

SETTING THE STAGE FOR CREATIVITY

- Provide materials that develop imagination like stories, fairy tales, folk tales, myths, nature books and drawings. Develop an interest in reading by discussing the books and doing activities like visiting the library.
- Allow time for daydreaming, free-time or taking a different look at things. This encourages brain development and an appreciation for the world around them.
- Encourage children to record their ideas in notebooks or papers. You could play secretary for your child and write down the stories they tell. This is a special way to show your child that their ideas are valuable and that you care about their thoughts.
- Encourage individuality. Work to find little details about your child's work or behavior that makes him feel special or unique.
- Encourage originality by helping your child to create with wood, clay or other material. Be cautious about editing your child's products. Teach him the worth of being a creator.
- Encourage your child to play with words by using games like rhyming, opposites and puns.
- Encourage questions and help your child find answers in books or other sources. This helps self confidence.
- Provide opportunities for your child to sense problems and create possible solutions without fear of making mistakes. Help them value their own thinking, learn from their mistakes and encourage them to try again.
- Learn and reinforce thinking processes that go into the act of creating.
- Encourage a variety of experiences and interests in activities and hobbies.
- Foster good work habits by helping your child plan their work and following through to complete the plan.
- Find time for the family to talk together about a variety of subjects. Help your child join in and express themselves.

The future is in their hands, but for now they are in yours!

Let love, understanding and nurturing be your greatest gifts to them!

SELECTED DEVELOPMENTAL ABILITIES AT SCHOOL ENTRY

4 years old

LARGE MOTOR SKILLS

- Hops on one foot, 2-3 hops
- Walks heel-toe on a line on floor
- Balances on one foot with eyes open for 5 seconds

FINE MOTOR SKILLS

- Buttons clothes
- Uses scissors
- Imitates tower with blocks
- Copies cross/draws person two parts

SPEECH/LANGUAGE COGNITION

- Knows colors/counts to ten
- Follows complicated individual commands
- Speech understood by strangers 90% of time
- Masters words like *to, do, no, kitty, go & yes*

5 years old

LARGE MOTOR SKILLS

- Begins to skip
- Balances on one foot with eyes open for 10 seconds

FINE MOTOR SKILLS

- Cuts a straight line
- Builds tower from model with blocks
- Copies triangle/draws person with a body

SPEECH/LANGUAGE COGNITION

- Knows penny, nickel, dime
- Follows 3-step command
- Can describe nouns and actions from a picture
- Speech understood by strangers 100% of time

6 years old

LARGE MOTOR SKILLS

- Skips smoothly
- Stands on each foot alternately with eyes closed

FINE MOTOR SKILLS

- Ties shoe laces
- Imitates 10-block pyramid
- Copies a diamond/draws person with neck, hand, clothes

SPEECH/LANGUAGE COGNITION

- Knows number of fingers on hands and right from left
- Can define and use words like *river, skate, street, jump & breath*
- Speech understood by strangers 100% of time

Pediatric Offices Of:
Savel, Kelly, Boreman, & Odom M.D.'s
727-447-6458 WWW.SAVELKELLYMDS.COM