

LEVEL 3: Skills to Continue Building Throughout This Curriculum

Date of Pre-Test: _____

Date of Post-Test: _____

Yes, Emerging, or No?

Skill: LANGUAGE	Yes	Em	No
Speaks clearly (or receives speech therapy for articulation).			
Uses complex and compound oral sentences (or receives language therapy).			
Communicates with thousands of words (or receives language therapy).			
Understands explanations to his questions.			
Engages in conversations with adults and with other children.			
Understands that written words represent spoken words.			
Uses grammatically correct sentences.			
Follows 3- or 4-step directions.			
Answers questions about a story's characters, setting, and plot.			
Can retell a simple story in proper sequence with beginning, middle, and end.			
Copies sentences correctly with a good pencil grip, letter formation, and good spacing between words.			
Reads orally with increasing fluency and inflection.			
Writes his own sentences with good spelling, punctuation, and capitalization.			
Shows increasing comprehension when reading or hearing stories.			
TOTAL Language – Score how many in each (Yes/Emerging/No).			

Tips to Improve Language at This Age:

- Read books to him at a level higher than he can read himself, as this will develop an ear for excellence in language, a stronger vocabulary, a greater understanding of the human condition, and a knowledge of content outside his own experiences.
- Continue to provide daily oral reading practice with instruction in comprehension, grammar, and composition.
- Share good books together to foster a love of stories.
- Explain unfamiliar words encountered in the stories. Introduce the dictionary.
- Engage the student in conversations about events, people, and places in the past, present, and future.
- Teach poetry for memorization.
- Foster conversational relationships among adults, such as other teachers, grandparents, and neighbors.
- Encourage and practice oral recitations.
- Use complete, descriptive sentences when speaking to the student.
- Require complete sentences (if the child is capable of this) in his own speaking.

Skill: COGNITIVE ABILITY	Yes	Em	No
Solves problems with his reasoning abilities.			
Draws his own observations, as in a nature notebook, or illustrates scenes from a story.			
Hears differences in pitch or tone in singing and matches his voice to a melody line.			
Memorizes increasingly large portions of material (the Lord's Prayer, poetry, names of presidents, states and capitals).			
Understands calendar concepts, such as day, week, month, yesterday, today, and tomorrow.			
Knows the days of the week and months of the year. Can tell which day comes before or after another day. (Tuesday is before Wednesday. Thursday is after Wednesday.)			
Asks "why" about people, events, nature, patterns, or rules.			
Identifies numerals 0-100.			
Understands place value with ones, tens, and hundreds.			
Adds and subtracts accurately with two-digit numerals.			
Identifies circle, square, rectangle, triangle, star.			
Can compare two objects by size (larger, smaller; longer, shorter).			
Can identify and repeat patterns (triangle-square-circle, triangle-square-circle).			
Draws inferences and offers explanations for occurrences.			
TOTAL Cognitive – Score how many in each (Yes/Emerging/No).			

Tips to Improve Cognition at This Age:

- Improve oral reading, silent reading, and composition skills. Continue reading to the child above his own reading level, even when he can read on his own. Discuss books together. Read non-fiction, such as science books and history, to expand his fund of knowledge.
- Develop memory, attention, and concentration with longer recitations, dictation, and memory work.
- Teach computation, place value, measurement, time, money, and quantities through systematic arithmetic lessons.
- Identify and discuss patterns in quilts, floor and ceiling tiles, artwork, crafts, carpentry, building materials.
- Discuss the process in art, cooking, mechanical repairs, gardening, crafts, building projects, cleaning, and organizing. Teach the student to follow steps in order to complete tasks with satisfaction.
- With beads or blocks, create patterns for the child to identify and imitate. (red-blue-yellow-green, red-blue-yellow-green. Your turn.)
- Develop musical ability and ear training with frequent singing. Take the student to school programs at the symphony. Emphasize loud/soft contrasts, changes in tempo, and sounds of different musical instruments.
- Assign (or work with the child) 500-piece puzzles.
- Have him help with tools when fixing household items.
- Have him help with recipes, measuring cups, and spoons.
- Provide a daily calendar overview of the day, week, and month. Have the student read an outdoor thermometer and record the daily temperature. Note patterns or seasonal changes. Help him become more observant in his surroundings. Use field guides to identify plants and animals in your area.

Skill: SOCIAL-EMOTIONAL DEVELOPMENT (manners, behavior, service to others)	Yes	Em	No
Can identify cause and effect with emotions. ("He dropped his ice cream cone, so he felt sad.")			
Can state helpful ways to manage frustration, disappointment, or anger in order to retain self-control.			
Shows greater control over his own emotions in public places.			
Uses "please," "thank you," and "excuse me" without prompting.			
Apologizes and asks others to forgive him when he has wronged them.			
Forgives others who apologize to him.			
Shares his toys when other children come over to play.			
Follows rules in a group (lining up, taking turns, following directions).			
Sometimes acts as "peacekeeper" in the conflicts of others.			
Answers the phone politely.			
Understands his own need for quiet time. Finds means of coping when agitated, such as talking through his problems, playing music, or being outside.			
Is becoming a thoughtful person to his friends and family.			
TOTAL Social-Emotional – Score how many in each (Yes/Emerging/No).			

Tips to Improve Social-Emotional Development at This Age:

- Note the precursors to emotions in stories. Discuss and apply them. "Why do you think Charlotte was worried? When have you felt worried? What did you do to be at peace?"
- Read books in which children and parents treat each other respectfully (*Little House* series).
- Read books in which children rise to the occasion of need (*Keep the Lights Burning, Abbie and Wagon Wheels*).
- After activities such as dance, swimming lessons, playtimes, or sports, discuss the feelings of other children. "Did you see how happy Andrew felt after he hit the homerun that brought everyone home?"
- Cultivate empathy and thoughtfulness by helping the student show acts of kindness to others in his family, neighborhood, or church.
- Limit television, video games, and movies. Replace with outdoor activity, exercise, and nature walks to move the body in productive ways and to calm the mind.
- Model respectful discourse within the family.
- If the child struggles with anxiety, anger, or rages, keep outside demands and pressures to a minimum. Allow the family (or the particular child) to establish a more relaxed, "low-key" approach to scheduling days and weeks.
- Read the chapter on behavior in *Simply Classical: A Beautiful Education for Any Child* for more help in this area. Obtain outside help if behavioral concerns begin to mount at this age.

Skill: FINE-MOTOR SKILLS (small muscle dexterity, pre-writing)	Yes	Em	No
Writes with a good, firm pencil grip that is neither too relaxed nor too pressured.			
Dresses himself, including snaps and buttons.			
Brushes his own teeth effectively.			
Plays with toys that have small pieces or parts.			
Colors within lines.			
Writes legibly with consistent letter formation and word spacing.			
Enjoys puzzles, smaller blocks (Legos), sticker books, and mazes.			
Can fold napkins or washcloths into a neat square.			
Can cut his own foods with a knife and fork.			
TOTAL Fine-Motor Skills – Score how many in each (Yes/Emerging/No).			

Tips to Improve Fine-Motor Skills at This Age:

- Remove hand-held electronics in the car. Substitute a Magna-Doodle, Etch-a-Sketch, or themed sticker books according to the student's interests.
- At home, set aside "Art Time" for painting, gel pens, and unique coloring books with high-quality colored pencils. Play relaxing music during these periods to associate relaxation with art therapy.
- Continue to provide paper with raised lines to provide more "feedback" with writing on the lines, if needed.
- Make regular trips to craft stores. Explore new crafts with the student. Consider card-making, stamping, leatherwork, scrapbooking, sewing, quilting, or beading. Provide supplies, time, and encouragement to engage in the hobby.
- Have the child fold laundry, sharpen pencils, sort and match socks, cook, bake, empty and stack utensils from the dishwasher, and other "fine-motor" chores.
- Consider an evaluation by a registered occupational therapist if significant fine-motor delays or difficulties persist.

Skill: GROSS-MOTOR SKILLS (large muscle coordination, strength, balance)	Yes	Em	No
Uses stairs with ease.			
Has a strong preference for right or left when batting, kicking, bowling.			
Skips, gallops, runs, twirls, jumps, hops on one foot.			
Turns forward and backward somersaults.			
Can perform knee drops and seat drops on a trampoline.			
Can move forward unassisted on monkey bars.			
Enjoys climbing, sliding, running, and playing outside.			
Rides a bicycle without training wheels.			
Can swim with the crawl stroke, back stroke, and breast stroke.			
Can play soccer, flag football, baseball.			
Throws and catches a ball.			
TOTAL Gross-Motor Skills – Score how many in each (Yes/Emerging/No).			

Tips to Improve Gross-Motor Skills at This Age:

- Enroll the child in seasonal (or year-round indoor) swimming lessons until he swims competently.
- Arrange frequent playdates at the playground for running, climbing, jumping, sliding, racing, swinging from bars, using monkey bars.
- Play backyard golf, soccer, football, baseball, wiffle ball, kickball, tag, hide-and-seek, and tag.
- Enroll the child in sports camps, homeschool sports, or physical education classes. Teach the rules and skills of basketball, soccer, football, softball, baseball, field hockey or gym hockey, bowling, and volleyball. Find Challenger Sports or other adapted sports, if needed. (ymca.net, specialolympics.org, bcchallenger.org)
- Teach individual sports such as golf, tennis, swimming, disc golf, gymnastics, dance, archery, cross-country or downhill skiing, roller skating, and ice skating. If the social aspects of team sports prove difficult, these individual sports can provide lifetime options for improved mental and physical health.
- When purchasing toys for the child with gross-motor delays, consider the "gross-motor toys" or "physical development" sections of stores and websites, such as educationaltoysplanet.com.
- Provide limited electronic exercise options (ballet DVDs, Wii, dance) for indoor use when weather prohibits other gross-motor activities.
- Provide postural supports during school lessons. See options available through Therapro.com.
- Consider an evaluation by a registered physical therapist for significant gross-motor difficulties or delays that persist.