



# ASSESSMENT • TOOLS •

WITH  
THOMPSON'S  
SCOPE &  
SEQUENCE  
2 1/2-3 YEARS

# Thompson's Scope and Sequence

(2 1/2 - 3 years)

The scope and sequence is created for teachers to use while planning creative experiences that are developmentally appropriate. The design of the scope and sequence is focused on skills or objectives that are developmental milestones for a specific age-level. Adapted to the school year, these skills and objectives are guidelines and should be applied with sensitivity to each child's developmental level. Some children will achieve these skills and objectives easily while others might need more practice. The teacher is responsible for adjusting the timely sequence of skills and objectives to fit the needs of the individual child by assessing the children each month. If a child advances through the scope and sequence at a quick pace, the teacher will select the next age-level up and individualize the curriculum. Conversely, if a child is lagging behind the teacher will use the level below and find the right period for that child.

## *Curriculum Terminology:*

### **Types of Listening Skills**

**Appreciative Listening** - Children find pleasure and entertainment in hearing music, poems, and stories. It is best to begin with this type of listening because it is passive, but personal, for each child. Examples: using a listening center, playing music in the background, and reading.

**Purposeful listening** - Children follow directions and give back responses either through action or verbally. Examples: Simon Says, and specific directions at clean up time.

**Discriminative listening** – The child becomes aware of changes in pitch and loudness. Sounds become differentiated in the environment. Eventually, the child is able to discriminate the speech sounds. Examples: listening lotto games, and matching sound shakers.

**Creative listening** – The child's imagination and emotions are stimulated by his listening experiences. Thoughts are expressed spontaneously and freely through words or actions, or both. Examples: finger plays, story prompts, news of the day, and singing.

**Critical listening** - The child understands, evaluates, makes decisions, and formulates opinions. To encourage this critical listening, the teacher may pose such questions as: "What happens when we all talk at once?" "What if everyone wanted to play in the playhouse at the same time?" Children must think through the responses, decide the most logical solution to the problem, and present a point of view.

## *Stages of Block Play:*

**Stage 1:** Child carries blocks around. Blocks not used for construction.

**Stage 2:** Child makes mostly rows, either horizontal (on the floor) or vertical (stacked). There is much repetition in this early building pattern.

**Stage 3:** Child makes bridges.

**Stage 4:** Child makes enclosures.

**Stage 5:** Child makes elaborate designs using pattern and balance.

**Stage 6:** Child names structures related to their functions (houses, boats, stairs).

**Stage 7:** Child reproduces or symbolizes familiar structures

## *Reading or Word Attack Skills:*

**Picture clues** – Use an adjacent picture (visual) to guess at a word near it. Example: daily schedule with pictures, rebus stories, and word walls

**Configuration clues** – Knowing a word because you remember its outline. Example, draw around a child's name and remove the letters, just keep the outline.

**Context clues** – Guessing an unknown word by known words that surround it. Example: reading for clues, and news of the day.

# Thompson's Scope and Sequence

2 ½ - 3 Years

September - November

SEPTEMBER	OCTOBER	NOVEMBER
<i>Language Arts</i>		
<ul style="list-style-type: none"> <li>Practice appreciative listening skills</li> <li>Identify objects in a book</li> <li>Identify objects around the room</li> <li>Present material to scribble on paper</li> <li>Ask recall questions</li> <li>Begin 10 minute circle time</li> </ul>	<ul style="list-style-type: none"> <li>Recite nursery rhymes</li> <li>Ask recall and action questions</li> <li>Continue to develop appreciative listening skills</li> <li>Give 2-step directions</li> <li>Begin 15 minute circle time</li> </ul>	<ul style="list-style-type: none"> <li>Practice purposeful listening skills</li> <li>Ask evaluation type questions</li> <li>Use picture clues</li> <li>Use puppet play</li> <li>Identify beginning and end of book</li> </ul>
<i>Math</i>		
<ul style="list-style-type: none"> <li>One-to-one correspondence with real objects</li> <li>Practice rhythmic rote counting</li> <li>Positional words [on, off, in, out, top, bottom]</li> <li>Identify the color red</li> <li>Identify a circle</li> </ul>	<ul style="list-style-type: none"> <li>Continue one-to-one correspondence with real objects</li> <li>Continue rhythmic rote counting</li> <li>Positional words [above, below]</li> <li>Identify the color yellow</li> <li>Identify a square</li> </ul>	<ul style="list-style-type: none"> <li>One-to-one correspondence with familiar objects</li> <li>Sort familiar objects</li> <li>Positional words [between]</li> <li>Compare sizes</li> <li>Identify the color blue</li> <li>Identify a triangle</li> <li>Learn the idea of 2</li> </ul>
<i>Social Studies</i>		
<ul style="list-style-type: none"> <li>Learn classmates names</li> <li>Learn classroom &amp; playground rules</li> <li>Identify feelings</li> <li>Name family members</li> </ul>	<ul style="list-style-type: none"> <li>Use feeling words [happy, sad, and mad]</li> <li>Point to faces expressing happy, sad, and mad</li> </ul>	<ul style="list-style-type: none"> <li>Point to faces [excited, and irritated]</li> <li>Identify boy and girl</li> <li>Thanksgiving traditions</li> </ul>
<i>Science</i>		
<ul style="list-style-type: none"> <li>Observe plant life</li> <li>How to take care of pets</li> </ul>	<ul style="list-style-type: none"> <li>Seasons - Fall</li> </ul>	<ul style="list-style-type: none"> <li>Weather [rain, sun]</li> <li>How to dress appropriately</li> <li>State the cause and effect of on-going events in the class</li> </ul>
<i>Fine Motor</i>		
<ul style="list-style-type: none"> <li>Use large lacing cards</li> <li>Paint at easel</li> </ul>	<ul style="list-style-type: none"> <li>Stringing beads</li> <li>Painting</li> <li>Toys with turn handles</li> </ul>	<ul style="list-style-type: none"> <li>Pop beads</li> <li>Zip</li> </ul>
<i>Gross Motor</i>		
<ul style="list-style-type: none"> <li>Tracking</li> <li>Balance</li> <li>Bilateral movements</li> <li>Locomotor movements</li> </ul>	<ul style="list-style-type: none"> <li>Balance</li> <li>Bilateral</li> <li>Directionality</li> <li>Eye/foot coordination</li> </ul>	<ul style="list-style-type: none"> <li>Bilateral</li> <li>Tracking</li> <li>Eye/hand coordination</li> </ul>
<i>Music</i>		
<ul style="list-style-type: none"> <li>Songs about family, friends, rules, love, and nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Musical instruments</li> <li>Dance or movement</li> <li>Songs about Halloween, and nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Songs about Thanksgiving, and fall</li> <li>Use rhythm sticks</li> </ul>

Assessment Tool  
**Beginning of the Year Conference Form | Narrative**  
*Companion to Thompson's Scope and Sequence*  
**2 1/2 - 3 Years**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class: \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher: \_\_\_\_\_

DESCRIPTION OF SOCIAL/EMOTIONAL ADJUSTMENT:

DESCRIPTION OF COGNITIVE DEVELOPMENT:

DESCRIPTION OF LANGUAGE DEVELOPMENT:

DESCRIPTION OF MOTOR DEVELOPMENT:

DESCRIPTION OF ADJUSTMENT TO ROUTINES:

*Topics to be discussed with parents: Use this tool to create concrete examples when filling out the Beginning of the Year Conference Form*

### **Social/Emotional Development:**

- Child's adjustment to school
- The transferring of trust from parent to teacher
- How the child is playing in centers
- The following of class rules
- Participation in group activities

### **Cognitive Development:**

- Child's level of curiosity
- Child's ability to identify themselves with their name, sex, and age
- Enjoyment level of books
- Concept of one-to-one correspondence
- Color recognition
- Turn taking and waiting to take turns

### **Language Development:**

- Child's ability to express themselves
- Child's ability to recite fingerplays and songs
- Ability to follow oral directions
- Ability to communicate with friends successfully
- Ability to point and name body parts
- Ability to regulate volume of their voice

### **Motor Development:**

- Ability to manipulate small items
- Ability to lace
- Manipulation of play dough, can they make balls and snakes
- The use of outdoor equipment
- The use of writing materials

### **Routines:**

- Ability to transition
- Ability to sit for lunch
- Ability to nap or rest comfortably
- Child's stamina in the late afternoon, are they able to cope with school routines

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mark the following items on a scale from 1-5.



## Language Arts

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| <input type="radio"/> Enjoys listening to stories and songs  | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Identifies parts of a story<br>(i.e., beginning and end)                                 | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Sits for 15 minutes during circle time   | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Follows two-step directions  | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Is able to be understood by teachers   | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Is able to be understood by children   | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Discriminates between different sounds<br>(i.e., loud, soft, environmental noises, etc.) | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Uses a variety of writing materials to scribble  | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Is able to draw simple lines or shapes   | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Identifies own name in written format  | 1 | 2 | 3 | 4 | 5 |

## Math

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| <input type="radio"/> Match one-to-one with objects   | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Rote counts to five   | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Counts to three using one to one  | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Sorts by size   | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Sorts by color  | 1 | 2 | 3 | 4 | 5 |
| <input type="radio"/> Understands positional words<br>(i.e., on, off, top, bottom, between, etc.) | 1 | 2 | 3 | 4 | 5 |

Assessment Tool  
**End of the Year Evaluation | Check List**  
 Companion to Thompson's Scope and Sequence  
**2 1/2 - 3 Years**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

<i>Language Development</i>	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM
<b>ORAL LANGUAGE</b>				
Is able to be understood by friends				
Can communicate needs to the teacher				
Can verbalize in short sentences (4 words or more)				
Can identify objects in books				
Can identify object around the classroom				
Can use positional words correctly				
Can identify loud and soft				
Can name his/her feelings				
<b>LISTENING AND COMPREHENSION</b>				
Is able to repeat songs and fingerplays along with the movements				
Listens in a group				
Follows oral directions				
Answers simple questions				
Is able to attend in circle time for 5 minutes				
<b>WRITTEN LANGUAGE</b>				
Recognizes his/her printed first name				
Scribbles on a page				
Scribbles are taking shape and form similar to letters				
Holds books correctly				
Enjoys spending time with books				

*Growth Area:* **INDIVIDUAL DEVELOPMENT PLAN**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**KNOWS THE FOLLOWING COLORS:**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



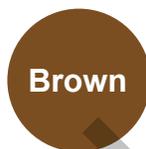
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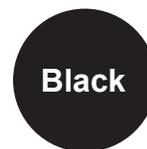
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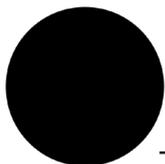


\_\_\_\_\_



\_\_\_\_\_

**KNOWS THE FOLLOWING SHAPES:**



\_\_\_\_\_



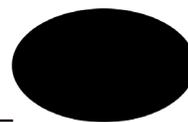
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**KNOWS THE FOLLOWING BODY PARTS:**

Head \_\_\_\_\_ Eyes \_\_\_\_\_ Ears \_\_\_\_\_ Nose \_\_\_\_\_ Mouth \_\_\_\_\_ Arms \_\_\_\_\_ Hands \_\_\_\_\_ Finger \_\_\_\_\_

Shoulders \_\_\_\_\_ Chest \_\_\_\_\_ Stomach \_\_\_\_\_ Bottom \_\_\_\_\_ Legs \_\_\_\_\_ Feet \_\_\_\_\_ Toes \_\_\_\_\_

**INDIVIDUAL DEVELOPMENT PLAN:**