

FIVE-YEAR-OLD BEHAVIOR PROFILE

PLAY ACTIVITIES

1. Large and small muscle control, smooth and easy:
 - a. Skips smoothly
 - b. Jumps well
 - c. Well-developed balance
 - d. Uses "tools"--comb, toothbrush, scissors, crayons; with precision.
2. Likes to finish what he has started.
3. Can carry over a play project from one day to another.
4. Plays in groups of two to five with amenability.
5. Enjoys cutting and pasting and working on a specific project.

EASEL PAINTING

1. Begins with an idea in mind.
2. Products usually recognizable.
3. Pictures usually simple with few details.
4. Draws details most important to him larger, e.g., flower larger than house.
5. Knows colors and uses their names accurately.
6. Subjects: people, houses, boats, trains, cars, animals, and landscapes with sun.

CLAY

1. Makes recognizable objects generally with purpose in mind; i.e., made as gifts or to use in dramatic play.
2. Often paints.

BLOCKS

1. Large groups plan block structure before building, and carry out group enterprise in detail.
2. Often combine with other materials such as boxes and chairs.
3. Extensive dramatic play centered around structure, with carry-over of interest for several days.

MUSIC

1. Many can sing short melodies on pitch.
2. Majority can reproduce simple tones accurately from middle C to second F above.
3. Large repertoire of songs for recognition and appreciation.
4. Majority can synchronize hand or foot tapping with music.
5. Majority can skip, hop on one foot, and "dance" rhythmically with music.

STORIES

1. Spread of interest to function and origin of things.
2. Beginning of enjoyment of fanciful stories.

DRAMATIC PLAY

1. Full of practical dialogue and commentary which has to do with everyday functions such as business, kitchen, etc.
2. Likes to dress up in adult clothes.
3. Plays with imaginary companions.

SOCIABILITY

1. Friendships are becoming strong.
2. Maybe spurred on by rivalry.
3. Interested in going on excursions.
4. Continues to be essentially self-centered, not able to realize the point of view of others.
5. Relatively independent and self-sufficient.
6. Dependable and obedient in the household.
7. Protective toward younger playmates and siblings.
8. Has confidence in self and others.
9. Requests permission often.
10. Likes to conform and "be good."
11. Typically stable and well-adjusted emotionally, though capable of anxiety and "unreasonable" fears.
12. Mother may be center of world.

COMMUNICATION

1. Language is now essentially complete in structure and form.
2. Can tell a long story accurately.
3. May keep adding and adding to reality, making it more and more fantastic.
4. Polite and tactful.
5. Everything is "easy" even before attempting a task. However, if the task is too hard, may say "I don't know how to do hard ones."
6. Asks many questions about how things work, what things are for, and the meaning of words.

INTELLECTUAL

1. Relatively accurate perception of order, form, and detail.
2. More developed sense of time and duration. Yesterday and tomorrow meaningful.
3. Orientated to reality; practical. Less imaginative.
4. Can criticize self.
5. Can count ten objects and do concrete sums.
6. Can plan before executing.
7. Long attention span.
8. Still has amazing forms of immaturity in thinking.
9. May or may not be ready to read. Many children are not ready for formal teaching of reading until seven. Forced teaching of reading before all parts of the neuromotor system are sufficiently mature can be damaging.

CAUTION

In comparing the five-year-old with the four-year-old, his greater maturity is likely to be overestimated. It is still a relatively new acquisition, reinforced by widening social experience, frequently including the beginning of kindergarten. The responsibilities called for by these environmental changes require many adjustments of nature and habits; the child is often under considerable strain; under pressure, he may easily drop back into earlier modes of behavior.