

Activities planned and provided for young children should be meaningful, open-ended and require active involvement from the children.

## Checklist for Appropriate Practice for Work with 3-Year-Olds

### Fine Motor Skills (3-Year-Olds)

- *Time for creative expression and exploration of materials*

#### Materials Available

- |  |   |
|--|---|
| <input type="checkbox"/> puzzles           | <input type="checkbox"/> paints and brushes |
| <input type="checkbox"/> pegboards         | <input type="checkbox"/> markers            |
| <input type="checkbox"/> beads to string   | <input type="checkbox"/> play dough         |
| <input type="checkbox"/> construction sets | <input type="checkbox"/> blunt scissors     |
| <input type="checkbox"/> crayons           |   |

### Gross Motor Skills (3-Year-Olds)

- *Time and space indoors and outdoors to explore and exercise*

#### Materials Available

- |   |   |
|---|---|
| <input type="checkbox"/> various sized balls and beanbags | <input type="checkbox"/> climbing apparatus |
| <input type="checkbox"/> trikes and wagons                | <input type="checkbox"/> balancing boards   |

### Cognition (3-Year-Olds)

- *Time to explore and learn about their environment*
- *Time to be curious*
- *Time to experiment with cause and effect*

#### Materials Available

- |   |  |
|---|--|
| <input type="checkbox"/> blocks                         | <input type="checkbox"/> toys that open and close                                |
| <input type="checkbox"/> dramatic play props            | <input type="checkbox"/> toys that can be taken apart<br>(and put back together) |
| <input type="checkbox"/> sand and water table           | <input type="checkbox"/> bubbles   |
| <input type="checkbox"/> toys for pouring and measuring | <input type="checkbox"/> kits  |
| <input type="checkbox"/> things to measure              | <input type="checkbox"/> seed planting activities                                |
| <input type="checkbox"/> scoops                         |  |
| <input type="checkbox"/> toys with knobs and latches    |  |

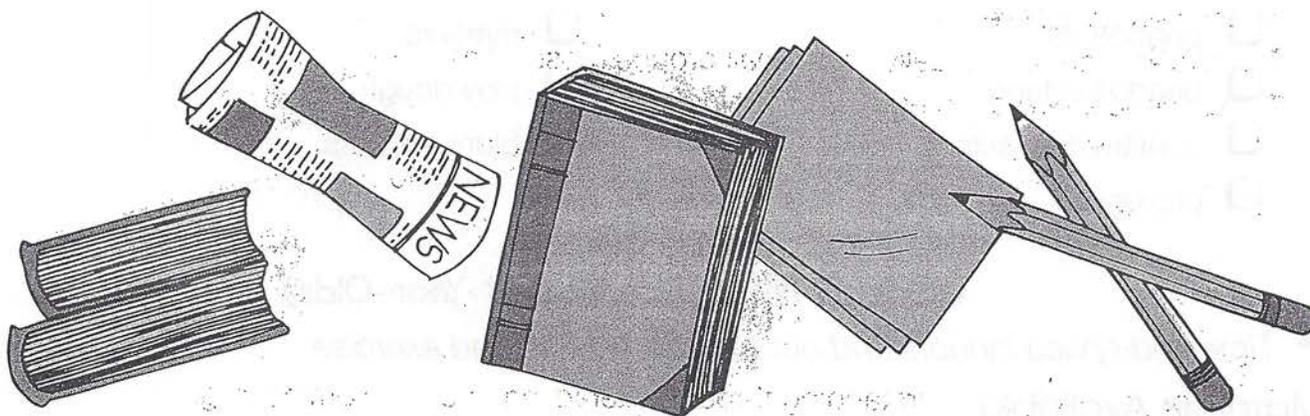
# Language

## (3-Year-Olds)

- Time to listen, speak, "read" and "write"
- Time to use language to solve problems
- Time to use language to learn concepts

### Materials Available

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/> books      | <input type="checkbox"/> writing implements |
| <input type="checkbox"/> magazines  | <input type="checkbox"/> earphones          |
| <input type="checkbox"/> newspapers | <input type="checkbox"/> tapes              |
| <input type="checkbox"/> paper      | <input type="checkbox"/> records            |



### Activities

- Adults speak clearly and frequently to individual children.
- Adults respond quickly and appropriately to children.
- Adults patiently answer the "Why?" and "How come?" questions.
- Adults respond to repeated questions as children practice conversations.
- Adults record children's stories.
- Adults read to children.
- Children rapidly acquire language.
- Children experiment with verbal sounds.
- Children use language to solve problems.
- Children use language to learn concepts.
- Children learn nursery rhymes, poems, songs and fingerplays.
- Children dictate stories.