

Developing Skills for Teaching Young Children - Expectations

Learning Area	Twos	Threes	Fours
Stories	Can sit and listen individually and in small groups; may be helped to focus by a song or other simple activity lead-in; prefer stories with large, recognizable pictures that include opportunities for action or reaction while they listen; enjoy interacting with the story and storyteller	Enjoy listening to stories about children (or animals) much like themselves; like the hear stories repeated; are willing to listen in both small and large groups; prefer short, simple stories	Enjoy sitting and listening to stories of all kinds; are beginning to engage with author and to predict what might happen next; learn from writing group stories about shared experiences; can discuss content and point of story with guidance from the teacher; can begin to put themselves in the story, relate it to their own lives and feelings
Singing	Like to participate in singing, but their participation most often means sitting and listening to others sing (older twos may sing), swaying, marching, dancing, or moving to the music	Enjoy singing short, simple songs, especially if the song has a repeating refrain of movement to accompany it; like to sing favorite and familiar songs over and over	Like to sing and have a list of favorites they like to sing repeatedly; can often talk about songs they know and tell others about truths in them
Art Drawing & Paint	Like to scribble with markers or large crayons; make marks to see what will happen; may not recognize their picture later; the process, not the final product, is what matters	Are involved in learning what various art media can do and what they can do with those media	Are becoming skilled in using art media have a specific thing in mind to create; some are beginning to identify picture content before they start to create it, and may then set about to complete it; enjoy narrating a story to accompany their pictures and creations; like to have the teacher write down that story
Stickers	Enjoy putting stickers on anything and everything, usually randomly; more interested in process of using stickers than in finished product.	Are more interested than twos in accuracy with stickers, but are still discovering what the materials can do	Enjoy using stickers and have this medium reasonable mastered; will sometimes place them carefully and with precision; at other times are more interested in the process than in the outcome.
Glue	May need to be encouraged and shown how to use glue sticks or glue placed on small plastic lids	Still need glue put on plastic lids for finger dipping; know more about using glue than twos	Like texture and messiness of pasting and gluing; usually cannot control amount of glue or paste used because they are working on the process and don't care about conserving the materials.

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Cutting	Are not yet able to use small muscles in their hands to control a scissors for cutting	Are beginning to be interested in cutting, but are primarily working with how to use the scissors itself; enjoy just cutting snips and strips rather than objects or shapes	Enjoy cutting to produce object or shape; are beginning to have control of scissors well enough to produce a somewhat recognizable shape, but are still working on mastering process of the skill
Drama	Enjoy dramatizing a story by pretending to do some physical activities involved in the story such as walking, running, hiding, looking; may mimic the teacher as he/she demonstrates each activity (may just watch the first few times); are not into dressing up yet	Enjoy acting out a story as a group; can walk through story actions and events as teacher narrates; enjoy dressing up and using various parts of the classroom as they act the story	Enjoy dramatizing a story and are more likely to remember it if they act it; are beginning to be able to take turns being the parts of the story, but still need to all be involved in action, even if they are only an animal or tree; enjoy echo pantomimes in which children repeat what teacher says and does
Asking and Answering Questions	At first may respond only to yes and no questions, but often talk about things unrelated to the question asked; will focus on one or two words from the question or conversation, then go on about their own experiences and ideas.	Are enthusiastic about answering the teacher's questions, but have difficulty waiting their turn to do so; are more interested in saying something (anything!) than in specifically answering questions or carrying on a conversation	Can answer questions specific to the content of the question; are beginning to be able to wait their turn in small group discussion and to listen to others' ideas in that discussion
Routines	Are just beginning to catch on to routines outside the home (unless they are in full-time daycare on weekdays); are most comfortable with a minimum of routines strictly followed from week to week	Are beginning to have a sense of routine and enjoy the comfort of that routine; are becoming comfortable with major changes in routine	Still take comfort in predictability of routine in the classroom; know what should happen next and are beginning to develop an internal sense of time in their activities
Following Directions	Are more likely to respond to a demonstration of directions or a participation in the desired activity on the teacher's part; do not respond well to verbal directions	Need to be given only one direction at a time; often need to be touched on shoulder or hand to help them focus their attention and to know that they are the ones to whom the request is directed	Is able to follow two- and even three-step directions if given slowly and without confusion.