

---

**UNIT:** Growth and Development

**LESSON:** Preschoolers--Cognitive

---

**COMPETENCIES:**

1. Describe signs of cognitive development in preschoolers. (Options 2, 3, and 4)
  2. Develop age-appropriate activities for cognitive development in preschoolers. (Options 5, 6, and 7)
- 

**OVERVIEW/SUMMARY:**

Cognitive development in preschoolers is exciting. It is the stage where they actually begin to think more like an adult. They can reason and see beyond the immediate situation.

---

**MOTIVATOR:**

Preschoolers are in the preoperational stage, meaning before mental activity can begin. They are trying to put words, symbols, and meaning into their lives. This is the age where many children say funny, innocent things. For example, after attending a parent/teacher conference, a mother told her daughter that she liked the child's teacher. The child responded, "Mom, you can pet her if you want." Obviously this child had pets and knew that petting something was a sign of friendliness. Another child, Matthew, age 3, was helping his mother and sister make cookies. His mother said, "Now, we just need a little more flour." She turned her back to get more flour and the remaining ingredients. When she turned back around to finish the cookies, she saw many green pieces of flower leaves in the dough. She looked at Matthew. He was grinning from ear to ear. He had got more "flower" for his mom! These are just examples of the cognitive abilities of preschoolers.

---

**LESSON OPTIONS/SUPPLIES:**

**OPTION 1**

**BOOK:** If You Give A Moose A Muffin or If You Give A Moose A Cookie

**OPTION 2--Competency 1--CDA VIII, ECD**

**STUDY GUIDE:** Have the students complete the "Preschoolers Cognitive Development Study Guide" using their textbook as a reference, or give a mini-lecture from the teacher information, "Cognitive Development in Preschoolers."

**OPTION 3--Competency 1--CDA VIII, ECD**

**PREOPERATIONAL STAGE:** Discuss the information in the teacher notes concerning Piaget's pre-operational stage in which preschool-age children belong.

**OPTION 4--Competency 1**

**SLOGANS:** After discussing the information on preoperational thought, read the book The King Who Rained by Fred Gwynne, ISBN 0-671-66363-1, and discuss how it illustrates preoperational thought. Have the students create their own preoperational slogan similar to those in the book. They may do this in groups or individually.

**OPTION 5--Competency 2--CDA VII**

**LEARNING CENTERS:** Split the class into five different groups. Set up the room with five different learning centers: 1) sorting activity, 2) classifying activity, 3) seriation activity, 4) transformation activity, and 5) a reversal activity. Allow the students to complete the activities and rotate so they get to play all five of them. When they are finished, discuss each activity and how it enhances the preoperational thought of the preschool-age child. (For ideas, you may wish to refer to Children and the Early Years, pages 309-311.)

**OPTION 6--Competency 2**

**FLANNEL BOARD STORIES:** Discuss how telling flannel board stories to the children encourages them to listen and communicate. Allowing preschoolers to actually use the flannel board pieces and a flannel board to make up and tell their own stories enhances their language skills, cognitive development, imagination, and creativity. Have the students complete the flannel board story project. Discuss the flannel board stories helpful hints. Discuss flannel board storytelling techniques. The day the stories are due, place students in groups of five or six and have them TELL, not read, their stories to the students in their group.

**OPTION 7--Competency 2**

**MEMORY GAMES:** Have students make a memory game for preschool-age children.