Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Observation**

**Four-Year-Old Checklist**

Objectives:

After completing this observation, you will be able to

* Identify gross motor, fine motor, self-help, social, and language skills or a four-year-old child

Observe a child in a preschool setting for a minimum of 30 minutes. As you observe the child, mark the column next to each skill that the child has mastered with the month and day the skill was observed. Note: *This observation will most likely take you multiple days to complete, and you may not see them exhibit every behavior/skill listed.* *As you wait a few weeks between observations, you will be able to observe the child’s progress.*

Name of Child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Birthdate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Gross Motor Skills** | **Date Observed** |
| Catches beanbag with hands |  |
| Hops on one foot |  |
| Walks down stairs with alternating feet |  |
| Throws ball overhand |  |
| Carries a cup of liquid without spilling |  |
| Rides bicycle with training wheels |  |
| Balances on one foot for 10 seconds |  |
| Skips with alternating feet |  |
| Walks backward toe-to-heel for four consecutive steps |  |
| Builds elaborate structures with blocks |  |
| **Fine Motor Skills** |  |
| Builds a three-block bridge from a model |  |
| Completes a six- to eight-piece puzzle |  |
| Folds paper diagonally (three folds) |  |
| Copies a square |  |
| Paints and draws freely |  |
| **Self-Help Skills** |  |
| Laces shoes |  |
| Buckles belt |  |
| Cuts with knife |  |
| Dresses and undresses with supervision |  |
| Distinguishes front and back of clothing |  |
| Zips separating zipper |  |
| **Language Skills** |  |
| Understands *has/doesn’t have* and *is/is not* |  |
| Identifies penny, nickel, and dime |  |
| Follows three commands in proper order (clear the table, wash the table, and get ready to go outdoors) |  |
| **Language Skills** | **Date Observed** |
| Understands the pronoun *we* |  |
| Uses irregular verb forms (ate, ran, went) |  |
| Uses regular tense (ed) verbs |  |
| Uses third person present tense verbs (runs, shops) |  |
| Speaks fluently with a 1500-word vocabulary |  |
| Uses sentences of four to eight words |  |
| Asks many *when*, *why*, and *how* questions |  |
| Tells simple jokes |  |
| **Math Readiness Skills** |  |
| Understands the concepts of *beside*, *bottom*, *backward*, and *forward* in object manipulation tasks |  |
| Understands size concepts *short*, *fat*, and *thin* in object manipulation tasks |  |
| Counts one to four chips and correctly answers questions such as “How many in all?” with cardinal number |  |
| Says correct number when shown two to six objects and asked “How many?” |  |
| Can rote count one through nine |  |
| Understands the concepts of *triangle* and *circle* |  |
| Understands the concepts *tallest* and *same size* |  |
| **Social-Emotional Development** |  |
| May seem less pleasant and cooperative than at age three |  |
| May be more moody, tries to express emotions verbally |  |
| Strives for independence; resents being treated like a baby |  |
| May be stubborn and quarrelsome at times |  |
| Resents directions; may think he or she knows and can do it all |  |
| Learns to ask for things instead of snatching things from others |  |
| Is increasingly aware of attitudes and asks for approval |  |
| Needs and seeks parental approval often |  |
| Has a strong sense of family and home |  |
| May quote parents and boast about parents to friends |  |
| Becomes more interested in friends than in adults |  |
| Shares possessions and toys, especially with special friends |  |
| Suggests taking turns but may be unable to wait for his or her own turn |  |
| Likes to play with friends in cooperative play activities |  |