

Personal and Social Development

| Feelings about Self and Others | | Feelings about Self and Others | | Feelings about Self and Others Relating to Others | | Learning about Self Relating to Others | | Learning about Self | Increasing Self Awareness | Building Self Concept |
|---|---|---|--|--|--|---|---|---|---------------------------|-----------------------|
| | | | | | | | | Relating to Adults - Relating to Other Children | | |
| BIRTH TO FOUR MONTHS | FOUR TO EIGHT MONTHS | EIGHT TO TWELVE MONTHS | TWELVE TO EIGHTEEN MONTHS | EIGHTEEN TO TWENTY-FOUR MONTHS | TWENTY-FOUR TO THIRTY MONTHS | THIRTY MONTHS TO THREE YEARS | THREE YEARS | | | |
| Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples |
| <p>Express comfort and discomfort, enjoyment and unhappiness in her environment</p> <ul style="list-style-type: none"> Cry, smile, wiggle, gurgle and use facial expressions to let people know how she feels Enjoy soothing, tactile stimulation | <p>Express comfort and discomfort, enjoyment and unhappiness</p> <ul style="list-style-type: none"> Show displeasure by crying or whimpering Show pleasure by cooing, smiling, or making other noises Enjoy social play Laugh in response to a noise or an action Smile at a smiling face | <p>Start to show more independence</p> <ul style="list-style-type: none"> Enjoy using her fingers to feed herself Help to dress herself, extending an arm or leg Want to wash her own face after eating Enjoy pulling off her own socks and shoes | <p>Show self-awareness and likes and dislikes; begin to develop self-worth</p> <ul style="list-style-type: none"> Claim everything he wants as "mine" Cry when things don't go as he wants them to Try to do things, such as feeding, for himself Primarily play alongside, but not with others, often competing for toys Recognize his reflection in the mirror and say his own name | <p>Show more awareness of herself and her abilities</p> <ul style="list-style-type: none"> Practice climbing higher and higher on the climber Explore new activities and games Laugh or frown when happy or upset Want to do things herself, but can become easily frustrated Take more risks Note differences between herself and others | <p>Show increasing self-awareness</p> <ul style="list-style-type: none"> Need additional reassurance about his attempts to try something new Put on his own coat, but get it upside down and refuse help to fix it Get on a new riding toy and refuse to get off when asked to come to breakfast Put together a several piece puzzle, not wanting help and then ask for it when he has trouble Identifies self in mirror | <p>Express feelings more freely, showing independence and competence</p> <ul style="list-style-type: none"> Protest when a friend grabs a toy away from her, but share the toy when the friend asks for it Get out the paper for the easel and ask for help to put it up Show great excitement about finding a ladybug on the playground Ask for a favorite song as the class waits for everyone to wash their hands Talk more frequently to other children | <p>Be more confident, self directed, purposeful and inventive in play</p> <ul style="list-style-type: none"> Enthusiastically try new activities Wait patiently for a short time, knowing that he will get a turn Follow older children around and try to enter into their conversations Attempt to build a bridge out of the unit blocks after watching another child do it Ask you to watch as he walks on a wide balance beam and jumps off Make choices about which activities are of interest Play cooperatively with other children | | | |
| <p>Show interest in familiar adults</p> <ul style="list-style-type: none"> Fuss, cry, or coo to initiate interactions with adults Turn to voices of familiar adults Smile when seeing or hearing them Develop a sense of trust | <p>Show interest in familiar adults</p> <ul style="list-style-type: none"> Reach, smile, laugh, babble and coo to get the attention of a familiar person Gaze intently at the face of the familiar person talking to him Catch the eye of someone nearby, and smile Imitate sounds or noises Enjoy looking at photos of parents or family members | <p>Show interest in familiar adults</p> <ul style="list-style-type: none"> Show a stronger preference for the adults who are her consistent caregivers Observe your reactions in a variety of situations Watch the same object you are watching Be upset if you leave, even for a short time | <p>Rely on trusted adults to feel safe trying new activities</p> <ul style="list-style-type: none"> Venture out when a trusted adult is near Look to you for reassurance, for example, a word, a smile or a gesture Experiment with and explore new materials when you are near Show with words or gestures that he wants a trusted adult to be near him | <p>Continue to need the security of a trusted adult as she explores</p> <ul style="list-style-type: none"> Go to where other children are, but return to you often Play next to several other children, but get up frequently to show the caregiver what she is making Look up at you for a wave while playing with toys in a new room full of children | <p>Continue to need adult approval but show more independence</p> <ul style="list-style-type: none"> Climb to the top of the climber and then call for you to watch before he slides down Get up from the lunch table after a few bites, following mom as she leaves the room, then return when he knows what she is doing | <p>Imitate and attempt to please familiar adults</p> <ul style="list-style-type: none"> Repeat words she has heard adults using to tell another child to take her shoes off of the table Imitate courteous and non-courteous words that she has heard Need a consistent leave taking routine in order to feel comfortable and confident when mom leaves Pretend play a series of familiar activities | <p>Imitate and try to please familiar adults</p> <ul style="list-style-type: none"> Separate from his parents with limited anxiety Pick up his trash after seeing the task modeled by a caregiver Listen to spoken directions Come to you to show each new addition to his tinker toy construction Pretend to wash the dishes and put them away Use an order pad to pretend to take a "customer's order" | | | |
| <p>Demonstrate attachment to individuals</p> <ul style="list-style-type: none"> Turn her head toward a familiar caregiver Look in the direction of your voice Imitate your smile Begin to track your movements | <p>Demonstrate attachment to individuals</p> <ul style="list-style-type: none"> Reach out to you when approached by an unfamiliar adult Hold tightly to, or hide his face in your shoulder when an unfamiliar adult tries to talk to him Turn her head toward you Look in the direction of your voice Imitate your smile Begin to track your movements | <p>Show interest in unfamiliar adults</p> <ul style="list-style-type: none"> Show strong separation anxiety by crying when separated from parent or other familiar caregiver Show fear by crying or turning away in some situations | <p>Show awareness of unfamiliar adults</p> <ul style="list-style-type: none"> Appear worried or vulnerable when introduced to a new adult Cry when he sees something unfamiliar such as a man with a beard or a clown Cry briefly when left with a new caregiver, gradually calming with distractions and support | <p>Continue to show caution around unfamiliar adults</p> <ul style="list-style-type: none"> Repeat playing and come to you when a new adult enters the room Watch an adult making cookies, but not want to help Say "hi" to the greeter at the store, from the safety of her shopping cart seat Hold your hand as a new person asks her about her toy | <p>Be more interested in unfamiliar adults, but still cautious</p> <ul style="list-style-type: none"> Go to mom for a hug before accepting the ball from a new person Let Grandma help with his shoe, even when he hasn't seen her for a while Rush to answer the door when the postal worker knocks, but act shy when he speaks to him Not speak to an unfamiliar adult when he is spoken to | <p>Demonstrate cautious curiosity about unfamiliar adults</p> <ul style="list-style-type: none"> Ask a new caregiver to help her play with the puzzle she has selected Ask the custodian what he is doing when he comes in to fix the broken sink faucet Show the greeter in the store her new shoes from the safety of the shopping cart | <p>Be more comfortable around unfamiliar adults</p> <ul style="list-style-type: none"> Show the cashier at the store his new book and say "thank you" after she rings it up and hands it back to him Not cry when left with a babysitter who engages him with a toy that she brought to share Go willingly with a neighbor family to the park even though mom is not going | | | |
| <p>Show awareness of other children</p> <ul style="list-style-type: none"> Begin to show recognition of familiar children with facial expressions, noises or body language See and enjoy older children | <p>Show awareness of other children</p> <ul style="list-style-type: none"> Make noises or wave arms and legs to get the attention of other children Watch the play of other children Laugh at other children doing funny actions Explore the face, hair and hands of another child with his hands Show concern about another child crying | <p>Show interest in other children</p> <ul style="list-style-type: none"> Imitate other people in her play Repeat sounds and gestures for attention | <p>Interact with other children</p> <ul style="list-style-type: none"> Touch other children, for example, patting or pulling hair React when another child tries to take a toy away from him Offer a toy to another child, but show distress when he takes it Follow the lead of an older child in play Choose to play in the same area as another child | <p>Show more, but still limited self regulation</p> <ul style="list-style-type: none"> Cry and cling to a parent but calm down when she has left Take a toy from another child, and not return it when asked to by an adult Begin to understand "taking turns" Begin to understand the concept of "his" and "mine" Come when you call her name Exhibit frustration by crying, yelling, hitting, or kicking her feet Get a familiar comfort item (blanket, stuffed animal) when she is feeling sad or angry | <p>Share his feelings through talking and pretend play</p> <ul style="list-style-type: none"> Say "No, I not sleepy," when told it is time for a nap Have an imaginary friend with whom he talks regularly Act out going to the doctor with the dolls Substitute one object for another, for example, using a block as "food" in the dramatic play area | <p>Play cooperatively with other children</p> <ul style="list-style-type: none"> Talk to another child as they pretend to clean the house Watch other children play with the ball, then join in doing the same actions Look for her special friend to play with at center time Choose to participate in simple group activities, like "London Bridge" | <p>Begin to play cooperatively for brief periods with other children</p> <ul style="list-style-type: none"> Look for a favorite friend to play with Offer to share the markers with another child Show his play dough monster to the child sitting next to him Decide with two other children that they will play hide-and-seek Need adult help to resolve a conflict over which song he and a friend will listen to in the Listening Center and agree to take turns Work with a friend to find the flannel board pieces to go with the story | | | |
| <p>Calm herself</p> <ul style="list-style-type: none"> Learn to close eyes, suck on fist, or turn head away from distractions Begin to follow regular patterns of eating and sleeping Quiet when you intervene with rocking, talking, singing or dimming lights Indicate when she needs rest by closing her eyes or turning away from distractions | <p>Calm himself</p> <ul style="list-style-type: none"> Suck thumb, fingers, or pacifier Rock himself Coo or babble | <p>Calm herself</p> <ul style="list-style-type: none"> React happily to familiar routines Show a preference for a blanket or stuffed animal, especially at nap time and bed time Babble, talk, or sing to herself Suck her thumb | <p>Begin to express a variety of feelings</p> <ul style="list-style-type: none"> Demonstrate reluctance or frustration when asked to eat or do something he doesn't want or like Show pride in his accomplishments Share a toy with a friend Hit, kick or bite other children if he doesn't get what he wants Show fear by running to you when a stranger enters the room Tend to say "no" before "yes" | <p>Ask for help, if needed, in verbal and non-verbal ways</p> <ul style="list-style-type: none"> Come to you and point to where the ball has rolled under the shelf, saying, "ball" Bring her coat with the sleeve inside out to you for help | <p>Use coping skills with tasks, and interactions with peers and adults</p> <ul style="list-style-type: none"> Soothe himself when stressed, perhaps with a thumb, blanket, favorite toy, or photo of a parent Ask for help if needed Display occasional outbursts of temper when frustrated with an activity or engaged in a conflict Withdraw from activities for a short time Withdraw from activities for a short time Want the same things to happen day after day | <p>Share feelings through talking and pretend play</p> <ul style="list-style-type: none"> Say "No, I not sleepy", when told it is time for a nap Have an imaginary friend with whom he talks regularly Say, "Mommy is coming back," when playing with a doll | <p>Relate his needs, wants and feelings to others</p> <ul style="list-style-type: none"> Tell you what he likes and doesn't like Solve a conflict using his words rather than hitting Tell you how he feels Proudly show the finger play he learned in school Ask for help with putting the paper on the easel Choose another center when his first choice is full | | | |
| | | | <p>Gain in self-control/ regulation</p> <ul style="list-style-type: none"> Stop hitting another child when you say his name is called Come when his name is called Allow another child to use a favored toy Stop stomping his feet in a puddle when asked Have a hard time with transitions between activities Choose her own independent way of doing things | <p>Know resources available in the room, and how to use some of them</p> <ul style="list-style-type: none"> Choose to play in the same area of the room first each day Come to the fish tank with her hand out to put some food in the tank, like the other children are doing Move from one activity to another | <p>Show increasing self-regulation</p> <ul style="list-style-type: none"> Show more awareness of expectations Start to be interested in toilet training Cry when left with caregivers, but quickly comfort himself by playing with toys or friends Gain control of emotions with help of trusted adult or comfort item Begin to wait turn for juice or snack | <p>Show increased self-regulation</p> <ul style="list-style-type: none"> Take turns when provided with assistance from an adult Share one of the several dolls that she has with a friend who has none in the pretend play center Attend at circle time for longer periods of time Demonstrate positive coping strategies such as using her words or asking for help Have difficulty transitioning from one activity to another Tell you if she is sad or mad if you ask | <p>Have increased self-regulation, following classroom rules and routines with guidance</p> <ul style="list-style-type: none"> Get help from you when another child hits Proudly tell you that he used the toilet all by himself Remind another child of the rules Listen to a story for 5-10 minutes Sometimes raise his hand to ask a question Manage transitions between activities with a few reminders Use classroom materials respectfully Chose what he liked in the past | | | |
| | | | | <p>Show increased interest and assert independence when with other children</p> <ul style="list-style-type: none"> Play near several other children, talking to them only when she wants a toy that they have Imitate a child who is pretending to be a dog Refuse to share a wagon with another child who wants to climb in while she pulls it Move from one activity to another, playing by herself | <p>Play along side other children</p> <ul style="list-style-type: none"> Have short periods of play with other children, but mostly play beside them Need adult help to resolve conflicts Begin to demonstrate preference for friends Become aware of gender differences | <p>Play cooperatively with other children</p> <ul style="list-style-type: none"> Talk to another child as they pretend to clean the house Watch other children play with the ball, then join in doing the same actions Look for her special friend to play with at center time Choose to participate in simple group activities | <p>Participate, with help, in the group life of the class</p> <ul style="list-style-type: none"> Join in group games such as playing "Farmer in the Dell" Help to clean up after hearing the signal and being encouraged by you Answer the question that you are asking everyone at circle time | | | |
| | | | | <p>At times shows awareness and concern for other children's feelings</p> <ul style="list-style-type: none"> Take a doll from another child, but give it back when the child cries Hug another child who is sad because his mom just left | <p>Show more awareness of the feelings of another child</p> <ul style="list-style-type: none"> Ask for help when another child takes something that belongs to him Help another child to pick up the beads after he dumped them out of the container Feel and express remorse by saying "I sorry" after accidentally knocking another child down Comfort another child who may be upset by patting or hugging him | <p>Begin to understand the feelings of other children</p> <ul style="list-style-type: none"> Continue to have a hard time sharing, but look to an adult for help Have a concerned look on her face when another child falls and gets hurt on the playground Give a hug to another child after hitting Attempt to problem-solve when another child takes something that belongs to her Help another child to pick up the blocks after he dumped them out of the container Feel and express remorse after accidentally knocking another child down in a rush to the door to go out | <p>Be able to better understand the feelings of other children</p> <ul style="list-style-type: none"> Watch other children to see how they react Begin to use simple techniques for preventing/ resolving conflicts Share a toy car with a child who cries because he has none Say he is sorry Agree to let a friend help him feed the fish even though it is his job Show concern when another child is crying | | | |

Language Development

| Understanding and Communicating | | | | | Listening and Speaking | Listening and Understanding Expressing Thoughts and Ideas Entering into Conversations | |
|--|--|--|--|---|---|---|--|
| Pre-Reading and Pre-Writing | Pre-Literacy | Pre-Reading and Pre-Writing | | | | Pre-Reading | Pre-Reading |
| BIRTH TO FOUR MONTHS | FOUR TO EIGHT MONTHS | EIGHT TO TWELVE MONTHS | TWELVE TO EIGHTEEN MONTHS | EIGHTEEN TO TWENTY-FOUR MONTHS | TWENTY-FOUR TO THIRTY MONTHS | THIRTY MONTHS TO THREE YEARS | THREE YEARS |
| Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples |
| <p>Listen and express herself</p> <ul style="list-style-type: none"> React to noise Use sounds, body and facial expressions to express feelings Cry to communicate hunger or discomfort Copy some facial expressions Appear to "listen" | <p>Use various sounds and movements to communicate</p> <ul style="list-style-type: none"> Use his voice to express feelings Babble using strings of consonant sounds Actively imitate the sounds of speech Stop crying when you talk to her | <p>Show more interest in speech</p> <ul style="list-style-type: none"> Respond to one step direction such as "Come to mommy." Point to the cat in a book when you say, "Where is the cat?" | <p>Understand the meaning of many words and gestures</p> <ul style="list-style-type: none"> Understand more words than he is able to say Go to the climber when asked if he wants to play on the climber Follow a simple direction | <p>Use an increasing number of words and put words together into phrases and simple sentences</p> <ul style="list-style-type: none"> Say "ball" as she looks in the toy box Put words together Ask about the story Ask for what she wants Repeat words | <p>Demonstrate active listening strategies</p> <ul style="list-style-type: none"> Listen for short periods of time Retell and relate what has been heard Begin to ask questions | <p>Demonstrate active listening skills</p> <ul style="list-style-type: none"> Attend to someone who is speaking for a longer period of time Retell and understand simple verbal directions Ask questions about what has been heard | <p>Demonstrate active listening skills</p> <ul style="list-style-type: none"> Attend to the speaker for a longer period of time Retell and relate to what has been heard Ask questions about what has been heard |
| <p>Recognize and react to the sounds of language</p> <ul style="list-style-type: none"> React to a nursery rhyme by kicking legs, smiling or sucking on a pacifier Repeat sounds, enjoy and experiment with making different sounds (e.g., cooing, gurgling) Coo in response to caregiver's conversation with her | <p>Recognize and react to the sounds of language</p> <ul style="list-style-type: none"> Make sounds when he hears sounds Attend to the sounds and repetitive or rhyming words Imitate the sounds he hears around him | <p>Recognize and react to the sounds of language; begin to understand that letters make sounds (phonological awareness)</p> <ul style="list-style-type: none"> Begin to imitate non-speech sounds Repeat simple sound syllables, (ba, ba, ba) String together different sounds Enjoy rhymes and nonsense words | <p>Recognize and react to the sounds of language; begin to understand that letters make sounds (phonological awareness)</p> <ul style="list-style-type: none"> Enjoy and sing songs Move rhythmically to familiar songs Begin to identify familiar environmental sounds Point or make sounds when looking at books | <p>Recognize and react to the sounds of language; begin to understand that letters make sounds (phonological awareness)</p> <ul style="list-style-type: none"> Enjoy and sing songs Move rhythmically to familiar songs Identify familiar sounds such as animal sounds and emergency vehicles | <p>Become aware of the sounds of spoken language; understand that that letters make sounds (phonological awareness)</p> <ul style="list-style-type: none"> Sing or say songs and rhymes Know that his name starts with an M sound Identify farm animals by their sounds Identify sounds such as water running | <p>Develop phonological awareness by becoming aware of the sounds of spoken language</p> <ul style="list-style-type: none"> Sing or say simple songs or rhymes that she has heard often Identify farm animals by their sounds Identify environmental sounds such as a doorbell or fire engine Notice parts of words by moving to the beat | <p>Develop phonological awareness by becoming aware of the sounds of spoken language</p> <ul style="list-style-type: none"> Sing or say simple songs or rhymes Supply rhyming words in a familiar song Identify farm animals by their sounds Identify environmental sounds Notice parts of words by moving or clapping |
| | <p>Respond to sounds and words heard often</p> <ul style="list-style-type: none"> Begin to react to his own name Tell how a speaker is feeling by the tone of their voice Cry at loud noises or voices, and calm in response to a gentle, familiar voice | <p>Start to understand and use common rules of communication</p> <ul style="list-style-type: none"> Use simple gestures such as waving "bye" Use inflection when babbling Use exclamations, such as "oh oh" Say "mama" or "dada" Try to imitate words | <p>Start to understand and use common rules of speech</p> <ul style="list-style-type: none"> Use simple gestures such as shaking his head for "no" Use inflection when babbling Use exclamations, such as "oh oh" Say "mama" or "dada" Try to imitate words | <p>Start to understand and use common rules of speech</p> <ul style="list-style-type: none"> Say common words in appropriate context Recognize and repeat names of objects Begin to use short sentences "I go." Use different tones or sounds when talking | <p>Enter into a conversation</p> <ul style="list-style-type: none"> Interrupt conversation Want to talk when the family is talking Ask questions about concepts he doesn't understand Try to initiate conversations Repeat what he hears | <p>Use more conventions of speech as she speaks</p> <ul style="list-style-type: none"> Use "I" and "me" correctly sometimes Talk in a different tone when playing pretend Talk in short sentences Begin to use plurals | <p>Use more conventions of speech as he speaks</p> <ul style="list-style-type: none"> Use some positional words such as behind Be easily understood most of the time Use longer sentences, plurals and pronouns Use 's' and 'ed' at the end of words Tell a story with details |
| <p>Begin to build a receptive vocabulary</p> <ul style="list-style-type: none"> Show momentary attention to board books with bright colors and simple shapes, especially faces React to colors and shapes by cooing or moving her hands | <p>Begin to respond to some of the vocabulary associated with picture books</p> <ul style="list-style-type: none"> Look intently at the pictures in a book, and show a preference for some pictures Attend and react to colorful pictures Hold a book with help | <p>Demonstrate increasing vocabulary and comprehension by using words to express herself</p> <ul style="list-style-type: none"> Use sounds to identify objects and people Smile or make noise in response to music Respond to a simple gesture or request Begin to identify familiar people | <p>Demonstrate increasing vocabulary and comprehension by using words and phrases to express himself</p> <ul style="list-style-type: none"> Learn new words and phrases from books Listen to the story and ask for it again Answer questions about the story Identify body parts | <p>Demonstrate vocabulary and comprehension by listening with interest and displaying understanding</p> <ul style="list-style-type: none"> Follow directions Perform an action shown in a book Answer questions from a story Verbally label pictures Look at and name pictures | <p>Use words and some common rules of speech to express his ideas and thoughts</p> <ul style="list-style-type: none"> Sing alone or with you Ask about the story Use descriptive words Use three or four word sentences Speak clearly enough to be understood | <p>Expand her vocabulary with many more connecting and describing words</p> <ul style="list-style-type: none"> Use many words to express her feelings Use personal pronouns Tell about what is happening in a book Tell if she is mad or sad when asked | <p>Expand his vocabulary and language usage</p> <ul style="list-style-type: none"> Use words to describe the function of objects Learn the names of objects new to him Use new words Make up a story to go with her play Begin to use plurals and more verbs |
| | | | <p>Communicate using consistent sounds, words, and gestures</p> <ul style="list-style-type: none"> Try to mimic words Use single words Put two words together Learn new words almost daily Begin to put two words together into a phrase Get upset when adults don't understand her | <p>Communicate using consistent sounds, words, and gestures</p> <ul style="list-style-type: none"> Repeat familiar words and phrases Put words together in two-word sentences Wave "hello" and "bye-bye" | <p>Enter into a conversation</p> <ul style="list-style-type: none"> Interrupt or talk over other people's conversations Ask questions about new concepts Try to initiate conversations Repeat what has just been said | <p>Have more meaningful conversations with peers and adults</p> <ul style="list-style-type: none"> Use voice tone mom uses with a baby Repeat questions that she has heard you ask Talk rapidly trying to tell new information Ask or answer a question | <p>Have more meaningful conversations with peers and adults</p> <ul style="list-style-type: none"> Sing or chant nursery rhymes Offer information in a group discussion Talk with a friend about a new toy Talk about what he will do on the weekend |
| | | <p>Explore writing and drawing as a way of communicating</p> <ul style="list-style-type: none"> Mark paper with crayons or markers | <p>Explore drawing, painting and writing as a way of communicating</p> <ul style="list-style-type: none"> Scribble spontaneously Explore using markers, crayons, chalk to draw and write | <p>Explore drawing, painting and writing as a way of communicating</p> <ul style="list-style-type: none"> Scribble spontaneously Explore using different writing materials Make marks on paper | <p>Recognize that drawings, paintings and writing are meaningful representations</p> <ul style="list-style-type: none"> Pretend to write Make a picture and tell you that it is him Paint some lines and tell you it is a rainbow | <p>Begin to develop writing skills</p> <ul style="list-style-type: none"> Say she is writing Find her name card on a table with others Point to the rule sign when asked what we do at circle time | <p>Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations</p> <ul style="list-style-type: none"> Make a picture and tell you that it is him Control his scribbles Find his name card |
| | | | | <p>Be able to follow simple suggestions and directions with increasing consistency</p> <ul style="list-style-type: none"> Answer a simple question with a nod Get a towel when asked by her caregiver Point to several body parts when asked Go to wash her hands when you say, "Get ready for lunch" | <p>Understand questions and simple directions</p> <ul style="list-style-type: none"> Get his coat, and put it on when asked by a teacher Answer when asked, "Do you want a cracker or a piece of cheese?" Ask another child to sit next to him Understand and use some positional words | <p>Understand and respond to simple directions and requests</p> <ul style="list-style-type: none"> Bring a towel to an injured friend Take a napkin from the pile and pass it Follow simple directions, especially if they are part of a familiar routine Try to control others with direct commands | <p>Show understanding and respond to simple directions and requests</p> <ul style="list-style-type: none"> Follow multi-step directions Get his coat and start putting it on Wet a paper towel and bring it to a hurt friend Take a napkin and pass them on Begin to ask "how" and "why" questions |
| | | | | <p>Begin to develop imitative reading</p> <ul style="list-style-type: none"> Show familiarity with text by repeating songs or stories Fill in words in a familiar text Show interest in books and other written materials Search for a favorite page in a book | <p>Begin to develop fluency by imitative reading</p> <ul style="list-style-type: none"> Turn the pages of a favorite book Ask for the same favorite book over and over again Listen to engaging stories Recite a familiar poem or finger play | <p>Begin to develop fluency by imitative reading</p> <ul style="list-style-type: none"> Correctly turn the pages of a book Ask for the same book repeatedly Listen to fluent reading Recite a familiar poem Want to hear the book with nothing left out Retell parts of the story from a book | <p>Begin to develop fluency by engaging in imitative reading</p> <ul style="list-style-type: none"> Correctly turn pages Listen to fluent reading Recite a nursery rhyme with expression Ask to re-read a story, telling it as you read Sing along with a song Retell a story using some actual phrases |
| | | | | | <p>Recognize that symbols have corresponding meaning</p> <ul style="list-style-type: none"> Recognize familiar symbols (e.g., hospital, library) Find his favorite cereal by the picture on the box Use the stop sign in play with his car set Put toys away in correctly labeled bins | <p>Recognize that symbols have corresponding meaning</p> <ul style="list-style-type: none"> Recognize familiar symbols and road signs Find her cereal by the picture on the box Use the stop sign in play with the car set Put toys away in correctly labeled bins Recognize her name | <p>Recognize that symbols have corresponding meaning</p> <ul style="list-style-type: none"> Identify familiar signs Use the stop sign in play with the car set Put toys away in correctly labeled bins Find his name card Recognize a letter in his name on a sign Ask what a card says Sing the alphabet song, pointing to letters |
| | | | | | <p>Develop vocabulary, language usage and some conventions of speech</p> <ul style="list-style-type: none"> Repeat words heard in the environment Name objects and describe actions in the books you read | <p>Develop vocabulary and language usage</p> <ul style="list-style-type: none"> Point to pictures of what you are reading Ask/answer questions when reading a book with you Guess word meanings from the pictures | <p>Expand his vocabulary and language usage</p> <ul style="list-style-type: none"> Use words learned through reading Find the meaning of words from the context Make up a story about what he is playing Begin to use plurals and more verbs |
| | | | | | <p>Show comprehension by demonstrating understanding of text during and after reading</p> <ul style="list-style-type: none"> Listen to fiction and non-fiction materials Ask and/or answer questions about the story while you are reading | <p>Develop comprehension by demonstrating understanding of text during and after reading</p> <ul style="list-style-type: none"> Listen to fiction and non-fiction materials Ask/ answer questions about the story Tell you what will happen next in a story that has been read | <p>Develop comprehension by demonstrating understanding of text during and after reading</p> <ul style="list-style-type: none"> Listen to fiction and non-fiction materials Ask/answer questions during/after the story Point to and name the numbers in a counting book, and count along Make up a story about a book |
| | | | | | <p>Use writing tools for scribbles and drawings</p> <ul style="list-style-type: none"> Hold a crayon, marker or pencil with a whole fist grasp, and scribble with little control | <p>Use writing tools for scribbles and drawings</p> <ul style="list-style-type: none"> Scribble with greater control using fist or pincer grasp Draw a closed circle, may add features and say it is a person | <p>Use writing utensils for scribbles and drawings</p> <ul style="list-style-type: none"> Scribble with better control using pincer or correct technique Begin to draw representations of people and objects |
| | | | | | | <p>Understand some abstract concepts, such as time, order, and positional words</p> <ul style="list-style-type: none"> Be confident about the daily routine Sit next to a certain friend when asked Know the motions, in order, to a familiar finger play | <p>Understand abstract concepts</p> <ul style="list-style-type: none"> Remember events Wait his turn to see the caterpillars Use directional and positional words Name or point to many body parts Tell his name Recognize his name in print and the first letter |
| | | | | | | <p>Ask "why" and other questions frequently to keep a conversation going</p> <ul style="list-style-type: none"> Ask what is for snack Ask other children questions | <p>Ask "why" and other questions to keep a conversation going</p> <ul style="list-style-type: none"> Ask many questions Ask about how a caterpillar hangs from the top of the jar |

Cognitive Development

| Discovering and Learning | | | Exploring and Learning | Mathematical, Scientific, Social Studies Exploring and Learning | Exploring and Learning: Math, Science and Social Studies Concepts | | Using Mathematical and Scientific Thinking Exploring Social Studies |
|--|---|--|---|---|--|---|--|
| BIRTH TO FOUR MONTHS | FOUR TO EIGHT MONTHS | EIGHT TO TWELVE MONTHS | TWELVE TO EIGHTEEN MONTHS | EIGHTEEN TO TWENTY-FOUR MONTHS | TWENTY-FOUR TO THIRTY MONTHS | THIRTY MONTHS TO THREE YEARS | THREE YEARS |
| Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples |
| <p>Begin to understand that she can make things happen</p> <ul style="list-style-type: none"> • Play with her hands • Explore toys with her hands and her mouth • Turn her head to follow objects • Turn his head in the direction of a noise • Repeat enjoyable or noisy actions | <p>Cause things to happen</p> <ul style="list-style-type: none"> • Bang on his tray with a spoon to hear the different sounds it makes • Hit the buttons on his busy box to make things happen • Pull a string to bring a toy closer | <p>Make expected things happen</p> <ul style="list-style-type: none"> • Drop an object from the high chair and wait for you to pick it up • Push favorite buttons on the busy box and make a face before the dog pops out • Pull car by a string | <p>Use objects and toys more purposefully</p> <ul style="list-style-type: none"> • Choose a favorite book from the shelf and turn the pages more carefully • Put round shapes into the round holes more accurately • Roll a ball back and forth with an adult | <p>Expect certain things to happen as a result of her actions</p> <ul style="list-style-type: none"> • Put a doll on the roof of the dollhouse and watch it slide off over and over again • Fill a bucket with sand and watch it pour out • Build a block tower and knock it down | <p>Use imagination, memory and reasoning to plan and make things happen</p> <ul style="list-style-type: none"> • Pretend to be daddy driving to work • Pretend to feed a doll • Put on dress-ups, and pretend to be a dad • Tell you he is a firefighter before playing | <p>Use imagination, memory and reasoning to plan and make things happen</p> <ul style="list-style-type: none"> • Fill a bag with papers in imitation of an adult leaving for work • Pretend to be daddy driving to work • Line up the dolls and read a book to them | <p>Use prior knowledge and imagination to think through what he wants to play</p> <ul style="list-style-type: none"> • Plan with a friend to make a play train • Make a garage with the blocks • Use the cubes to make a long rod • Plan who will be the dad and son in play |
| | <p>Remember what has happened recently</p> <ul style="list-style-type: none"> • Begin to understand that things exist when not physically present • Look for an object that he has thrown from the high chair • Put his arms up when you ask, "How big is baby?" • Turn his face away from you when he sees you with a tissue • Hold out his hand for you to play a game | <p>Remember what has happened recently, and find hidden objects</p> <ul style="list-style-type: none"> • Understand that things continue to exist even if out of sight • Look for an object that she has thrown • Turn her face away from her caregiver when she sees a washcloth in her hand • Explore a bell in a ball, turning it over • Look for the toy she watched you hide | <p>Show an increasing ability to remember and participate in imitative play</p> <ul style="list-style-type: none"> • Imitate the actions of an adult such as turning a steering wheel in a play car • Recognize his image in the mirror or in a photograph • Remember the usual sequence of events and go to get his toothbrush after getting into pajamas | <p>Improve memory for details</p> <ul style="list-style-type: none"> • Sing songs and say rhymes after hearing them many times • Help her caregiver retell a favorite story after hearing it many times • Show fear of a bee after having been stung by one • Look for items from previous day | <p>Improve memory for details</p> <ul style="list-style-type: none"> • Sing songs and say nursery rhymes after hearing them many times • Help you retell a favorite story after hearing it many times • Ask to be picked up saying "Uh-oh, doggie" when he sees the same dog that knocked him down and licked him the day before | <p>Think ahead and explore ideas</p> <ul style="list-style-type: none"> • Identify what area of the room she wants to play in, but when asked what she wants to do say "play" • Stack up the nesting cups from large to small accurately • Go to the math center for something to put in the cooking pot she is stirring on the play stove | <p>Seek information through observation, exploration and descriptive investigations with simple science tools</p> <ul style="list-style-type: none"> • Bring home things he finds on a walk • Use her senses to observe • Use a magnifying glass, balance scale and sorting trays • Recall details • Guess that a nut is inside an acorn • Ask "why" questions |
| | <p>Show awareness of happenings in his surroundings</p> <ul style="list-style-type: none"> • Follow moving objects easily with his eyes • Find an object that is partially hidden • Explore everything with hands and mouth • Try to reach objects • Look at an object in his hand for a longer period of time • Imitate actions | <p>Show awareness of happenings in his surroundings</p> <ul style="list-style-type: none"> • Watch closely what others are doing and try to copy it • Look for specific toys • Try to figure out how new toys work • Crawl or move to reach interesting toys • Like to make things happen, for example, pulling all of the tissues out of a box | <p>Use his senses to investigate the world around him, including solving problems</p> <ul style="list-style-type: none"> • Push and pull a car, watching the wheels • Touch a bug that he finds outside and squeal when it moves • Manipulate and sniff the play-dough • Stack and knock down big blocks • Dump and fill objects • Say "all gone" | <p>Have beginning awareness of the order of her environment</p> <ul style="list-style-type: none"> • Notice when a new toy is introduced or is in the wrong place • If asked, will tell you when she is finished eating or playing | <p>Have beginning understanding of consequences when following routines and recreating familiar events</p> <ul style="list-style-type: none"> • Express opinions about routine changes • Use the toy mixer like mom uses hers • Bring a play dough cake to you • Help create class rules • Accept the outcomes of his actions • Want to make choices | <p>Have beginning understanding of consequences when following routines and recreating familiar events</p> <ul style="list-style-type: none"> • Have strong feelings about any change in the routine • Try to follow the rules of a simple board game • Use the toy mixer the way you do it | <p>Have beginning understanding of consequences when following routines and recreating familiar events</p> <ul style="list-style-type: none"> • Have strong feelings about any change in the routine • Try to follow the rules of a board game and become frustrated when the rules change • Participate in creating rules for the class • Help to clean up |
| | | <p>Look at the correct picture or object when it is named</p> <ul style="list-style-type: none"> • Point to pictures in books when you read to her • Go to get the ball when you ask if she would like to play ball • Go to the counter where the crackers are kept when asked if she would like one • Point to correct body part when it is named | <p>Look at the correct picture or object when it is named</p> <ul style="list-style-type: none"> • Identify objects, body parts, and people • Point to objects or pictures in books • Match a picture of an object to the real thing • Say the name of familiar objects | <p>Seek information through observation and exploration</p> <ul style="list-style-type: none"> • Show interest in found objects, for example, twigs and leaves • Try to figure out how things work • Spend extra time looking at familiar objects • Ask many questions | <p>Seek information through observation, exploration and descriptive investigations</p> <ul style="list-style-type: none"> • Want to pick up and bring home things he finds on a walk • Use senses to observe and gather information • Use tools for investigation (e.g., magnifying glass) | <p>Seek information through observation, exploration and descriptive investigations</p> <ul style="list-style-type: none"> • Bring home things she finds on a walk • Use senses to observe and gather information • Use tools for investigation (e.g., magnifying glass) | <p>Seek information through observation, exploration and descriptive investigations with simple science tools</p> <ul style="list-style-type: none"> • Want to bring home things he finds • Use senses to gather information • Use tools such as cups and sorting trays • Remember details • Confirm predictions • Ask lots of "why" questions |
| | | <p>Explore objects in various ways</p> <ul style="list-style-type: none"> • Explore objects by shaking, pushing, pulling, throwing and mouthing • Put a square peg into a round space, and keep trying even when it doesn't fit • Repeat enjoyable activities | <p>Use objects and toys more purposefully, exploring cause and effect relationships</p> <ul style="list-style-type: none"> • Choose a favorite book from the shelf and turn the pages more carefully • Put round shapes into the round holes more accurately • Roll a ball back and forth with an adult | <p>Explore and solve problems</p> <ul style="list-style-type: none"> • Try new activities and materials • Increase attention span when exploring something interesting, especially with an interested adult • Explore new ways to do things | <p>Explore new ways to do things</p> <ul style="list-style-type: none"> • Get a stool to reach something on a shelf • Try to put on his own coat, but get frustrated when his sleeve is inside out • Pull the car after first trying to push it • Use a spoon to dig in the garden | <p>Explore new ways to do things, showing more independence in problem solving</p> <ul style="list-style-type: none"> • Put the dress over the doll's head, but struggle with the arms • Stack blocks with the larger blocks on the bottom after it falls • Try to make a mound out of the sand • Move a stool to reach the sink | <p>Use more advanced problem solving skills, testing his understanding and ideas in real situations</p> <ul style="list-style-type: none"> • Bring a tool from home to fix a toy • Use a toy broom to get a ball under a shelf • Get a ruler from the art center to play teacher • Ask for glue to fix his paper airplane |
| | | <p>Imitate gestures and use of objects</p> <ul style="list-style-type: none"> • Pretend to brush hair and teeth, drink from a cup and listen to the telephone | <p>Begin to understand rules and routines</p> <ul style="list-style-type: none"> • Look to the door when it's time to go outside • Show distress when faced with a surprise • Tell when an activity is finished | <p>Begin to understand rules and routines</p> <ul style="list-style-type: none"> • Go to her hook to hang up her coat when she comes in without a reminder • Get down from standing on a chair when you remind her that chairs are for sitting • Tell when an activity is finished | <p>Explore new ways to do things</p> <ul style="list-style-type: none"> • Get a stool and try to reach something put up on a high shelf • Try to put on his own coat, but get frustrated and ask for help • Try to move the large toy car by pushing it, but then try pulling it • Use a spoon to dig in the garden | <p>Explore new ways to do things, showing more independence in problem solving</p> <ul style="list-style-type: none"> • Put the dress over the doll's head, but struggle with the arms • Stack blocks with the big blocks on the bottom after they fell • Make a mound of sand instead of just dumping • Move a stool to reach the water fountain | <p>Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects</p> <ul style="list-style-type: none"> • Ask questions about everything he sees • Check his seed cup to look for changes • Put the clay in water to see what happens • Tell that he likes the biggest fish best |
| | | | | <p>Begin to explore concepts of number, size, and position</p> <ul style="list-style-type: none"> • Nest several cups together accurately • Turn one piece of a puzzle to fit it into a space the right way • Build a tower of 4 or more blocks and enjoy watching it fall • Know another child has more crackers | <p>Show interest in quantity and number relationships</p> <ul style="list-style-type: none"> • Complain that a friend has more pretzels than she does • Fill a balance scale with beads, making one side go down • Fill large and small containers with sand • Show two objects when asked | <p>Show interest in quantity and number relationships</p> <ul style="list-style-type: none"> • Complain that a friend has more pretzels than she does • Fill a balance scale with beads • Enjoy pouring from one cup to another • Ask for "more" fruit • Try counting from 1-10 | <p>Show interest in quantity, measuring and number relationships</p> <ul style="list-style-type: none"> • Know when his friend has the same number of crackers as he does • Fill a balance scale with beads • Know the next number in a counting song • Tell a friend that he is taller than the tower |
| | | | | <p>Begin to sort objects according to one criterion</p> <ul style="list-style-type: none"> • Sort blocks by color • Build a tower using blocks of only one color • Pick out and match two identical cars • Pick out and eat only the whole animal crackers | <p>Show interest in concepts such as matching and sorting according to color, shape and size</p> <ul style="list-style-type: none"> • Name one color • Compare the color of his toy car to another • Match the colors and shapes in a puzzle • Groups items by color • Try to get all the big blocks for his tower | <p>Show interest in concepts such as matching and sorting according to a single criteria</p> <ul style="list-style-type: none"> • Name one color • Compare the color of his toy car to another • Easily match the colors and shapes in a matching puzzle • Match the large spoons together | <p>Show interest in concepts such as matching and sorting according to a single criteria</p> <ul style="list-style-type: none"> • Name several colors • Compare the color of his toy car to another • Match the colors and shapes in a puzzle • Help to put away the utensils, matching the large spoons |
| | | | | | | <p>Use mathematical thinking in daily situations</p> <ul style="list-style-type: none"> • Hold up three fingers to show how old she is • Tell that her sister has more than she does • Match and sort objects by color, size, shape • Take two crackers out of the snack basket | <p>Use mathematical thinking to solve real problems</p> <ul style="list-style-type: none"> • Count out three crackers for snack • Tell you that his cup is full and hers is empty • Stand next to the tall tower he built to see if he is taller • Sort objects by color, shape or size |
| | | | | | | | <p>Show beginning interest in numerals and counting</p> <ul style="list-style-type: none"> • Show that he can count three objects • Name numerals 1-5 in a counting book • Count out four cookies from the snack menu • Count the name cards for the lunch table |
| | | | | | | | <p>Show beginning interest in geometry</p> <ul style="list-style-type: none"> • Name two shapes • Find shapes in the environment • Play a shape game |
| | | | | | | | <p>Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment</p> <ul style="list-style-type: none"> • Say that only boys can be the daddies • Pretend to be a firefighter • Wait until you point to his group to sing • Pick up trash on the playground if asked |
| | | | | | | | <p>Begin to recognize his own physical and family characteristics and those of others</p> <ul style="list-style-type: none"> • Count how many boys are in the group • Go to the table when the teacher says that everyone who has brown hair may go • Draw a picture of his dad with very long legs |

Physical Development

| Coordinating Movements | | | | | Coordinating Large & Small Muscle Groups Improving Self-Help Abilities | Using Large and Small Muscle Groups Building Self-Help Skills | Coordinating Large Muscle Groups, Controlling Small Muscle Groups, and Caring for Self/Others |
|--|--|---|---|---|---|---|---|
| BIRTH TO FOUR MONTHS | FOUR TO EIGHT MONTHS | EIGHT TO TWELVE MONTHS | TWELVE TO EIGHTEEN MONTHS | EIGHTEEN TO TWENTY-FOUR MONTHS | TWENTY-FOUR TO THIRTY MONTHS | THIRTY MONTHS TO THREE YEARS | THREE YEARS |
| Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples | Indicators/Examples |
| <p>Use many repetitions to move various body parts</p> <ul style="list-style-type: none"> Bring hands together to grasp and shake toys Grasp and release things that she touches accidentally Reach for objects and swipe at dangling objects Raise her head, arch her body and flex her legs Begin to try to roll over and sometimes kick herself over Push up by hands or forearms when on her stomach Bring her hands to her mouth Push down on her legs when placed on a firm surface | <p>Change the position of his body</p> <ul style="list-style-type: none"> Push up on his arms and lift head and chest, arching his back when on his stomach Lift both arms and legs and rock on his stomach Roll over from back to stomach and stomach to back Start to move either forward or backwards, pulling or pushing with his arms Get up on his hands and knees, rocking back and forth Move from lying down to sitting position | <p>Change position and begin to move from place to place</p> <ul style="list-style-type: none"> Roll from lying on her stomach to sitting up Balance and sit alone for long periods of time Move from a crawl to sitting and back again Crawl easily, gaining speed from month to month Pull up on a table and "cruise" around it Walk with someone holding both of her hands Stand alone without help for a few seconds then minutes Take her first few steps without help Go from standing to sitting easily Climb on to low objects, such as a couch or table | <p>Move constantly, showing increasing large muscle control</p> <ul style="list-style-type: none"> Walk more than he crawls Stop and start movements with more control Sit in a chair independently Go from sitting to standing more easily Climb stairs on hands and knees, or by putting both feet on each step Crawl up into a chair and turn around to sit Go from a squat to standing with ease Pull a toy behind him as he walks, or push a toy in front of him Carry a large toy or several smaller ones while walking Begin to run with increasing skill | <p>Show increased balance and coordination in play activities</p> <ul style="list-style-type: none"> Enjoy pulling or pushing a toy that makes noise as she walks with it Walk backward pulling a wagon Climb up the ladder on the slide and slide down Turn backwards and sit on the rocking chair Go up the stairs putting both feet on each step Throw a ball and put hands together to try to catch it May begin to use one hand more than the other | <p>Use his whole body to develop spatial awareness</p> <ul style="list-style-type: none"> Move through a simple obstacle course after teacher models actions Walk around in a circle holding hands with other children Dance to music, including songs that direct movement Push herself on riding toys | <p>Move her body through space with balance and control</p> <ul style="list-style-type: none"> Run, jump up with both feet, gallop, walk on tiptoe, walk backward and sideways, crawl under an object, twirl and roll over, balance on one foot Walk sideways and forward on a wide balance beam Perform dance motions with the circle of friends Run across the playground, starting and stopping easily Play rhythm sticks in time to the music Easily handle a cup or fork effectively Initiates using the toilet on her own with increasing success | <p>Move with confidence and stability, coordinating movements to accomplish simple tasks</p> <ul style="list-style-type: none"> Climb the stairs on the climber with alternating feet, without holding on Push his feet and bend his knees to make the see saw work Walk forward on the wide balance beam Hop across to the other side when playing "Red Rover" Make the big wheel toy spin around fast by turning the handle bar far to one side and pedaling fast Go over, under, around and through an obstacle course Begin to "pump" on the swings after someone has gotten him started Stand and hop on one foot for a few seconds Want you to check and respond to even minor bumps or scrapes |
| | <p>Use his hands in more coordinated movements</p> <ul style="list-style-type: none"> Reach for objects with one hand Move objects from hand to hand "Rake" objects to himself with one hand Pick up a Cheerio® with a raking grasp Grab feet and toes and bring them to his mouth Hold objects in both hands and bang them together Wave bye-bye or imitate hand clapping Try to turn the pages of a favorite board book | <p>Coordinate eyes and hands while exploring or holding objects</p> <ul style="list-style-type: none"> Drop objects into a container and dump them out again Throw, roll and catch a rolling large rubber ball Pick up a spoon by its handle Use pincer grasp (thumb and forefinger) to pick up small objects, such as a Cheerio® Start to hold the cup and drink from it | <p>Use hands in various ways</p> <ul style="list-style-type: none"> Put together several nesting cups, or stacking rings on a ring tree Drop wooden beads into a bottle, dump them out and start again Build a tower of four or more blocks Scribble, if given a crayon and paper Start to use one hand more often than the other Take apart, then put together large links or pop beads Hold an object in one hand and do something to it with the other hand Hold a cup and drink, sometimes spilling Feed himself apple-sauce with a spoon | <p>Have increased eye-hand coordination</p> <ul style="list-style-type: none"> String beads on a string or some fish tank tubing Pour water through a funnel, then a sieve and back and forth from cup to cup in the bathtub Use hands for simple finger plays such as "The Itsy Bitsy Spider" Attempt to put together large pop beads after pulling them apart, sometimes succeeding Put the correct shapes through the holes in the shape sorter Still have some trouble with fine motions of wrists and fingers | <p>Use improved eye-hand coordination to explore and manipulate objects</p> <ul style="list-style-type: none"> Continue to use both hands together Put together a several piece puzzle Use his hands to pound, poke and build with the play dough Do finger plays that require hand-eye coordination, such as "The Itsy Bitsy Spider" Zip a large coat zipper | <p>Use smaller manipulatives and finger plays to develop small muscle strength and coordination</p> <ul style="list-style-type: none"> Use one inch cubes and Duplo® blocks to build with String large beads on a shoelace with a knot at the bottom Wind the jumping mouse with a pincer grasp on the small key Arrange the counting bears in a line on the table Use tweezers to pick up cotton balls and put them in a beaker Put a hand in each puppet and make it talk by moving hands inside Enjoy moving different fingers for the "Five Little Pumpkins" finger play | <p>Develop finger skills through many forms of play</p> <ul style="list-style-type: none"> Begin to grasp with a finger grasp, but revert to a whole fist grasp at times Use connecting blocks to build more recognizable objects such as cars, airplanes and houses, and take them apart Stack the blocks or building materials to make a house after watching someone else do it Fill and dump several cups in the sand table using a shovel, then a smaller spoon Make a snowman out of play dough after watching an older child make balls and put them together |
| | | | | <p>Be able to do more things for herself</p> <ul style="list-style-type: none"> Pull off her own clothes at bedtime Drink from a cup with few spills Use a spoon for eating most of the time Attempt to brush her own hair and teeth Attempt to put on her own shirt and help you with her pants by picking up one leg at a time Attempt to help put away the toys, putting the blocks with the blocks, and the cars and trucks in another basket | <p>Enjoy doing for himself whatever he thinks he can do</p> <ul style="list-style-type: none"> Hang up his coat on a hook after taking it off himself Feed himself with a spoon Drink using both hands, spilling little Pick up toys after playing Try to brush his own teeth and comb his hair Perform at least some skills involved in using the toilet, such as pulling up his own pants afterwards Wash his hands and use a towel to dry them Take off his clothes | <p>Depend on routines to practice self-help skills and feel confident</p> <ul style="list-style-type: none"> Feed herself even using a fork and a cup with one hand until she becomes too tired Help with simple chores such as setting the table with a napkin and plate for each person Insist on bathing herself Dress herself, except for finding the right hole for her first leg | <p>Feel more grown up as he accomplishes self-help and house-keeping tasks with reminders</p> <ul style="list-style-type: none"> Spread icing on his gingerbread man with a craft stick Pick up the puzzle he was working on and put it where it belongs Sort socks, putting together the ones that match Take care of his own toileting needs Put on his own coat, hat and mittens, but need help with gloves and getting a zipper started Brush his own teeth and hair Dress himself up to the point of tying shoes Wash and dry his own hands |
| | | | | | <p>Perform more complex movements with his arms and legs</p> <ul style="list-style-type: none"> March around the room, walk on tiptoe, and jump off the bottom of the slide Try to throw the ball to you Jump in and out of a hula hoop Walk on a wide balance beam sideways at first, but forward when you hold his hand | <p>Use riding toys easily</p> <ul style="list-style-type: none"> Pedal and steer on a low three wheeled toy, going with the traffic around and around the circle Climb on the rocking horse and push her feet to make it go | <p>Move with confidence and stability, coordinating movements to accomplish simple tasks</p> <ul style="list-style-type: none"> Climb the stairs on the climber with alternating feet, without holding on Push his feet and bend his knees to make the see saw work Walk forward on the wide balance beam Hop across to the other side when playing "Red Rover" Make the big wheel toy spin around fast by turning the handle bar far to one side and pedaling fast Go over, under, around and through an obstacle course Begin to "pump" on the swings after someone has gotten him started Stand and hop on one foot for a few seconds Want you to check and respond to even minor bumps or scrapes Easily use riding toys, such as tricycles and big wheels |
| | | | | | <p>Explore art materials</p> <ul style="list-style-type: none"> Enjoy swirling and squishing the finger paint Tear paper to make a collage Start to use tools with the play dough such as a rolling pin or a cookie cutter Use markers and crayons to "color" a picture sometimes going over the edge of the paper | <p>Develop finger skills through many forms of play</p> <ul style="list-style-type: none"> Begin to grasp with a finger grasp, but revert to a whole fist grasp at times Use connecting blocks to build more recognizable objects such as cars, airplanes and houses, and take them apart Stack the blocks or building materials to make a house after watching someone else do it Fill and dump several cups in the sand table using a shovel, then a smaller spoon Make a snowman out of play dough after watching an older child make balls and put them together Enjoy using a variety of art supplies, including markers, finger paints, crayons Practice using scissors to cut out shapes, but be unable to stay on the lines | |