

Success in learning for a five year old comes from an environment that is both structured and exploratory: structured through a clear and predictable schedule; and exploratory through constructed interest areas that can allow the child to initiate their own activity.

Children at this age learn through two developmental phases: one of caution and general compliance, and one of experimentation, oppositional behavior and uncertainty.

Five Year Olds:

- Exhibit great happiness.
- Need the release of the adult in order to make transition (move from one task to another).
- Are literal (they accept rules at this age without question).
- Vision focuses on objects near them. They notice detail.
- Are at the center of their universe (they find it hard to see it from another point of view).
- Have trouble expressing empathy.
- Do not think like adults.

Five Year Old Growth Patterns

Physical

- Vision focused on objects close at hand
- Centered on task
- Gross motor control improving
- 3 fingered pincher grasp with pencil
- Falls out of chair sideways
- Paces self well
- Active but can control physical behavior

Social

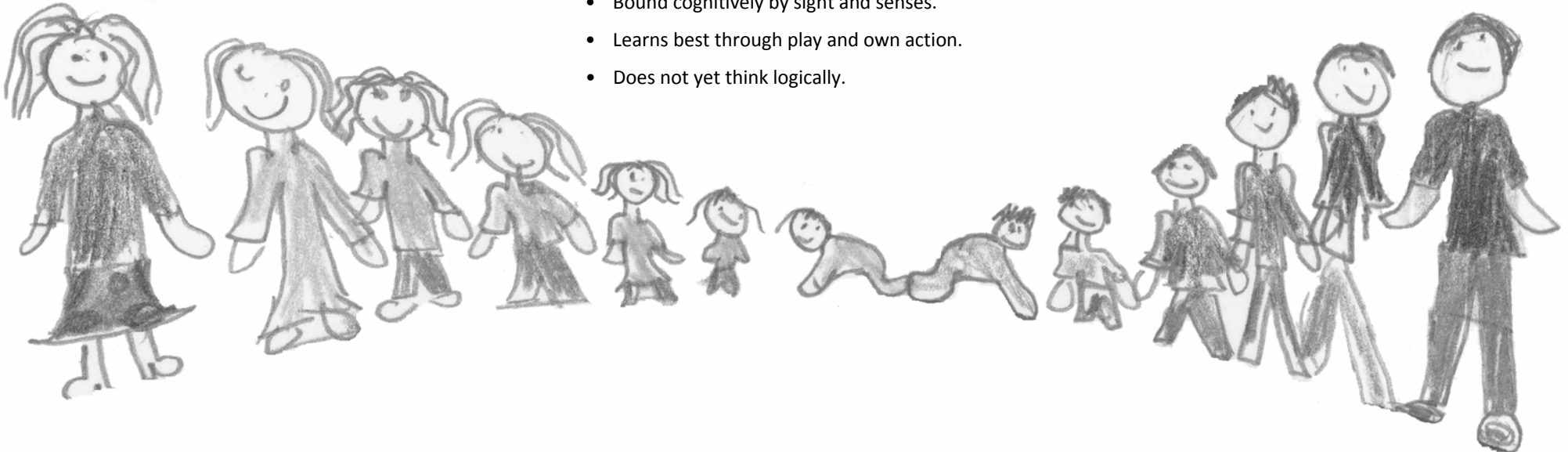
- Likes to help; cooperative. Wants to be “good.”
- Likes rules and routines.
- Needs approval.
- Dependent on authority. Wants to be told what to do, but also finds it difficult to see things from another’s viewpoint.
- Bound cognitively by sight and senses.
- Learns best through play and own action.
- Does not yet think logically.

Language

- Literal, succinct
- “Play” and “good” favorite words
- Needs release from adult: “Can I?”
- Fantasy is more active, less verbal
- Often does not communicate about school at home
- Thinks out loud

Cognitive

- Likes to copy
- Literal behavior; often only one way to do things
- Bound cognitively by sight and senses
- Learns best through play and own action
- Does not yet think logically



Changes as Children Move Toward Six

Physical

- Visual and auditory confusion
- Reversals common
- Physically restless
- Awkward fine motor skills
- Variable pencil grasp
- Tilts head to non-dominant side
- Hand “gets tired” from firm grip
- Often stands up to do work
- Tires quickly

Language

- Equivocates—sometimes yes, sometimes no
- Elaborates and differentiates in answer to questions
- Verbal answers may not equal cognitive understanding; more words than ideas
- Auditory reversals (answers first what was heard last)

Cognitive

- Begins to try new activities more easily

Oxford Community Schools

District Administrative Offices

105 Pontiac St. Oxford, MI 48371
248-969-5000

Clear Lake Elementary

2085 W. Drahner Rd. Oxford, MI 48371
248-969-5200

Daniel Axford Elementary

74 Mechanic St. Oxford, MI 48371
248-969-5050

Lakeville Elementary

1400 Lakeville Rd. Oxford, MI 48371
248-969-1850

Leonard Elementary

335 Elmwood St. Leonard, MI 48367
248-969-5300

Oxford Elementary

109 Pontiac St. Oxford, MI 48371
248-969-5075

Oxford Middle School

1420 Lakeville Rd. Oxford, MI 48371
248-969-1800

Oxford High School

745 N. Oxford Rd. Oxford, MI 48371
248-969-5100

Early Childhood Center (Office)

1400 Lakeville Rd. Oxford, MI 48371
248-969-5035

Transportation

1500 Lakeville Rd. Oxford, MI 48371
248-969-1888



LEARN TODAY – LEAD TOMORROW

Five Year Olds

What are they all about when it comes to school?

