

Area 3

Knowledge

With great enthusiasm and curiosity, a child discovers the world. A child learns by doing - by manipulating materials and interacting with people. Through activity, a child gradually acquires information that leads to understanding of the real world. What a child knows at any given point in time depends on the number of firsthand experiences he/she has encountered.

General Knowledge

A child learns simple concepts first, and then builds on this information to make sense of more complex information. In the preschool years, he/she begins to organize information in terms of general categories, such as animals, food, clothing, buildings, and vehicles. Next, a child begins to understand how these things are related. For example, animals and people need food and shelter to survive. Or, he/she may learn that various vehicles are used to move people between buildings.

Time and Sequence Skills

Acquiring time and sequence skills requires the ability to understand routines, as well as the passage of days, weeks, and months, and the occurrence of past, present, and future events.

Math Concepts

Learning math concepts is a part of everyday life. For example, a child learns the difference between *more* and *less*, *some* and *none*, or *small* and *large* quantities and spaces. By the time a child enters school, he/she is able to identify shapes, create patterns, and sort objects. In addition, a child is aware of part/whole relationships and weight/length concepts.

Picture Pages

Common Opposites	16
2-3-4 Step Sequencing	17
Quantities/Sizes	18

Suggested Items

- colored objects (chips, toys, beads, etc.)
- different size objects
- books (pictures)
- items of different textures
- clock (with hands)
- objects to count

Similar items may be substituted.

Knowledge

General Information

Matches same colors...

- ☐ any 3-5 colors
- ☐ any 6-9 colors
- ☐ any 10 colors

Adult says: "Put all of the _____ (red, blue, yellow, green) colors together."

Names colors when pointed to...

- ☐ 1 color
- ☐ any 2-3 colors
- ☐ any 4-5 colors
- ☐ any 6-7 colors
- ☐ any 8 or more colors

Adult says: "What color is this?"

Names several rooms...

- ☐ in a house.

Adult says: "What is this room called?"

Points to colors on request...

- ☐ any 2 colors
- ☐ any 3-4 colors
- ☐ any 5-6 colors
- ☐ any 7 or more colors

Adult says: "Point to _____ (color)."

Name categories when shown or told several objects in that category...

- | | |
|----------------------------------|-------------------------------------|
| <input type="checkbox"/> food | <input type="checkbox"/> pets |
| <input type="checkbox"/> animals | <input type="checkbox"/> numbers |
| <input type="checkbox"/> toys | <input type="checkbox"/> furniture |
| <input type="checkbox"/> clothes | <input type="checkbox"/> tools |
| <input type="checkbox"/> dishes | <input type="checkbox"/> vegetables |
| <input type="checkbox"/> people | <input type="checkbox"/> fruits |

Adult says: "All of these (hamburger, pizza, apple, milk) or (dogs, cats, cows, horses), etc. are called _____?"

Tells what you do when...

- ☐ you are tired.
- ☐ you are sick.
- ☐ you are hungry.
- ☐ your face is dirty.
- ☐ you are thirsty.
- ☐ it's raining and you're going outside.
- ☐ your house is on fire.

Adult says: "What do you do when _____?"

Tells use of common objects...

- ☐ dishes
- ☐ stoves
- ☐ scissors
- ☐ telephones
- ☐ pans
- ☐ books
- ☐ lights
- ☐ keys
- ☐ pencils
- ☐ airplanes
- ☐ clocks
- ☐ refrigerators
- ☐ locks

Adult says: "What do we do with _____?"
(Adult points to object when asking question.)

Points to common opposites...

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> hot/cold | <input type="checkbox"/> light/heavy |
| <input type="checkbox"/> wet/dry | <input type="checkbox"/> fast/slow |
| <input type="checkbox"/> stopping/going | <input type="checkbox"/> fat/skinny |
| <input type="checkbox"/> same/different | <input type="checkbox"/> thick/thin |
| <input type="checkbox"/> open/close | <input type="checkbox"/> narrow/wide |
| <input type="checkbox"/> quiet/loud | <input type="checkbox"/> shallow/deep |

Common opposites pictures on page 16.

(Continued on page 13)

Knowledge

General Information

Identifies textures...

- ☐ hard/soft
- ☐ smooth/rough

Adult says: "Is this _____?"

Sequences squares/circles/objects...

- ☐ more than 3 of the same kind of objects from small to large (size).
- ☐ more than 3 of the same kind of objects from light to dark (color).

Adult says: "Put these in order from _____ to _____."

Names items in categories...

(Child must name 4 items in each category to get 1 point credit.)

- ☐ _____ food
- _____ clothing
- _____ animals
- _____ transportation
- _____ furniture

Adult says: "Tell me all the different types of _____ you can think of."

Tells the weather conditions accurately...

- ☐ hot, cold, warm, sunny, cloudy, windy (Child must name 2 conditions or more to get 1 point credit - prompt if necessary.)

Adult says: "What is the weather like outside today?"

Tells why we have service workers...

(Child must explain purpose of at least 4 occupations to get 1 point credit.)

- ☐ doctors, fireman, police, mailmen/women, dentists.
- ☐ carpenters, farmers, painters, mechanics, teachers

Adult says: "Why do we have _____?" or "What do _____ do for us?"

Tells where people go in the community...

(Child must answer 4 out of 5 items correctly to get 1 point credit.)

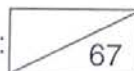
- ☐ _____ when they are sick?
- _____ to buy milk, bread, and eggs?
- _____ to buy clothes?
- _____ to see tigers, bears, monkeys, and gorillas?
- _____ to eat outside their home?

(Child must answer 3 out of 4 items correctly to get 1 point credit.)

- ☐ _____ to borrow a book?
- _____ to buy stamps for a letter?
- _____ to get a haircut?
- _____ to get a car repaired?

Adult says: "Where do people go _____?"

General Information Total:



Circle this number on the **Developmental Chart - Knowledge**. (p. 35)

Knowledge

Time and Sequence

Understands simple time concepts...

- ☐ day, night
- ☐ before, after
- ☐ now, today
- ☐ yesterday, tomorrow
- ☐ morning, afternoon, evening
- ☐ soon, later, in a few minutes
- ☐ last week, this week, next week
- ☐ last year, this year, next year
- ☐ summer, winter, spring, fall

Adult says: "Point to the picture that shows ____." or
"When do/did you ____."

Sequences common events in logical order...

- ☐ 2 pictures
- ☐ 3 pictures
- ☐ 4 pictures

Adult says: "These pictures are all mixed up. Put them in the right order so they show the way things happen."

Sequencing pictures are on page 17.

Uses time concept words correctly to tell when something happens...

- ☐ tonight, today
- ☐ last night
- ☐ morning, afternoon
- ☐ yesterday, tomorrow
- ☐ last week, this week, next week
- ☐ last year, this year, next year
- ☐ tomorrow night, day before, day after

Adult says: "When do you ____ (activity)?"
"When did we go to ____ (activity)?"
"When are we going to ____ (activity)?"

Points to first and last object or person...

- ☐ in 2 out of 3 trials

Adult says: "Show me the first ____." "Show me the last ____."

Sequences daily activities...

- ☐ tells 5 daily activities in order and tells time that each occurs (in the morning, noon, afternoon, night)

Adult says: "Tell me how you ____ (i.e., take a bath)."

Uses words correctly to refer to sequences...

- ☐ first
- ☐ last
- ☐ second, middle

Adult says: "Where is this person in line?"

Tells time...

- ☐ on the hour on a clock.

Adult says: "What time is it?"

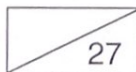
Name days of week...

- ☐ 7 days in order
- ☐ current day of the week

Adult says: "Name the days of the week."

Adult says: "What day is today?"

Time and Sequence Total:



Circle this number on the **Developmental Chart - Knowledge**. (p. 35)

Knowledge

Math Concepts

Tells age...

- ☐ by holding up correct number of fingers.

Counts and gives specified number of objects accurately...

- | | | |
|--------------------------------|-------------------------------|--------------------------------------|
| <input type="checkbox"/> one | <input type="checkbox"/> four | <input type="checkbox"/> seven |
| <input type="checkbox"/> two | <input type="checkbox"/> five | <input type="checkbox"/> eight, nine |
| <input type="checkbox"/> three | <input type="checkbox"/> six | |

Adult says: "Give me _____ block(s)."

Points to concepts of quantities/sizes...

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> big/little | <input type="checkbox"/> short/long | <input type="checkbox"/> zero |
| <input type="checkbox"/> one/all | <input type="checkbox"/> few/many | <input type="checkbox"/> short/tall |
| <input type="checkbox"/> empty/full | <input type="checkbox"/> half/whole | <input type="checkbox"/> thick/thin |
| <input type="checkbox"/> less/more | | |

Adult says, "Point to which one is/has _____?"

Math Concepts pictures are on page 18.

Counts numbers by rote memorization...

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> from 1 to 3 | <input type="checkbox"/> from 1 to 20 |
| <input type="checkbox"/> from 1 to 5 | <input type="checkbox"/> from 1 to 30 |
| <input type="checkbox"/> from 1 to 10 | <input type="checkbox"/> from 1 to 50 or higher |

Adult says: "Start at 1, and count as high as you can."

Sorts several objects into separate groups by...

- ☐ 2 colors: red and blue
- ☐ 3 colors: red, blue, and yellow
- ☐ 2 sizes: big and little
- ☐ 3 shapes: circles, squares, triangles
- ☐ 3 sizes: large, medium, small

Adult says: "Put all the _____ (ones) together."

Matches 2 large, basic shapes with each other...

- | | |
|---|--|
| <input type="checkbox"/> circles, squares | <input type="checkbox"/> rectangles, triangles |
| <input type="checkbox"/> cross (+) | <input type="checkbox"/> diamonds |

Adult says: "Put all the different _____ (s) together."

Points to large, basic shapes when requested...

- ☐ circle, square, cross (+)
- ☐ triangle, rectangle, diamond

Recognizes basic fractions...

- ☐ puts together two parts of an object to make a whole. Adult says: "Make a whole apple."
- ☐ when something is cut in half:

Adult says: "This apple has been cut in _____?"

Math Concepts Total: 56

Circle this number on the **Developmental Chart - Knowledge**. (p. 35)

"Show me 1/2 of a cookie." "Show me a whole cookie."

- ☐ joins four 1/4 sections of a circle to make a complete circle.

Adult says: "Put these pieces together to make a circle."

Names large, basic shapes when requested...

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> circle | <input type="checkbox"/> triangle |
| <input type="checkbox"/> square | <input type="checkbox"/> rectangle |
| <input type="checkbox"/> cross (+) | <input type="checkbox"/> diamond |

Points to matching groups having the same number of objects in them...

- ☐ points to 2 out of 4 groups that have the same number of items.

Adult says: "Show me all the groups that have the same number of things in them."

Names currency...

- ☐ penny, nickel, dime
- ☐ quarter
- ☐ dollar bill

Names written numbers in random order...

- ☐ for example: 4 2 1 5 3
- ☐ for example: 9 4 6 2 8 1 3 7 10
- ☐ reads numbers from 1 to 19

Adult says: "What is this number?"

(Child must name all numbers in each set for 1 point credit.)

Adds and subtracts numbers...

- ☐ using the numbers 1, 2, 3, 4, 5

Adult says: "If you have 3 crayons, and I give you 2 more, how many crayons will you have in all?" or "If you have 4 pieces of candy, and you eat 2 pieces, how many pieces will you have left?"

Prints the numerals...

- ☐ 1 through 3
- ☐ 1 through 9

Names the number...

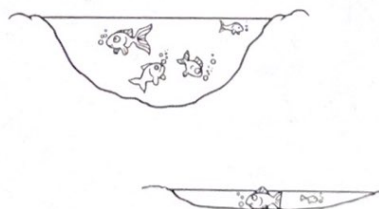
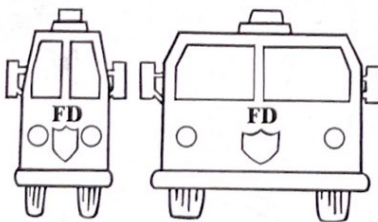
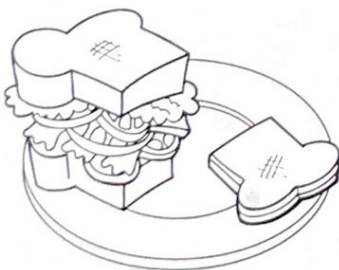
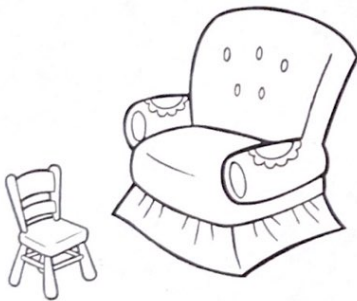
- ☐ that comes before and after specific numbers from 1-10

Adult says: "What number comes before 5?"

"What number comes after 6?"

Knowledge - General Info

Common Opposites



Knowledge - Time/Sequence

Sequence Events



Knowledge - Math Concepts

Quantities/Sizes

