

Teaching Guide

Five and Six-Year-Olds

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Overview

Join Jack, Danielle, Kailee, Matthew, Isabella, Tyler, Natalie, and their five and six year old friends as they explore spatial, linguistic, interpersonal, logical, and kinesthetic intelligences.

See five and six-year-olds struggle to learn about fair play, co-operation, following rules, and taking turns.

See them count forward or backward, even count by fives and tens. Learn that they struggle with counting when interrupted because they can concentrate on only one thing at a time.

We pour orange juice from a short wide glass into a tall thin one and ask the kids if the second glass has more or less orange juice. Watch them struggle with this question and realize some concepts are still beyond their grasp.

Learn that five and six-year-olds begin to distinguish between real and make-believe. We show first graders cartoon monsters and ask if they are real or make-believe.

Watch our young video stars arrange objects by color, assemble jigsaw puzzles, and make drawings that sometimes look like modern art.

Learn most five and six-year-olds can tell their own right from left hands, but have a hard time distinguishing left from right on other people.

Objectives

Viewers of *Five and Six -Year-Olds* will learn:

- about five and six-year-olds' physical development.
- that in the early years children learn most from relationships.
- that five and six-year-olds need time with parents each day.
- that children learn through play.
- about their linguistic and mathematical abilities.
- how quantity and amount puzzle them.
- about their ability to distinguish real from pretend.
- how children learn to print and hold a pencil.
- how they communicate through drawings.
- about the fine motor skills.
- their abilities to dress and feed themselves.
- how their gross motor skills advance to include walking in a straight line, skipping, galloping, throwing, catching, and kicking.

Discussion Questions

1. What did you learn about five and six-year-olds' physical development?

2. Discuss: "In the early years most learning comes from what children learn from relationships." What does this mean for parents and caregivers? What should parents do about their children's TV viewing and computer use?

3. Why is play with peers important?
Children need unstructured time to explore and play with peers and parents as well as on their own. Play furthers thinking and socializing skills. Some experts say as children move from preschool to school they need one-to-one play dates three times a week.

4. The video states that in the early elementary years boys and girls still play together; by third grade children play with kids of the same sex. Do you remember this being true in your life? Discuss.
Only six percent of play during middle childhood crosses gender lines.

5. Five and six-year-olds begin to learn about fairness. This is a new age of moral reasoning. The belief that parents are all-knowing lessens. Give examples of what five and six-year-olds can find unfair. Do kids this age often insist on "tit for tat" sharing?

6. Five-year-olds can connect feelings with ideas. Diana says the dark scares her; fear of the dark emerges around five. What other feelings can five-year-olds experience?

7. Find examples of verbal linguistic intelligence in five and six-year-olds. Ask class members who learned to speak two or more languages as a young child to share their experiences.

8. The exercises with the orange juice, cake, and lines of cars all demonstrate conservation. Conservation is the principle that quantity is independent of appearance. Jean Piaget holds that children reach the stage of concrete operations around age eight. So an eight-year-old will know that the shape of a container does not determine the quantity it holds.

The video briefly shows one six-year-old boy answering one of these questions correctly. Note that we questioned many children and none could answer all three questions correctly. No child correctly answered the question about the orange juice.

9. What characterizes the art of five and six-year-olds?

They often include individual figures in a scene; family members and pets are frequent subjects. Ground lines, skies, suns and clouds appear in drawings. Flowers, trees, houses, and trains are common subjects. Houses usually have chimneys, four windows, and a center door even if a child lives in an apartment with no fireplace. Drawings can evoke happy or sad feelings.

10. What activities can help five and six-year-olds develop their gross motor skills?

Throwing and catching games, soccer, bicycle riding, swimming, skiing, skating and rollerblading are appropriate activities for this age group.

11. What toys develop five and six-year-olds' fine motor skills?

Lacing cards, puzzles with many pieces, sewing with large yarn needles, making patterns with small colored pegs and fitting together Legos® are all popular.

12. Give examples of five and six-year-olds self care skills.

Button and zip jackets with bottom opening zippers

Match up and close snaps

Tie shoes

Dress self completely

Bathe self

Clean teeth

Use a knife to spread and cut

Feed self with fork and spoon

Set the table

13. Should parents hurry a five and six-year-old who does not perform the skills shown in the video ?

Children master developmental stages in patterned ways. But personalities are all different so every child goes through the customary stages in his or her own way. Hurrying children through any stage can actually slow them down.

14. Give examples of how intelligences interrelate.

Hopping and skipping develop body awareness, left and right differentiation

Five to Six Years

Physical Development

- Lose about four baby teeth a year and make room for permanent teeth
- Gain an average seven pounds and grow two and a half inches each year

Interpersonal Intelligence

- Relate: feel warm and close to others
- Be secure: look, listen and be calm
- Make connections between feelings and ideas
- Desire to be good
- Develop capacity for adult emotions
- Move from family to world of peers
- Increasingly play is with one sex
- High need for interpersonal interaction
- Play in teams; play games with rules

Verbal-Linguistic Intelligence

- Understand about 2500 words and pronounce 90% of them accurately
- Begin reading with instruction; benefit from being read to
- Speech is fluent and grammatically correct, except for some mispronunciations: s,v,f,th.
- Use plurals, pronouns, tenses correctly in well constructed sentences

Logical Mathematical Intelligence

- Count and understand mathematical principles
- Puzzled by quantity and amount
- Begin distinguishing real from pretend

Visual-Spatial Intelligence

- Begin printing on lined paper; learn to form letters
- Love to communicate through drawing
- Can copy a circle, cross, square and triangle
- Combine geometric shapes in different ways
- Draw recognizable pictures
- Each component has its own space in artwork
- Draw human figure differently
- Use bright colors
- Outline in one color and fill in another
- Line up drawings with the edge of page
- Arrange small beads by color
- Put together a 26 piece puzzle

Bodily Kinesthetic Intelligence

- Learn left from right
- Cut straight lines with a scissors
- Slip on pull-up garments, zip zippers, button front buttons, buckle belts and lace up shoes on the correct feet; small buttons or fastenings in hidden places can challenge
- Learn to hold eating and writing utensils with fingers rather than a fist.
- Begin skipping and galloping
- Running skills become smoother
- Develop throwing skills beyond underhand; catch balls
- Can swing either leg back and forth without losing balance
- Wash and dry hands and face without getting clothes wet
- Descend stairs alternating feet
- Skillful in climbing, sliding, swinging