

## Dimensions in Development Three-year-old Program

### Physical Well-Being and Motor Development

#### Rationale

Research links child health to performance in school. Optimal motor development in children, from large motor movements that occur on the playground to small motor work required for holding a pencil or putting together puzzles.

#### *Physical Development*

- Growth
- Physical Fitness – stamina, energy, strength, flexibility
- Body Physiology – optimal functioning of the body

#### *Physical Abilities*

- Gross Motor Skills
  - Motor control and balance – walking, jumping hopping, skipping, running, climbing, pulling, kicking, bounding, up/down steps
- Fine Motor Skills
  - Hand strength and dexterity
  - Manipulates a range of objects – i.e. blocks, tools
- Sensorimotor Skills – vision, hearing, touching, kinesthesia
- Oral Motor Skills – sucking, coordination of breathing, movements necessary to produce speech
- Motor planning and Spatial Awareness – learning about themselves, their bodies in relationship to people and objects around them
- Eye/hand coordination – i.e. pours from a pitcher

### Social and Emotional Development

#### Rationale

This dimension serves as the foundation for relationships that give meaning to school experience. It involves a sense of personal well-being that comes from stable interactions in children's early lives and interactions that enable children to participate in classroom activities that are positive for them, their classmates and teachers.

### ***Emotional Development***

- Self-Concept – consisting of traits, habits, abilities, motives, social roles, goals and values that define how we perceive ourselves:
  - Primary emotions – joy, fear, anger, grief
  - Sensory stimulated emotions – disgust, delight, horror
  - Self-awareness emotions – shame, pride, guilt, confidence
  - Takes healthy risks
  - Expresses needs and wants
- Includes the ability to comprehend the feeling of others
  - Empathy, understanding, acceptance
- Self-regulation – manages emotions effectively in relationships while playing and learning
- Developing self-confidence, autonomy and responsibility
- Beings to manage transitions with ease
- Development of executive functions, inhibitory control, working memory, flexibility

### ***Social Development***

- Cooperates with others, works in collaborative groups
- Begins to manage transitions with ease; adapts to new environments with appropriate emotions and behaviors
- Develops friendships with peers
- Uses socially appropriate behavior with peers and adults - i.e. taking turns, helping
- Expresses empathy and sympathy to peers
- Beings to recognize and label others' emotions
- Identifies personal characteristics, preferences, thoughts and feelings
- Follows simple rules, routines and directions; participates in class jobs

## **Approaches Toward Learning**

### **Rationale**

This is the inclinations, dispositions or styles rather than skills that reflect the many ways that children become involved in learning and develop their inclinations to pursue it. Curiosity, creativity, independence, cooperativeness and persistence are some of the approaches that enhance early learning and development

### ***Predispositions***

- Gender – influences attitude toward subjects, about one's abilities, how one approaches a task and attributions for success and failure
- Temperament – variations can influence the way children think, perceive, understand, judge and solve problems
- Cultural patterns and values – may affect children's work styles, including their comfort working independently or socially

### ***Learning Styles***

- Asks questions and seeks new information; investigates
- Joins in cooperative play with others; invites others to play
- Helps, shares and cooperates in a group
- Recognizes cause and effect relationships
- Classifies, compares, contrasts – i.e. objects, experiences
- Engages in pretend play and acts out roles

## **Communication, Language and Literacy Development**

### **Rationale**

Language empowers children to participate in both the cognitive and affective components of the educational program. Experience with language, in both written and oral form, provides children with the tools to interact with others and to represent their thoughts, feelings and experiences. Communicating effectively with other children and adults and having emergent literacy experiences with diverse forms of language are fundamental elements of this dimension.

- **Verbal Language**
  - Uses language during conversations, songs, stories
  - Understands increasingly complex and varied vocabulary
  - Speaks clearly
  - Descriptive narrative utilized
  - Engages in communication and conversation in small groups and large groups
  - Uses language to describe objects, people, attributes, comparisons, size
  - Takes turns listening and speaking in small and large groups
  - Describes people, objects, pictures
  - Processes multiple step directions
  - Locates objects
  - Repeats sequences
  - Uses comparison words, spatial words, color words, emotion words
  - Begins to engage in narratives during dramatic play experiences
- **Language Arts**
  - Begins to recognize letters, print, name
  - Listens to stories, attempts to tell stories
  - Encounters read aloud books
  - Understands the library in classroom and school
  - Vocabulary is increasing in complexity
  - Rhyming, songs, chants, role playing, dramatic play
  - Phonemic awareness is emerging

## Cognition and General Knowledge

### Rationale

A foundation for later learning is provided when children have opportunities to interact with individuals and materials and learn from their surroundings. Children's transitions to formal schooling are eased when children have been provided with a variety of play-oriented, exploratory activities. Cognition and general knowledge represent the accumulation and reorganization of experiences that result from participating in a rich learning setting with skilled educators. From these experiences, children construct knowledge of patterns and relations, cause and effect, and methods of solving problems in everyday life.

- **Physical Knowledge**
  - knowledge of objects in external reality learned by observation and experience with objects  
(a red, heavy ball rolling downhill)
- **Logic - Mathematical Knowledge**
  - Puzzles, patterns
  - Matching, sorting, duplicating, comparing, classifying
  - Counting
  - Observing similarities and differences
  - Measuring
  - Practices one:one correspondence
  - Graphing
  - Time
  - Shapes – one and two dimensional
- **Social – Conventional Knowledge**
  - Beginning knowledge that reflects agreed-upon convention of society that could not be reinvented by every generation of learners  
(the English language has 26 letters, including 5 vowels and 21 consonants)
- **Cognitive Competencies that Young Children Develop Through Interaction with Different Types of Knowledge**
  - Representational thought – ability to think about things not present
  - Problem Solving – ability to experiment using different strategies; cause and effect; notice details
  - Social Knowledge – ability to be aware of self-family, community, physical environment and natural world
  - Imagination, creativity
- **Science**
  - Works on Outdoor Classroom; keen interest in nature
  - Recognizes changes in weather and seasons
  - Understands before/after
  - Begins to hypothesize
  - Research oriented
  - Observes, classifies, measures, predicts

