

# Not Just Cute



*Whole  
Child  
Development*

preschool developmental  
guide-list

by Amanda Morgan

# Language & Literacy

Observed Behavior	Date	Notes
<b>Listening/Communication Skills</b>		
Takes turns in conversations		
Greets familiar people		
Effectively communicates needs most of the time		
Demonstrates active listening skills		
Usually understood by others when speaking		
Asks about the meaning of unfamiliar words		
Uses new words		
Uses/overgeneralizes grammar rules		
<b>Book Knowledge</b>		
Shows interest in books		
Holds books correctly and looks through pages		
Requests books to be read		
<b>Early Reading</b>		
"Reads" a story using pictures		
Points to text while "reading" a story		
Retells story from memory		
Reads familiar words by sight		
Begins sounding out words (K)		
<b>Alphabet Awareness</b>		
Recognizes letters as "letters"		

Points out familiar letters in words		
Connects correct sound to letter spotted in environment		
Recognizes and identifies 10-18 different letters in print over time		
Connects beginning letter to sound in spoken word		
<b>Name Knowledge</b>		
Recognizes own printed name		
Forms own name with premade letters (magnets, cards, keyboard, etc.)		
Writes own name		
<b>Writing</b>		
Emergent Writing:		
Drawing		
Scribble-Writing		
Letter-like		
Actual Letters		
Strings of Letters		
Words (K)		
Dictates messages		
Emergent writing with intended meaning		
“Writes” left to right, top to bottom		
Uses spaces between “words”		
Uses inventive/preconventional spelling		

<b>Phonological Awareness</b>		
Identifies/Counts individual spoken words		
Identifies two words as rhyming		
Completes second part of rhyming pair		
Blends two syllables into word		
Divides words into syllables		
Identifies beginning sound in spoken word		
Identifies ending sound in spoken word		

**Cognitive Reasoning, Math & Logic**

<b>Observed Behavior</b>	<b>Date</b>	<b>Notes</b>
<b>Classification/Sorting</b>		
Recognizes and sorts by a variety of attributes		
Compares objects using points of reference (longer than, bigger than, etc.)		
Orders/Puts in series (large to small, etc.)		
<b>Numbers and Operations</b>		
Rote Counting 1-5 _____ /10 _____ /15 _____ /20 _____		
Counting objects with 1-1 correspondence (one number for each object)		
Compares groups of objects (more than/less than)		
Recognizes written numerals 1-10		
<b>Time and Sequence</b>		
Recognizes/Uses ordinal numbers (first, second, third, etc)		
Understands order of events (before/after)		

Uses terms (though still grasping concepts) for basic units of time (seconds, days, next year, etc)		
<b>Geometric Shapes/Spatial Reasoning</b>		
Recognizes and names at least four basic shapes		
Understands and uses spatial location terms (in front of, behind, under, etc.)		
Manipulates 3 dimensional shapes to create (using blocks, etc.)		
Completes puzzles from 12-24 pieces		
<b>Patterns</b>		
Follows simple AB rhythm (clap, pat, clap, pat...)		
Completes AB pattern		
Creates AB pattern		
Utilizes complex patterns (AABB, ABBA, etc.)		
<b>Fractions</b>		
Recognizes that whole can be divided into parts		
Combines halves to make a whole		
<b>Logic &amp; Reasoning</b>		
Appreciates age-appropriate humor, recognizes certain things as "silly"		
Beginning to understand real vs pretend, though not consistently		
Recognizes the concepts of same vs different		

## Curiosity & Approaches to Learning

Observed Behavior	Date	Notes
Asks questions		
Intrigued by new concepts/objects/activities		
Shares new facts with excitement		
Performs simple investigations to answer own questions ("What would happen if.....")		
<b>Scientific Inquiry</b>		
Uses senses to gather information (feels, watches, smells, etc.)		
Makes predictions ("If this, then that...")		
Tests ideas		
Gathers data (Takes in observations, may draw pictures, etc.)		
Explains observations (Tells others around him/her)		
Implements problem solving strategies ("What if we try....")		

## Social-Emotional

Observed Behavior	Date	Notes
Participates in group activities		
Asks peers for permission to use/trade toys		
Takes turns with other children		
Invites peers to play/asks to join in play		
Follows trusted adult's requests most of the time		
Uses courteous language (please, thank you, sorry, etc.) without prompting about half of the time		

Shows empathy for others		
Uses beginning problem solving skills when in conflict, though often asking for adult support		
Recognizes and names basic emotions in images and stories		
Communicates feelings and needs to others with increasing propriety (polite asking vs whining)		
Beginning to develop coping strategies for difficult emotions		
Shows connection and healthy attachment to trusted adults and peers		

**Self-Help/Adaptive**

<b>Observed Behavior</b>	<b>Date</b>	<b>Notes</b>
Hangs up own coat and/or bag		
Helps to clean up after play		
Cleans up own dishes after snack and/or meals		
Uses bathroom independently and without accidents majority of time		
Washes hands independently		
Participates in kitchen tasks such as pouring, spreading, mixing		
Feeds self, using basic utensils appropriately		
Dresses self		
Beginning to manipulate fasteners (zippers, buttons, etc.) but may still need assistance		

## Physical/Motor

Observed Behavior	Date	Notes
<b>Gross Motor</b>		
Walks up and down stairs, alternating feet		
Catches ball with two hands		
Shows variety of locomotor patterns (walk, march, run, hop, gallop, skip, etc.)		
Can walk on tiptoe and remain balanced		
Maintains balance while standing on one foot		
Pedals trike smoothly		
<b>Fine Motor</b>		
Cuts along line with scissors		
Holds writing utensils using pincer grasp		
Manipulates buttons, snaps, etc.		
Demonstrates increasing fine motor strength and control with a variety of small objects and instruments (tweezers, droppers, paintbrush, etc)		
Draws rudimentary circles and squares		
Draws people and other representational drawings		

## Creativity

Observed Behavior	Date	Notes
Creates from loose parts (craft supplies, nature finds, etc.)		
Explores with a variety of media (paint, playdough, crayons, etc.) enjoying the process as much/more than product		
Invents stories		

Displays imagination/May have imaginary friends		
<b>Dramatic Play</b>		
Plays with dramatic play props/Allows objects to represent other objects (block as phone, etc)		
Imitates following familiar roles/experiences		
Creates more complex scripts with a variety of roles		
<b>Spiritual</b>		
<b>Observed Behavior</b>	<b>Date</b>	<b>Notes</b>
Feels and recognizes love in human relationships		
Feels and recognizes beauty in nature		
Feels and recognizes joy in engaging in positive activities (playing, helping, creating, etc.)		
Beginning to recognize and take part in applicable rituals (songs, prayer, meals, worship, mindfulness/meditation, etc.) appropriate to age and family/community culture		
Basic recognition of a positive relationship within concepts larger than self (God, Universe, Humanity, Nature, etc.), though very basic at this developmental stage and dependent on ecological context		
Familiar with cultural/moral stories (biography, lore, scripture, etc.) relevant to family's spiritual culture, though during early childhood their interpretation may be more fanciful than intended in the original telling		
Increasing understanding of moral right/wrong, with motivation moving from extrinsic to intrinsic (progressing from avoiding trouble, to being "good"/"nice" person, advancing later to ethical integrity)		

