

## *Core Knowledge Skills - Level II - 4-5 year olds*

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### **Autonomy & Social Skills**

- 4SD-AS-00 Demonstrate observable listening behaviors
- 4SD-AS-01 Ignore inappropriate peer behavior
- 4SD-AS-02 Identify and follow classroom rules
- 4SD-AS-03 Identify and label the following emotions: happy, sad, angry, afraid, frustrated, confused
- 4SD-AS-04 Use acceptable methods of expressing anger
- 4SD-AS-A1 Draw a dimensional picture of a person
- 4SD-AS-A2 Care for personal needs by dressing self independently
- 4SD-AS-B1 Recognize, call by name, & indicate role of school personnel
- 4SD-AS-B2A Interrupt a conversation between 2 people politely
- 4SD-AS-B2B Ask appropriately for the help of an adult when needed
- 4SD-AS-B2C Offer assistance to another child
- 4SD-AS-B2D Respect the personal belongings & property of others
- 4SD-AS-B2E Take turns using toys & sharing materials
- 4SD-AS-B2F Follow the rules for simple childhood games (board games & group circle games)
- 4SD-AS-B2G Accept consequences of actions
- 4SD-AS-B2H Attempt to solve problems or conflicts using words
- 4SD-AS-B3 Complete an activity or project in conjunction with another child or small group
- 4SD-AS-B4 Carry out certain chores that contribute to the well-being and functioning of the group

### **Work Habits**

- 4AL-WH-A1 Memorize address, phone number, and date of birth
- 4AL-WH-B1 Carry out multi-step oral directions that have been accompanied by a preliminary demonstration
- 4AL-WH-B2 Choose & use a toy or activity independently for a sustained period of time (at least 20 minutes)
- 4AL-WH-B3 Return toys & materials to their proper location after use
- 4AL-WH-B4 Work in an orderly, persistent fashion in completing a task, even if difficulty is encountered
- 4AL-WH-B5 Organize & plan what is needed to carry out a project or task, with adult assistance as needed
- 4AL-WH-B6 Describe & evaluate one's own work, identify & correct errors, refine work, with the assistance & feedback of an adult, when needed

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### Oral Language

4LD-LA-A1	Understand & use intonation & emphasis to ask a question, express surprise, agreement, displeasure, urgency
4LD-LA-B01	Carry on a dialogue or conversation with a child of approximately the same age, initiating comments or responding to partner's comments
4LD-LA-B02	Carry on a simple conversation on the telephone
4LD-LA-B03	Identify and express physical sensations, mental states & emotional feelings (happy, sad, angry, afraid, frustrated, confused)
4LD-LA-B04	After listening to an oral description of a scene, recreate the scene in pictures
4LD-LA-B05	Describe oneself, home & immediate family
4LD-LA-B06	Sequence & describe 3 - 5 images of events or phases of a single event, that have been experienced
4LD-LA-B07A	Describe an event or task that has already taken place outside the immediate place & time
4LD-LA-B07B	Describe an event or task that will take place
4LD-LA-B08	Give simple, multistep directions
4LD-LA-B09	Give a detailed, sequential explanation of how to do something so that the activity can be carried out by another person
4LD-LA-B10	Express a personal opinion
4LD-LA-B11	Assume a different role or perspective & express different possibilities, imaginary or realistic
4LD-LA-C1	Identify outcomes & possible causes
4LD-LA-C2A-	Opposites: big - little; cold-hot; dry-wet; fast-slow; rough-smooth; full-empty; hard-soft; large-small; loud-quiet; on-off; open-close; tall-short; yes-no
4LD-LA-D1A	Name parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
4LD-LA-D1A1	Point to parts of the body: ankle, arm, back, body, chest, cheek, chin, ear, elbow, eye, eyebrow, eyelash, face, finger, foot, forehead, hair, hand, heel, hip, knee, leg, lips, mouth, nail, neck, nose, shoulder, teeth, toe, tongue, waist, wrist
4LD-LA-D1B	Use increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services
4LD-LA-D1B1	Point to/understand increasingly precise nouns related to the home, family, food, clothing, school, town/city, transportation, stores/services
4LD-LA-D1C	Use increasingly precise verbs related to eating, movement, the five senses
4LD-LA-D1C1	Verbs: Understand increasingly precise verbs related to eating, movement, and the five senses
4LD-LA-D1D	Name a circle, square, rectangle, & triangle
4LD-LA-D1D1	Point to a circle, square, rectangle, triangle
4LD-LA-D1E	Use size words: large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin
4LD-LA-D1E1	Point to large-small; wide-narrow; big-little; full-empty; tall-short; heavy-light; long-short; thick-thin
4LD-LA-D1F	Use quantity words: any-some, all-none, more-less (fewer), most-least, many-few, equal, one-ten
4LD-LA-D1F1	Point to: any-some, all-none, more-less (fewer), most-least, many-few, equal, one-ten
4LD-LA-D1G	Other Adjectives: Use increasingly precise vocabulary (adjectives - describing words)
4LD-LA-D1G1	Other Adjectives: Understand increasingly precise vocabulary (adjectives - describing words)
4LD-LA-D1H	Use Adverbs - Describing Words
4LD-LA-D1H1	Understand Adverbs - Describing Words
4LD-LA-D1I	Use temporal words (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediate.; first-last; beg.-mid.-end; then-next; already; soon
4LD-LA-D1I1	Show understanding of temporal words: today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediately; first-last; beg.-middle-end; then-next; already; soon
4LD-LA-D1J	Use spatial words: there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back
4LD-LA-D1J1	Show understanding of spatial words: there-here; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back
4LD-LA-D2	Use the future verb tense
4LD-LA-D3	Combine simple sentences using "but", "or"
4LD-LA-D4	Understand & use complex sentences with clauses introduced by "because, if, as soon as, so that, while, before, after, who, that, when, (verb)+ing"

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### **Nursery Rhymes, Poems, Fingerplays, & Songs**

- 4LD-NR-A1 Memorize & recite independently a simple nursery rhyme, poem, or song
- 4LD-NR-B1 Interpret & act out through pantomime a nursery rhyme, poem or fingerplay, using one's own original gestures & movements
- 4LD-NR-C1 Using familiar rhymes, poems or songs, finish a recitation that has been begun with the correct rhyming word
- 4LD-NR-C2 Using familiar rhymes, poems or songs, indicate several possible rhyming words, other than those included in the actual rhyme, to finish the recitation

### **Children's Literature: Read-Alouds**

- 4LD-SR-00 Answer who, what, where, when and why questions about a read-aloud
- 4LD-SR-A1 Attend & listen to picture books with story lines (30 minutes), as well as books of other genres, such as nonfiction (15 minutes)
- 4LD-SR-A2 Attend & listen to books with minimal or no illustrations (15 minutes)
- 4LD-SR-B1 "Retell" a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequential events & an ending
- 4LD-SR-B2 Sequence illustrations of 3-5 story events
- 4LD-SR-B3 Predict events in a story, i.e., what will happen next
- 4LD-SR-B4 Provide a story ending consistent with other given story events
- 4LD-SR-B5 "Read"/tell a story based on the illustrations of a book with text that has not been read aloud previously
- 4LD-SR-B6 Make up & tell a story
- 4LD-SR-C1 Point to the title of a book, the top, middle or bottom of a page, the beginning of the book, where to start reading a book, the order that words are read on a page, the end of the book, a word, a letter
- 4LD-SR-C2 Use cover & illustration cues to locate those books that pertain to a particular topic or might answer a topical question
- 4LD-SR-C3 Point to words that begin with the same letter as own first name

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### **Emerging Literacy Skills in Reading & Writing**

- 4LD-WR-00 Given a word, provide other rhyming words
- 4LD-WR-01 Give the sounds of at least 3 letters of the alphabet, especially those in the child's own name
- 4LD-WR-A1 Dictate a simple letter, invitation, or thank you note
- 4LD-WR-A2 Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity
- 4LD-WR-A3 Use a simplified, illustrated telephone listing
- 4LD-WR-A4 Represent "in written form" people, objects, events or activities, derived from one's experience or imagination
- 4LD-WR-A5 Dictate a description to accompany one's drawings of people, objects, events or activities, derived from one's experience or imagination
- 4LD-WR-A6 Follow a simple, illustrated recipe
- 4LD-WR-A7 Assemble a simple object or craft following illustrated directions
- 4LD-WR-A8 Represent "in written form," following an actual experience: directions for a recipe or craft or scientific observation of events or experiments
- 4LD-WR-B1 Sing the "Alphabet Song"
- 4LD-WR-B2 Read the first names of other classmates or family members
- 4LD-WR-B3 Associate spoken and written language by matching written word labels with spoken words
- 4LD-WR-B4 Point to words as distinct units on a page of print
- 4LD-WR-B5 Make beginning efforts to use invented, phonetic spelling to communicate in writing
- 4LD-WR-C1 Segment a spoken sentence into separate, distinct words
- 4LD-WR-C2 Blend spoken parts of a compound word, saying a whole word
- 4LD-WR-C3 Blend two spoken syllables, saying a whole word
- 4LD-WR-C4 Given a sound & a choice of two words, choose the word that begins with the given sound
- 4LD-WR-C5 Give the beginning sound of a spoken word
- 4LD-WR-C6 Indicate the number of phonemes (1-3) heard in a real or nonsense word
- 4LD-WR-C7 Identify at least 10 letters of the alphabet by name, especially those in the child's first name
- 4LD-WR-D1 Hold a writing instrument correctly between the thumb & index finger, resting against the middle finger
- 4LD-WR-D2 Trace & then draw independently the outlines of geometric shapes & irregular figures
- 4LD-WR-D3A Draw and use as motifs: horizontal line, vertical line, diagonal line, zigzag line, circle, spiral, moon, cross, cane, hook, bowl, bridge, wave, x, star
- 4LD-WR-E4 Write one's first name, using upper and lowercase letters appropriately

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### Mathematical Reasoning & Number Sense

- 4KD-MR-A1 Identify pair of objects or pictures as the same or different
- 4KD-MR-A2A Sort by size (small-medium-large)
- 4KD-MR-A2B Sort by function
- 4KD-MR-A3A Classify by color
- 4KD-MR-A3B Classify by shape
- 4KD-MR-A3C Classify by size
- 4KD-MR-A3D Classify by function
- 4KD-MR-A3E Classify by other conceptual categories
- 4KD-MR-A4 Identify & verbally label the single common attribute or characteristic of a group of objects or pictures
- 4KD-MR-A5 Identify & verbally label the difference or criteria used for the classification of several groups of objects or pictures
- 4KD-MR-A6 Select an object or picture according to a description that includes two properties
- 4KD-MR-A7 Use the criteria along the horizontal and vertical axes of a double-entry table to complete the interior squares of the table
- 4KD-MR-B1 Continue a complex, two-color pattern of objects, represented by a pattern card
- 4KD-MR-B2 Represent on paper "in written form" an alternating pattern of one property or a two-color pattern
- 4KD-MR-B3 Create and verbally describe a pattern of concrete objects
- 4KD-MR-C1 Complete puzzles of at least 18 interlocking pieces
- 4KD-MR-C2 Given a collection of assorted shapes, classify & name the circles, rectangles & triangles
- 4KD-MR-C3 Find examples of circles or rectangles in everyday objects
- 4KD-MR-D1 Divide one item into approximately equal pieces for two people
- 4KD-MR-D2A Compare pairs of objects: length: long-short
- 4KD-MR-D2B Compare pairs of objects: height: tall-short
- 4KD-MR-D2C Compare pairs of objects: large-small, thick-thin, wide-narrow
- 4KD-MR-D2D Compare pairs of objects: volume: full-empty
- 4KD-MR-D2E Compare pairs of objects: mass: heavy-light
- 4KD-MR-D2F Compare pairs of objects: temperature: hot-cold
- 4KD-MR-D3 Use an arbitrary tool of measurement to compare the length & height of objects, using comparative vocabulary (longer-taller-shorter)
- 4KD-MR-D4 Use a straight edge to compare the length & height of objects, using comparative vocabulary (longer-taller-shorter)
- 4KD-MR-D5 Seriate at least 3 items by length, height or size in ascending or descending order, using comparative vocabulary (longest-shortest; tallest-shortest, largest-smallest)
- 4KD-MR-E01 Recite the number sequence, 1-10
- 4KD-MR-E02 Compare 2 groups of no more than 6 objects/group & use quantitative vocabulary to describe the groups (more than, less than, same as)
- 4KD-MR-E03 Demonstrate one-to-one correspondence with concrete objects, up to 6 objects
- 4KD-MR-E04 Construct a collection of objects so that it has the same number of objects as another group
- 4KD-MR-E05 Count groups of objects with up to 6 items per group
- 4KD-MR-E06 Given an oral number, create a group with the correct number of objects, up to 6 objects
- 4KD-MR-E07 Name & write numerals 1-6
- 4KD-MR-E08 Arrange or write the numerals 1-6 in sequential order
- 4KD-MR-E09 Play a simple game moving one's marker the number of spaces shown on a single die
- 4KD-MR-E10 Organize & read quantitative data in simple bar graphs
- 4KD-MR-F1 Compare pairs of numerals, 1-6, to determine more & less or greater than & less than
- 4KD-MR-G1 Illustrate the concept of "put together" & "take away" with sets of 1-6 objects, with 6 objects being the maximum in any set

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- 4KD-MR-G2 Label the action of "put together" as adding & "take away" as subtraction
- 4KD-MR-G3 Add or subtract problems represented by numerals, 1-4, 4 being the largest numeral, using objects or pictures as needed
- 4KD-MR-H1 Identify & count up to 6 pennies
- 4KD-MR-H2 Identify a quarter
- 4KD-MR-H3 Indicate that a one dollar bill has more value than a penny or quarter

### Orientation in Time

- 4KD-OM-A1 Understand & use temporal words to describe day-to-day occurrences (today-tomorrow-yesterday; always-never-sometimes; before-after; now-immediately; first-last; beginning-middle-end; then-next;; already; soon; during-while; etc.)
- 4KD-OM-A2 Use present, past & future tenses of verbs to describe day-to-day occurrences
- 4KD-OM-B1 Sequence chronologically & describe 3-5 images of events or phases of a single event that have been experienced
- 4KD-OM-B2A Name the days of the week in sequence
- 4KD-OM-B2B Identify the days of the weekend
- 4KD-OM-B2C Name the day that was "yesterday" and the day that will be "tomorrow"
- 4KD-OM-B3A Name the current month
- 4KD-OM-B3B Name own date of birth (month and day)
- 4KD-OM-B4 Use a simple, illustrated schedule of daily activities to indicate which activity preceded & which will follow the current activity
- 4KD-OM-B5A Use a monthly calendar to locate & name the current day of the week
- 4KD-OM-B5B Use a monthly calendar to name the current month
- 4KD-OM-B5C Use a monthly calendar to locate own date of birth
- 4KD-OM-B5D Use a monthly calendar to identify a horizontal series of 7 squares as representing one week
- 4KD-OM-B6 Use a monthly calendar to name holidays & special events marked by symbols
- 4KD-OM-B7A Use a timeline: year-long timeline to mark annual events
- 4KD-OM-B7B Use a timeline: century-long timeline to mark events across several generations
- 4KD-OM-C1 Sequence images depicting the evolution & completion of a project or undertaking, over an extended period of time
- 4KD-OM-C2 Sequence & describe photos and/or drawings that represent a timeline of one's own life & experiences
- 4KD-OM-C3A Progression of the stages of development in the life of one person: Sequence photos and/or drawings of a baby, school-age child, young adult, elderly adult & describe
- 4KD-OM-C3B Generations within the context of a family: Sequence photos and/or drawings of a baby, school-age child, young adult, elderly adult & describe
- 4KD-OM-C4 Arrange photos and/or drawings of members of one's own family on a genealogical tree or diagram to represent 3 generations
- 4KD-OM-C5 Consider photos and/or drawings of activities associated with specific periods of life in reference to present age/stage of development & indicate verbally whether these are activities that may be part of past, present, or future experiences
- 4KD-OM-C6 Match images of contemporary objects with like objects from the past, indicating whether the objects belong to the "present" or "past"
- 4KD-OM-C7 Distinguish objects of the more "recent past" from objects of the "distant past"

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### Orientation in Space

- 4KD-OS-A1 Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there; in-on; in front of-behind; at the top of-at the bottom of; under-over; above-below; next to-in the middle of; etc.)
- 4KD-OS-A2 Follow or give oral, spatially referenced directions to move from one location to another, within a familiar environment
- 4KD-OS-A3 Given oral, spatially referenced directions correlated to a picture in which different objects represent different "landmarks," trace the path described
- 4KD-OS-B1 Reproduce a design, represented on a pattern card, using parquetry blocks, mosaic toys or pegs
- 4KD-OS-B2 Copy a tower or construction that has been made by another person, using blocks of different shapes, colors or sizes
- 4KD-OS-B3 Match halves of symmetrical objects to make a whole
- 4KD-OS-B4 Color squares on a blank grid to reproduce designs represented on other grids
- 4KD-OS-B5 Continue a linear frieze-like pattern of symbols on a grid
- 4KD-OS-B6 Use simple coordinates to locate a point on a grid, in which points along one axis are designated by a symbol & points along the other axis are designated by a color
- 4KD-OS-B7 Use the shortest route to go from the exterior to the center of a simple maze
- 4KD-OS-C1A Mark the location of specific objects, places, etc., as requested on a simple map of a familiar space
- 4KD-OS-C1B Mark with arrows or other symbols a path that has been taken from one place to another on a simple map of a familiar space
- 4KD-OS-D1 Identify these geographic features and environments by name in real life, photos, or drawings: land, water, ocean, lake, river, farm, forest (woods), jungle, desert, city

### Scientific Reasoning & the Physical World

- 4KD-SP-A1A Identify the following organs & their functions: heart & lungs
- 4KD-SP-A1B Identify the sense & body part associated with the experience of certain sensations
- 4KD-SP-A1C Describe key physical characteristics (body parts & senses), development, needs, & life cycle of humans
- 4KD-SP-A1D Sequence photos and/or drawings of a baby, school-age child, young adult, elderly adult to represent the life cycle
- 4KD-SP-A2 Care for, observe & record observations of an animal, noting key physical characteristics, development, needs & life cycle
- 4KD-SP-A3 Classify images of animals according to the habitat or environment in which they generally live: lake/river, ocean, farm, forest (woods), jungle
- 4KD-SP-A4 Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle
- 4KD-SP-B1 Observe, describe & record some basic properties of water, its presence & effects in the physical world
- 4KD-SP-B2 Observe, describe & record some basic properties of air, its presence & effects in the physical world
- 4KD-SP-B3 Observe, describe & record some basic properties of light, its presence & effects in the physical world
- 4KD-SP-C1A Cooking: spoon, rolling pin, etc.: Select and use appropriate tool to complete a task
- 4KD-SP-C1B Cut: scissors: Select and use appropriate tool to complete a task
- 4KD-SP-C1C Join paper: stapler: Select and use appropriate tool to complete a task
- 4KD-SP-C1D Join fabric: needle and thread: Select and use appropriate tool to complete a task
- 4KD-SP-C1E Nail, join wood: hammer: Select and use appropriate tool to complete a task
- 4KD-SP-C1F Dig a hole: trowel, shovel: Select and use appropriate tool to complete a task
- 4KD-SP-C1G Water a plant: watering can, hose: Select and use appropriate tool to complete a task
- 4KD-SP-D1 Demonstrate use of the scientific reasoning cycle.

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### Music (Precursor to Phonological Awareness)

- 4KD-UM-A1 Listen to pairs of sounds that are either identical or slightly different & indicate whether they are the same or different
- 4KD-UM-A2 Identify family members of friends by their voice alone
- 4KD-UM-A3 Listen to environmental sounds presented sequentially as a "sound story" & describe the events & context in which they are occurring
- 4KD-UM-A4 Identify & associate sounds with the objects & instruments (rhythm band, piano, violin) which produce them
- 4KD-UM-A5 Identify a selection of music as either vocal or instrumental music
- 4KD-UM-B1 Imitate clapping pattern sequences of at least 4 claps/pattern that vary in tempo, number & length of pauses between claps, etc.
- 4KD-UM-B2 Use musical instruments or other objects to imitate a sequence of 3 or more sounds made by more than 1 instrument
- 4KD-UM-B3 Accompany a story or musical piece by introducing sound effects at the appropriate moment
- 4KD-UM-B4 Accompany an adult by either clapping or using rhythm instruments to maintain the beat in a chant, song or other musical piece
- 4KD-UM-C1 Listen to, sing & perform children's songs & fingerplays individually or with others
- 4KD-UM-C2 Sing a round for 2 or more groups
- 4KD-UM-D1A Move to music individually, interpreting & modifying one's movements according to the tempo, intensity and rhythm
- 4KD-UM-D1B Move to music carrying out a sequence of choreographed steps or movements to music

### Visual Arts

- 4KD-VA-A1 Play games requiring matching of like images such as domino games
- 4KD-VA-A2 Identify from memory the color of objects from nature
- 4KD-VA-A3 Demonstrate memory of visual details by playing "Concentration" type memory games
- 4KD-VA-B1A Staple: Use various tools and techniques in completing art projects
- 4KD-VA-B1B Cut: Use various tools and techniques in completing art projects
- 4KD-VA-B1C Sew: Use various tools and techniques in completing art projects
- 4KD-VA-B2A Create drawings (NR - nonrepresentational)
- 4KD-VA-B2B Create paintings (NR - nonrepresentational)
- 4KD-VA-B2C Create prints (NR - nonrepresentational)
- 4KD-VA-B2D Create collage (NR - nonrepresentational)
- 4KD-VA-B2E Create sculpture (NR - nonrepresentational)
- 4KD-VA-B2F Create drawings (R - representational)
- 4KD-VA-B2G Create paintings (R - representational)
- 4KD-VA-B2H Create prints (R - representational)
- 4KD-VA-B2I Create collage (R - representational)
- 4KD-VA-B2J Create sculpture (R - representational)
- 4KD-VA-B3 Examine a work of art by a known artist & create a work "in the style of..." (Rhythm by Delaunay; Blue Hippo; Head of a Man by Klee; The Snail by Matisse; People & Dog in Sun by Miro; Broadway Boogie Woogie By Mondrian)
- 4KD-VA-B4 Work with other children to create a collective work of art, such as a large group mural, collage, etc.
- 4KD-VA-C1 Look at & talk about works of art, describing details & "story" depicted, such as objects, people, activities, setting, time day/year, long ago/contemporary, etc. as well as the mood/feelings elicited
- 4KD-VA-C2 Describe one's own art work, explaining the materials & techniques used

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### **Movement & Coordination**

- 4MD-MC-A1 Relax specific body muscles and/or the whole body, moving from a high activity level to a quiet, focused state
- 4MD-MC-B1 Maintain balance walking forwards, backwards, & sideways on a balance beam, 10" wide or less
- 4MD-MC-B2A Move through space using various movements to surmount obstacles
- 4MD-MC-B2B Move through space completing a circuit or obstacle course, following arrows or the path indicated
- 4MD-MC-C1 Throw or kick an object with increasing accuracy at identified targets, varying in height & distance
- 4MD-MC-C2 Play catch using a large ball, with a partner seated or standing 2 1/2 ft. apart
- 4MD-MC-C3 Ride a tricycle
- 4MD-MC-C4 Maintain momentum on a swing by pumping legs
- 4MD-MC-C5 Coordinate motor activity to carry out a goal with a partner or group
- 4MD-MC-D1 Play group games such as Duck, Duck, Goose, Drop the Handkerchief, Kitty Wants a Corner, Musical Chairs, Red Light Green Light, Relay Race, Tag
- 4MD-MC-E1 Act out a nursery rhyme, poem or fingerplay
- 4MD-MC-E2 Act out a simple pantomime