

motor development

between 5-6 years, most children:

- ▶ Throw small balls with good aim;
- ▶ Kick balls with purpose;
- ▶ Catch balls with both hands;
- ▶ Jump on one or both feet without falling;
- ▶ Balance on a beam;
- ▶ Use scissors effectively;
- ▶ Trace patterns with scissors, pencil;
- ▶ Manipulate zippers and velcro;
- ▶ Use tools purposefully.

to support these developing skills, at Gretchen's House we:

- ▶ Increase challenge levels for group games or individual motor activities;
- ▶ Climb ropes and trees (as designated safe by the center director);
- ▶ Work with wood and other raw materials using hammers, saws, sandpaper and hand drills;
- ▶ Garden: till, weed, rake, and hoe;
- ▶ Dance with props;
- ▶ Make multi-dimensional collages;
- ▶ Experiment with moving our bodies differently, like elephants, for example, during dramatic play;
- ▶ Work in teams to do things like somersaults, form pyramids, or "row a boat."

guidance

at Gretchen's House we:

- ▶ Have children help develop classroom rules and determine consequences for disruptive behavior;
- ▶ Encourage children to work out **frustration** by talking or constructive expression: writing or artwork;
- ▶ Encourage children to work out problems with each other, coaching them when needed;
- ▶ Balance active and quiet times to give children time to regroup from excitement or challenges;
- ▶ Model polite and respectful behavior;
- ▶ Limit activity choices for disruptive children;
- ▶ Keep children in small groups whenever possible.

easy ways to make a 5-year-old feel powerful:

- ▶ Let them help plan and evaluate activities;
- ▶ Give them time alone with mom, dad, or other special adults;
- ▶ Let them help prepare meals and snacks;
- ▶ Have them help younger children with activities and chores;
- ▶ When they "fail," make a plan together to do better next time;
- ▶ Let children arrange their play spaces and decorate them;
- ▶ Listen to their stories and ask open ended questions about what they say.

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Gretchen's House at 734.761.2576*

Active Learning at Gretchen's House



your child at 5-6 years:

-curious-
-compassionate-
-capable-

cognitive development

between 5-6 years, most children:

- ▶ Count 10 objects using one-to-one correspondence;
- ▶ Understand more/less/equal than;
- ▶ Identify patterns;
- ▶ Create patterns;
- ▶ Form hypotheses about objects and test them;
- ▶ Begin to understand addition and subtraction concepts;
- ▶ Use clues and context to solve problems.

to support these developing skills, at Gretchen's House we:

- ▶ Review the weather and routines at circle time each day;
- ▶ Graph results from experiments, e.g. which apples people prefer;
- ▶ Predict outcomes: Which things will float?
- ▶ Discuss results: Why does a cork float?
- ▶ Use cooking activities to discuss basic math concepts;
- ▶ Use pattern work to practice prediction, sequencing, and categorization skills;
- ▶ Discuss basic hygiene: how germs make people sick, and what we can do to avoid spreading them.

language development

between 5-6 years, most children:

- ▶ Recognize most letters of the alphabet;
- ▶ Recognize some sight words;
- ▶ Reproduce sounds that letters represent;
- ▶ Use picture clues to construct meaning in an unfamiliar story;
- ▶ Create and communicate original stories;
- ▶ Write first name from memory;
- ▶ Make signs with pictures and words;
- ▶ Express thoughts in complete sentences;
- ▶ Listen attentively;
- ▶ Follow and give directions;
- ▶ Attempt to rhyme.

to support these developing skills, at Gretchen's House we:

- ▶ Have language arts centers for exploration and practice;
- ▶ Use journals to draw and write about our experiences;
- ▶ Transcribe children's stories in their own words;
- ▶ Illustrate familiar stories;
- ▶ Search for objects that begin with particular sounds and letters;
- ▶ Use circle time and show and tell to practice public speaking and listening;
- ▶ Have children describe their artwork and record their words;
- ▶ Use fill in the blank and recall games to improve comprehension;
- ▶ Read aloud every day.

social-emotional development

between 5-6 years, most children:

- ▶ Work well independently and cooperatively;
- ▶ Seek help when needed;
- ▶ Use words to solve problems and communicate concerns;
- ▶ Can delay gratification;
- ▶ Take responsibility for their own belongings;
- ▶ Show respect for adults and peers;
- ▶ Are concerned with fairness;
- ▶ Begin to use if/then statements to get what they want (positive and negative).

to support these developing skills, at Gretchen's House we:

- ▶ Use circle time to discuss group dynamics;
- ▶ Have children help determine class rules;
- ▶ Expect children to use polite words and tone of voice: say please, thank you, and excuse me;
- ▶ Give older children opportunities to help younger ones;
- ▶ Do group projects so all children can share their skills and learn from others;
- ▶ Practice "I messages;"
- ▶ Supply scripts for problem-solving situations;
- ▶ Allow children to play alone when they want privacy;
- ▶ Give children classroom jobs so they feel ownership of their space and toys.