

Developmental Characteristics of the Preschool Stage (2 3/4 - 6)	
Physical	<p>Physically active; cannot be expected to sit for long periods</p> <p>Well established gross motor skills; working on fine motor</p> <p>Working on throwing and kicking, skipping and dancing, balancing</p> <p>Benefits most from multi-sensory approach to exploring and learning</p>
Cognitive	<p>Is curious, often asks why, is internally driven to explore and learn</p> <p>Thinks concretely</p> <p>Learns actively, by doing, through exploration and play, rather than listening, watching or memorizing</p> <p>Does not make cognitive mistakes as such; must come to cognitive conflicts and construct own learning</p> <p>Thinks egocentrically</p> <p>Is pre-logical; thinks magically</p> <p>Pre-Operational stage (of Constructivist learning)</p> <p>(Three types of knowledge: physical, logico-mathematical and social-arbitrary)</p> <p>Thought preoperational, animistic, intuitive, motivational, moralistic and phenomenistic</p> <p>Thinking a bit slow, awkward and limited, but progressing toward scientific thinking</p> <p>Barriers: egocentric thought, inability to decenter, to see transformations, to perform reversibility</p> <p>Unable to conserve until 5-7 shift</p> <p>Unable to understand appearance-reality distinction or qualitative reality; creature of perception</p> <p>Needs to be scaffolded through Zone of Proximal Development (ZPD)</p> <p>Imagination well developed; engaging in a lot of fantasy play</p> <p>Developing attention span and non-distractibility</p> <p>In process of developing learning style and attitudes</p> <p>Should be encouraged to learn to think, to make decisions and choices</p>
Linguistic	<p>Speaking in almost complete sentences</p> <p>Can effectively communicate needs orally</p> <p>Language moving from egocentric to fully socialized</p> <p>Vocabulary exploding</p> <p>Needs opportunities for self-expression, to develop self-expression and listening skills</p> <p>Literacy emerging:</p> <ul style="list-style-type: none"> reads with pictures; identifies some environmental print; scribbles; begins to write name and invent spelling
Social	<p>Is basically egocentric</p> <p>Starting to explore and develop social skills</p> <p>Beginning to be able to share</p> <p>Has trouble understanding motives</p> <p>Moving from parallel to associated (-ive) play, later to cooperative</p> <p>Developing friendships, usually one at a time</p> <p>Identifying as part of social groups outside the family</p> <p>Instrumental aggression should be waning</p>
Moral	<p>Is pre-moral; doesn't understand the existence of a conventional morality</p> <p>Morality is established by authority and seems arbitrary</p> <p>"Good" and "bad" vague, judgmental and confusing</p> <p>Anything I want is good unless I get punished for it</p> <p>Needs pro-social models and environments</p> <p>Needs opportunities to explore moral problem solving and courage</p>
Affective	<p>Beginning to understand basic feelings; to separate, accept, express, control, release them</p> <p>Commonly dealing with fears, including separation anxiety, and frustration/stress</p> <p>Working on delayed gratification and self-control</p> <p>Establishing sense of identity and individuality</p> <p>In conflict of initiative vs. guilt, in hope of attaining sense of purpose, self-esteem and responsibility</p> <p>Still need to establish basic trust and autonomous will; facing demands for industry & competence</p> <p>Needs help building and rebuilding basic needs: safety & security, love & belonging, respect & self-esteem</p>
Creative	<p>Needs free, creative, self-expressive opportunities and outlets</p> <p>Artistically, moving from scribbling to early representation</p> <p>Cannot, should not stay within the lines, trace or copy</p>

