free Play
9:45-10:00	Potty Break
10:00-10:20	Music or Spanish
10:20-10:45	Snack
10:45-11:00	Group Time & Bible Story
11:00-11:30	Outside Play
11:30-11:50	With fun activities experiment with letter recognition, sounds and formation. Number concepts and formations.
11:50-12:00	Potty & Get Ready for Lunch
12:00-12:30	Lunch
12:30-12:45	Getting out nap mats
12:45-2:00	Rest Time
2:00-2:30	Preparing to go home

*Teachers will care for potty needs outside of this schedule as well.

