

Objectives for 4-Year-Olds

Social/Emotional Development

- enjoy going to school
- enjoy cooperative play with others
- share willingly
- enjoy being assigned a classroom task or duty
- willingly try to please adults
- show a better ability to control intense feelings, like anger or fear
- make classroom friends and enjoy playing with them at school
- accept correction
- work independently
- separate from parent with ease through use of carpool line

Cognitive Development

- learn through all five senses
- show curiosity about new concepts
- become increasingly aware of differences and similarities among peers
- display a vivid imagination, often sharing during circle time
- remember previous discussions and concepts taught, some with teacher prompting
- show an interest in the printed word and begin to understand the relationship between the spoken and printed word
- be able to place things in logical order, such as story pictures
- be able to maintain interest during circle time, for up to 15 minutes
- have mastery of self-help skills, such as putting coat on and off, blowing nose, cleaning up after him/herself, using the toilet, etc.

Language Development

- engage in conversation with teachers and peers
- verbalize songs and fingerplays and have good command of the words and actions
- make comparisons between things such as differences and similarities – “how are they alike, and how are they different?”
- share in front of group during circle time
- be able to regulate the volume of his voice to fit the occasions
- be able to retell stories and events with fair attention to detail

- speak in the proper tense, using present, past and future tenses of verbs
- show an increasing vocabulary, being able to use appropriate words for most everyday objects and events in the classroom, as well as in the environment at large
- dictate stories and events
- understand the concept between written and spoken words in books
- retell stories in books using memory as well as picture clues
- listen to and follow simple oral direction as it relates to games, activities, and instruction
- use prepositions appropriately
- be able to be understood, pronouncing most words correctly, or at least nearly correctly
- verbally identify all the letters in his first name
- begin to associate letters with corresponding sounds
- distinguish and identify words that begin with the same sound
- be able to identify words that rhyme
- be able to supply a rhyming word when prompted by the teachers
- recall a directive of up to three or four steps
- predict outcomes
- become familiar with the difference between upper and lower case letters

Math Development

- rote count to twenty
- recognize numbers to ten
- develop one to one correspondence
- understand that sets have characteristics in common and be able to identify the common characteristics
- classify objects by color, size, shape, and texture, etc.
- solve simple word problems - “If you have two pieces of candy and I give you one more how many will you have?”
- point to and identify circle, square, triangle, rectangle, and diamond
- identify equivalence by matching sets
- identify patterns ab, aabb, begin aab
- be introduced to graphing
- be introduced to money and coins

Science Development

- actively explore through hands on experiments
- understand the life cycle of pets, plants, people, etc.
- understand that growing things come from seeds, have leaves, stems, and roots
- show a curiosity for the world around him/her
- learn that things sink or float in water
- experiment with various scientific tools, such as magnifying glasses, color wheels, bug boxes, etc.
- be exposed to scientific concepts through books
- be exposed to scientific vocabulary (hypothesis, diffusion, etc.)
- be able to identify and describe all four seasons, weather
- display a curiosity for “how things work”

Gross Motor Development

- run, gallop, and skip although somewhat unevenly
- be able to balance on one foot for approximately five seconds
- be able to walk stairs alternating one foot at a time
- hop four or five times on one foot
- have a good perception of his/her own space
- catch an object in fingers away from body
- throw with direction
- throw a ball into the air and catch
- climb with ease on play equipment
- be able to halt activity when requested by teacher
- move body creatively when requested by teacher

Fine Motor Development

- cut with scissors along straight and curved lines
- fold papers into halves, quarters
- string beads, often in patterns
- construct with manipulatives that have fine parts, such as small Legos
- use crayon or pencil with fair control and proper grasp
- make playdough figures that are often recognizable
- lace easily, but still not tie shoes
- write his/her first name, although still with some difficulty
- reproduce the shapes-circle, triangle, rectangle, square, although not perfectly
- work a puzzle of at least ten pieces
- begin to make letter like shapes/forms