

Enrichment/Fine Motor

Small motor actions/movements in hands, wrists, fingers, feet, toes, lips, tongue.

Children can: grasp with hand, pincer grasp, use lips and tongue to taste, draw shapes, writing, cutting with scissors, and use eating utensils.

Control and precision are necessary.

Gross Motor

Large motor movements in the body: arms, legs, feet or entire body.

Children can: crawl, run, jump, swing arms, walk, kick, and climb.

Both motor skills typical develop together.

Cognitive

Thought process, cause and effect, quality interactions, decision making, remembering, and problem solving.

Children can: do almost anything!

Concrete experiences and positive teacher-child interaction is imperative!

Social/Emotional

Emotions, sense of self, empathy, social interactions with those around them.

Children can: feel and see the world around them!

Children can only react to situations based on their experience or interpretation.

Dramatic Play

Symbolic play, acting out roles, should be child initiated, fantasy play.

Children can: act out roles, mimic behavior, express individualism

Dramatic play contributes strongly to the intellectual development of children. (Piaget, 1962)

Multi-cultural

Reflecting children in your care as well as awareness for those in their world.

Children can: learn about their world and develop acceptance and tolerance.

Multiculturalism should be evident through books, pictures, materials, lesson planning, and experiences.

