

Developmental Milestones

Ages 0-5



Compiled from various sources

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Infant: 0 - 12 Months

Physical Development

0 - 3 Months: Weight: 6.5 lbs.– 9 lbs. Length: 18 inches – 23.5 inches

- o Sleeps 17-20 hours.
- o Uses all senses - listening, seeing, tasting, touching, smelling.
- o Swallows, sucks, yawns, blinks.
- o Grasping reflex occurs.
- o Raises head and upper body when in a prone position.
- o Turns head side to side when lying on back.
- o Cries without tears.
- o Holds hands in fists.

4 - 8 Months: Weight: 14 – 18.5 lbs. Length: 24.5 – 28 inches

- o Sleeps 15 hours - usually through the night.
- o Lifts and holds head when held at shoulder.
- o Follows a moving object with eyes.
- o Reaches for objects with both hands.
- o Transfers objects from hand to hand.
- o Holds, shakes and pounds objects.

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- o Rolls over.
- o Holds own bottle.
- o Sits without support.
- o Begins scooting.
- o Begins teething.

8 - 12 Months: Weight: 18.5 – 21 lbs. Length: 27 – 30 inches

- o Sleeps 12 hours.
- o Reaches for objects with 1 hand.
- o Grasp small objects with finger and thumb -pincer grasp.
- o Creeps and crawls.
- o Holds self in a standing position and stands alone.
- o Walks with adult support.
- o Moves from one place to a designated space.
- o Feeds self, drinks from cups.
- o Both eyes work in unison.
- o Empties and fills boxes and containers.
- o Uses push and pull toys.

Intellectual Development

0 - 3 Months

- o Moves eyes from one object to another.
- o Fixates on moving object held 12 inches from head.
- o Gazes in direction of moving objects.
- o Watches hands intently.
- o Looks in direction of sound source.
- o Visually follows a falling object.
- o Distinguishes parent's face from stranger's face.
- o Imitates gestures.
- o Exhibits sense of size, color, and shape recognition.

4 - 8 Months

- o Handles and explores objects (see, feel, taste).
- o Explores toys and immediate surroundings.
- o Reaches accurately with hands.
- o Begins pointing.
- o Throws objects.
- o Imitates actions – Pat-a cake.

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- o Likes to play repetitive games.
- o Focus eyes on small objects and reaches for them.
- o Shows fear of falling.
- o Prefers one toy or book at a time.
- o Pays attention to what is happening in the environment.

8 - 12 Months

- o Waves bye-bye.
- o Mimics movement activities.
- o Moves body to reach for toys, books.
- o Enjoys books and pictures.
- o Identifies nose, eyes, ears, mouth.
- o Identifies familiar objects in book
- o Drops toy intentionally.
- o Displays short term memory.

Language Development

0 - 3 Months

- o Responds to a range of sounds - prefers complex sounds and speech that is high-pitched, expressive, and ends with a rising tone.

- o Babbles when spoken to.
- o Coos using single vowel sounds.
- o Vocalizes during face-to-face encounters.
- o Laughs out loud.

4 - 8 Months

- o Turns towards and locates familiar sounds.
- o Repeats sounds- ba, ba, ba.
- o Responds to variation in tone of voice.
- o Imitates non-speech sounds.
- o Produces vowel sounds
- o Responds to simple requests such as “wave bye-bye.”
- o Plays actively with small toys while babbling and jabbering – reacts differently to noises.
- o Bangs objects together.

8 - 12 Months

- o Babbles for social interaction.
- o Says “dada” or “mama.”
- o Imitates sounds - babbles, clicking, smacking.

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- o Responds to frequently-heard voices.
- o Makes language-like noise to get attention.
- o Responds to own name positively.
- o Shakes head for “no”.
- o Puts objects in mouth.
- o Enjoys music, including rhymes, songs, and poems.

Social-Emotional Development

0 - 3 Months

- o Begins to establish emotional attachment to parents and caregivers.
- o Enjoys being held and cuddled.
- o Spends less time crying.
- o Expresses comfort and discomfort, enjoyment, unhappiness.
- o Imitates expressions and movements.
- o Smiles responsively.
- o Enjoys familiar routines - bathing, eating.
- o Entertains self by playing with fingers, hands, toes.

4 - 8 Months

- o Establishes full attachment with primary parent.
- o Develops sense of security and trust with parents and caregivers.
- o Shows preference for parent/primary caregiver.
- o Shows separation reaction with parents or primary caregiver.
- o Responds differently to different people.
- o Responds to facial expressions and sounds.
- o Desires to be held and cuddled.
- o Smiles, coos, reaches out.
- o Laughs out loud.
- o Expresses emotions by sounds.
- o Cries to communicate.
- o Seeks attention.
- o Shows awareness of other children and immediate environment.

8 - 12 Months

- o Wants to be near or in sight of parent or primary caregiver.
- o Exhibits fear of strangers.
- o Becomes attached to toy or blanket.
- o Expresses feelings.

- o Sociable and out-going.
- o Learning to cope with unfamiliar situations.
- o Examines new objects.
- o Repeats behaviors that get attention.
- o Exhibits assertive behavior—rant, scream, cling, push.
- o Understands “no.”
- o Able to follow one simple direction.

Quality Care

Class Environment

- o Provide a safe environment, free of small objects.
- o Provide space for diapering/changing clothes.
- o Provide space for eating.
- o Provide space for interesting sights and sounds.
- o Provide a multi-sensory environment through experiences with fragrances, calming lights, pale colors (pale yellow, beige, light blue, light green), quiet and soft music for rest, rhythmic music for movement, various textures, mobiles in cribs and around classroom.
- o Provide safe challenges that encourage movement.
- o Provide a variety of toys on low shelves and on the ground.

- o Find a balance between over stimulation and under stimulation.

Instructional Strategies

- o Encourage exploration of environment.
- o Create spaces to crawl in and around.
- o Provide a variety of opportunities for smelling, seeing, touching, tasting.
- o Use colorful toys (red, orange, yellow) for creativity.
- o Introduce toys one at a time.
- o Change objects periodically.
- o Use sensitive observations to determine infant's needs.
- o Use continuous eye contact with infant.
- o Hold infant frequently throughout the day
- o Allow infants to develop at their own pace.
- o Provide consistent interactions.
- o Reinforce appropriate behavior.
- o Provide for emotional attachment with caregivers.
- o "Read" the emotional cues of infants.
- o Use various background music throughout day.

- o Recognize the individuality of each baby.
- o Read books with clear, simple pictures.

Interaction

- o Respond immediately, sensitively, and consistently to each infant.
- o Talk with infant throughout the day-describe events during caregiving routines.
- o Hold, rock, cuddle baby while singing and talking.
- o Smile while talking.
- o Sing songs, say poems, and finger plays.
- o Use sing song and higher pitch tones.
- o Speak slower than normal.
- o Simplify your speech - shorten sentences, repeat words and phrases.
- o Describe objects in environment.
- o Describe activities.
- o Describe foods and drinks.
- o Talk about and point to body parts.
- o Play fingers and hand games.

- o Play sound games.
- o Encourage infants to follow objects, by slowly moving in front of face.
- o Provide for interaction with other infants.
- o Use visual clues and gestures to increase word meaning.

1 Year: 13 - 24 months

Physical Development

Height: 29 inches – 34 inches Weight: 21 lbs. – 27 lbs.

- o Crawls up and down stairs.
- o Gets to feet unaided.
- o Sits alone in chairs.
- o Walks unassisted.
- o Begins to run.
- o Jumps.
- o Kicks balls.
- o Dances to sound of music.
- o Turns a knob.
- o Begins to walk up and down stairs assisted.

- o Begins to throw objects.
- o Stacks 2-3 blocks.
- o Undresses self.
- o Holds large markers or crayons.
- o Begins to scribble - uses whole arm movements.
- o Helps turn pages of book.

Social-Emotional Development

- o Likes routines and schedules.
- o Follows simple directions.
- o Relies on familiar adults.
- o Shows likes and dislikes.
- o Enjoys solitary play such as drawing, looking at books.
- o Plays next to other children – parallel play.
- o Plays simple games.
- o Helps pick-up and put away toys.
- o Attempts to dress self.
- o Enjoys adult attention.
- o Recognizes self in mirror.

- o Usually friendly towards others.
- o Curious about people and surroundings.
- o Begins to assert independence - often refuses to cooperate.
- o May become frustrated when things go wrong.
- o Curious about toys that encourage make believe such as dolls and puppets.

Intellectual Development

- o Manipulates small objects.
- o Uses objects to touch another object.
- o Uses objects purposefully.
- o Places small objects in containers.
- o Enjoys object-hiding activities.
- o Voluntary, sustained attention develops.
- o Shows memory for details and routines.
- o Shows increased understanding of words.
- o Imitates body gestures.
- o Wants adults to read familiar books repeatedly.
- o Gains new understanding while exploring the environment.

Language Development

- o Begins to build vocabulary (50-100 words).
- o Speech is 50% intelligible.
- o Puts 1-3 words together.
- o Refers to self as “I” or “me”.
- o Points to familiar people, animals, toys.
- o Makes one-word requests.
- o Follows 2-3 step directions.
- o Names familiar objects on request.
- o Names everyday objects - car, book, bed.
- o Identifies and names articles of clothing.
- o Responds to simple questions with yes and no answers.
- o Tries to participate in conversation.
- o Interacts with other children.
- o Shows awareness of other children’s feelings.
- o Expresses feelings and ideas.
- o Enjoys rhymes and songs.
- o Enjoys talking about pictures in books.

Quality Care

Class Environment

- o Emphasize health and safety procedures.
- o Reassure children who might be afraid or apprehensive.
- o Maintain a baby-proof classroom.
- o Provide an environment that has open space that is free of objects with sharp edges.
- o Provide an environment that allows babies to move about and practice walking and gross motor skills.
- o Create soft indoor play areas with pillows, mats.
- o Make safe obstacle courses, opportunities for crawling and climbing.
- o Place charts of color and shapes around the room.
- o Provide time for a variety of activities, such as toys for carrying, dumping, climbing and pushing.
- o Provide toys for manipulation - peg boards, puzzles, clay.
- o Provide a variety of simple picture books.
- o Make available a “junk box” of items that are fun to feel, poke, and squeeze.

Instructional Strategies

- o Allow infants to develop at their own pace.
- o Keep group size small.
- o Provide a variety of toys to develop both large and small motor development.
- o Provide low space for climbing under, over, inside of, on top of and around.
- o Place favorite toys in different parts of the room.
- o Provide areas for drawing and painting.
- o Provide opportunities for solitary play.
- o Play simple games such as hide and seek, naming items.
- o Read daily to children.
- o Provide opportunities for all children to be successful every day.

Interaction

- o Name items/objects within environment.
- o Encourage babies to point at objects and name them.
- o Provide musical activities - listening, singing, chanting.

- o Talk frequently to children - describe what is happening and what you are doing.

- o Sing songs, poems, and nursery rhymes.

Age 2: 25 - 36 Months

Physical Development

Weight: 22 lbs.- 32 lbs. Height: 34 inches - 38 inches.

- o Has full set of teeth.

- o Experiments by touching, smelling, tasting.

- o Likes to push, pull, fill, dump.

- o Feeds self with spoon.

- o Stacks 4-6 objects.

- o Scribbles and talks about pictures.

- o Enjoys pouring and filling.

- o Likes to explore environment.

- o Opens cabinets and drawers.

- o Throws and rolls balls.

- o Likes to turn pages.

- o Walks backward.

- o Balances on one foot.
- o Likes riding toys.
- o Likes to climb.
- o Learning to use toilet.

Social-Emotional Development

- o Establish and set boundaries on behavior.
- o Demanding and persistent.
- o Possessive.
- o Shows feelings of jealousy.
- o Shy around strangers.
- o Needs attention of adults.
- o Very affectionate.
- o Prone to tantrums due to frustration.
- o Shows signs of empathy.
- o Impatient.
- o Enjoys "helping."
- o Imitates others.
- o Enjoys parallel play.

- o Enjoys pretend play.
- o Shows need for adult approval.
- o Shows ability to manage own behavior.
- o May be physically aggressive.
- o Exhibits stranger anxiety.

Intellectual Development

- o Shows preference for toys.
- o Begins to use objects for a purpose.
- o Shows preference for books.
- o Likes to turn pages of book and name objects.
- o Likes to make choices.
- o Unbuttons, zips, snaps.
- o Opens doors.
- o Stares for long moments.
- o Does simple classification activities such as grouping like objects.
- o Discovers cause and effect.
- o Develops symbolic representations.

Language Development

- o Knows about 200-900 words.
- o Begins to understand language.
- o Understands more words that can be used.
- o Begins to use short sentences.
- o Likes to express self verbally.
- o Increases verbal interactions.
- o Likes to use descriptive words.
- o Likes to sing songs, fingerplays.
- o Likes to be read to.
- o Asks questions - what's that?
- o Expresses negative statements by using negative words.

Quality Care

Class Environment

- o Provide for children to care for themselves and their personal safety.
- o Provide for children to independently dress self and care for personal hygiene.

- o Provide opportunities for using senses.
- o Provide opportunities for children to dance, run, jump, climb.
- o Provide art area for drawing, painting, working with clay.
- o Provide opportunities for children to use both hands and feet.
- o Provide opportunities to engage in literacy-related activities and objects.
- o Provide charts with colors, shapes, sizes.
- o Provide area for a variety of picture and short story books.
- o Provide riding and pedaling toys.
- o Provide area for large and small blocks.
- o Provide area for small and large muscle development.

Instructional Strategies

- o Respect each child's individuality.
- o Help children be successful.
- o Demonstrate awareness of self and others.
- o Demonstrate sensitivity to child's feelings.
- o Balance the needs of the child with those of the teacher.
- o Provide opportunities for helping and sharing.

- o Change activities frequently.
- o Provide opportunities for parallel play.
- o Provide opportunities for children to explore, investigate, and experiment.
- o Read daily to small groups of children.
- o Use puppets and props.
- o Provide for “trial and error” activities.
- o Establish clear and consistent positive consequences for appropriate behavior.
- o Establish clear and consistent consequences for negative behavior.
- o Provide time for children to be quiet and rest.

Interaction

- o Provide time for child-to-child and child-to-adult talk.
- o Listen to what children say.
- o Encourage children to have fun with language.
- o Encourage children to use words and express feelings.
- o Encourage children to use descriptive words, describe pictures, name objects and people.
- o Describe activities and actions.

- o Describe unfamiliar words and objects.
- o Recite songs, poems, and nursery rhymes.
- o Give verbal, positive feedback regularly.

Age 3: 37 - 48 Months

Physical Development

- o Demonstrates hand dominance.
- o Controls crayon/pencil with fingers rather than hands.
- o Imitates drawing (horizontal, circular, vertical).
- o Places pegs in pegboard.
- o Folds and snips at paper with scissors.
- o Enjoys clay - pounds, rolls, squeezes it.
- o Enjoys manipulating objects - puzzles.
- o Builds tower with eight blocks.
- o Catches large ball.
- o Pedals tricycle and pedal toys.
- o Takes steps backward.
- o Stands on tiptoe.
- o Moves body in dance formations.

- o Likes to climb.
- o Climbs stairs using alternating feet.
- o Plays hide and seek.
- o Performs self-care activities - brushing teeth, washing hands.
- o Achieves full bladder control.
- o Feeds self with fork/spoon without assistance.
- o Able to button and snap.
- o Able to put on hat and coat.
- o Enjoys outdoor play.
- o Enjoys swinging on swings.

Social-Emotional Development

- o Shows affection for adults and children.
- o Likes to be with other children and make friends.
- o Emotional reactions to people differ.
- o Relaxed and cooperative.
- o Responds well to consistent schedules and routines.
- o Does not adapt well to changes in routines.
- o Attention span (individually or small group) 5 to 10 minutes.

- o Able to work in large groups 5-8 minutes.
- o Joins in social interactions and conversations.
- o Easily distracted.
- o Copies actions of others.
- o Engages in make believe play.
- o Possessive with toys. Does not like to share.
- o Likes to play alone (solitary play) but willing to move into parallel play (side-by-side).
- o Ready to try new activities.
- o Does not understand perspective of other people.
- o Difficulty sharing and taking turns.
- o Laughs frequently.
- o Likes to be praised, reinforced and recognized.
- o Shows cautious interest in new people.
- o Responds impulsively.
- o Begin to be comfortable with independence.
- o Has an occasional nightmare.

Intellectual Development

- o Curious about the world - enjoys learning new skills.
- o Listens attentively to stories.
- o Pretends to read - explains pictures.
- o Acts out familiar stories.
- o Takes pleasure in reading favorite books.
- o Identifies primary colors.
- o Identifies basic shapes.
- o Recognizes some letters of the alphabet (letters of own name).
- o Draws circles, and squares.
- o Begins to draw letter-like formations.
- o Attempts to draw people and representations.
- o Matches objects to pictures.
- o Counts 2 - 3 objects.
- o Counts from 1 - 10 by rote.
- o Sorts objects logically.
- o Better sense of logical reasoning.
- o Begins to sequence events - before and after.

- o Likes to play games.
- o Plays realistically.
- o Plans before taking action.

Language Development

- o Vocabulary knowledge is 200 - 1,000 words.
- o Seventy-five per cent of speech is understandable.
- o Learns new words rapidly.
- o Describes personal experiences.
- o Uses own name.
- o Talks in three- to four-word complete sentences.
- o Verbs begin to dominate language.
- o Uses simple pronouns (I, me, you, mine).
- o Talks to self.
- o Talks about people and events.
- o Talks about actions of others.
- o Listens to age-appropriate stories attentively.
- o Likes to reread favorite stories.
- o Recites songs and poems.

- o Likes to memorize favorite songs and poems.
- o Asks many questions.
- o Able to answer questions using full sentences.
- o Likes to tell stories using puppets and props.
- o Uses vocabulary to express feelings.
- o Makes relevant comments.
- o Enjoys repeating words and sounds.
- o Most grammatical structures mastered.
- o Uses conventional speech when expressing thoughts.
- o Sometimes stutters and stammers.

Quality Care

Class Environment

- o Provide space for personal possessions (coat, lunch box).
- o Provide a variety of construction materials for experimentation.
- o Provide opportunities for children to make things out of blocks, clay, and art media.
- o Display children's work.
- o Label items in room.

- o Provide at least 100 children's books.
- o Provide picture wall.
- o Post children's photographs and names on flash cards around the room.
- o Provide charts of shapes and colors, letters and numbers.
- o Provide activities and toys for active play.
- o Provide activities and toys for quiet play.
- o Create spaces for:
 - Art activities.
 - Musical play and listening to music.
 - Listening to audio books.
 - Water and sand play.
 - Dramatic and pretend play.
 - Science/experimentation.
 - Small motor activities such as puzzles, threading.
 - Reading, looking at books.
- o Provide opportunities for pre-writing scribbling and drawing.

Instructional Strategies

- o Provide consistency - actions similar over time.
- o Provide time to engage in new activities.
- o Develop confidence, self-esteem, and sense of security.
- o Provide opportunities to develop independence.
- o Allow time for experimentation.
- o Praise and reassure children.
- o Provide opportunities to develop self-confidence.
- o Follow routines and schedules - introduce new routines gradually.
- o Provide opportunities to create new ways to do things.
- o Provide activities with a range of difficulty.
- o Provide opportunities to choose activities.
- o Use concrete materials.
- o Provide opportunities for taking turns.
- o Use simple, two step instructions.
- o Provide opportunities for talking about common interests.
- o Schedule time for daily songs, rhymes, and poems.

- o Provide a variety of books with rhymes and repeated chants-read books that tell stories.
- o Read 4 times daily to children.
- o Provide time for sharing and cooperative play.
- o Provide social time and time for free play.
- o Provide time for imaginary play.
- o Provide for experimentation (art and science projects).
- o Provide opportunities for children to be solitary, quiet, and reflective.

Interaction

- o Use Standard English and encourage children to use standard English.
- o Allow time for children to articulate clearly.
- o Encourage children to talk about what they are doing.
- o Encourage verbalization of feelings and ideas.
- o Describe on-going events and personal experiences.
- o Provide opportunities for children to listen with enjoyment and respond to stories, songs, and poems.
- o Provide opportunities to sing songs and poems together.

- o Provide opportunities for children to use language for a variety of purposes.
- o Spend time talking together and asking open-ended questions.
- o Encourage children to play make believe
- o Encourage speculation – “What would happen if...?”

Age 4: 49 - 60 Months

Physical Development

- o High energy levels.
- o Throws ball overhead.
- o Throws ball with accuracy.
- o Threads and laces.
- o Able to tie shoes.
- o Better hand control with crayons and pencils.
- o Hops and balances on one foot.
- o Walks in straight lines.
- o Pedals and steers small vehicles.
- o Climbs ladders.
- o Able to use balance beam.

- o Stands on tip toes.
- o Takes care of toilet needs.
- o Dresses self.
- o Able to put shoes on and take them off.
- o Likes outdoor play.

Social-Emotional Development

- o Understands humor.
- o Reacts to world positively.
- o Tests limits.
- o Difficulty with changes in routines.
- o Not patient.
- o Often loud and boisterous.
- o Able to join large group for 10-12 minutes.
- o Focus is directly related to interest in activity.
- o Very enthusiastic and helpful.
- o Mood changes quickly.
- o Outgoing and friendly.
- o "Tells" on other children.

- o Might have imaginary playmates.
- o Likes to use imagination during play time.
- o Blurs reality and fantasy.
- o Unlimited imagination.
- o Might appear selfish.
- o Likes to be independent.
- o Enjoys role-playing.
- o Intense friendships develop.
- o Enjoys parallel play (side-by-side play), although able to participate in cooperative play activities.
- o Boasts and exaggerates.
- o Participates cooperatively in activities.
- o Shows pride in accomplishments.
- o Increase in aggressive behavior.

Intellectual Development

- o Better able to reason.
- o Able to plan ahead.
- o Concepts formed are crude and often inaccurate.

- o Names upper- and lower-case letters.
- o Likes to play rhyming word games.
- o Understands sequence - first, middle, last.
- o Prints first name.
- o Recognizes familiar names.
- o Recognizes familiar words in print.
- o Reads names, words and phrases in simple books.
- o Likes stories about animals and how things grow.
- o Likes nonsense language.
- o Understands same and different.
- o Identifies missing parts.
- o Draws detailed pictures of people, and familiar objects.
- o Counts to 20 by rote.

Language Development

- o Speech is intelligible.
- o Vocabulary knowledge is 1,000-3,000 words.
- o Talks extensively about interesting subjects and during activities.
- o Enjoys repetition in songs and poems.

- o Knows names of most animals.
- o Names objects and people in pictures.
- o Uses prepositions such as on, in, under, behind.
- o Uses possessives correctly.
- o Uses past tense of words correctly.
- o Uses plurals correctly.
- o Produces elaborate sentences and stories.
- o Refers to events and people in conversations.
- o States first and last name.
- o Asks endless questions.
- o Answers who, what, where questions.
- o Able to repeat four syllable words.
- o Changes tone of voice.
- o Uses letter sounds correctly.

Quality Care

Classroom Environment

- o Provide an environment for child to feel good and understand the importance of hygiene, diet, and exercise.

- o Provide opportunities for children to care for their environment.
- o Provide opportunities for children to be actively involved in learning.
- o Adhere to a daily schedule and regular routines.
- o Provide a responsive, successful environment.
- o Designate large and small group space.
- o Label furniture.
- o Post photographs and names of children.
- o Provide a Word Wall.
- o Provide charts of shapes, colors, numbers, letters and high frequency words.
- o Provide a variety of learning centers (academic and non-academic) such as:
 - a dramatic play center,
 - a housekeeping center,
 - a math center where children can understand the mathematical process,
 - an art center with a variety of media,

- a science/social studies center where children can develop observation skills,
 - a block and transportation center,
 - a music center where children can listen, respond, and move expressively.
 - a listening center where children can listen to audiobooks and respond.
 - a writing center where children can use letters and words to express themselves.
 - a letter center where children can manipulate and use letters.
- o Provide 200+ book classroom lending library.
 - o Provide opportunities for children to become aware of everyday use of technology.
 - o Provide a healthy and safe environment.

Instructional Strategies

- o Establish clear and consistent schedules and routines.
- o Prepare children for routine changes.
- o Review classroom rules daily.
- o Provide “morning welcome” time.

- o Prior to instructional time, gather and focus children.
- o Follow children's interests and abilities when planning activities.
- o Maintain realistic goals for all children.
- o Provide high interest, concrete activities and events.
- o Encourage children to attempt challenging activities.
- o Provide a variety of high interest activities.
- o Provide opportunities for cooperative group activities.
- o Provide opportunities for large group and small group interactions.
- o Allow children to complete activities independently.
- o Provide help for children when necessary.
- o Provide time for songs and poems daily.
- o Use props for singing and dancing.
- o Provide hands-on and artistic activities.
- o Read informational books about interesting topics like animals and plants.
- o Provide opportunities for children to estimate and predict, to solve simple problems.
- o Provide activities for exploration and testing conclusions.

- o Plan group games (non-competitive) about words, colors, letters, numbers.
- o Read to children four times daily.
- o During and after read aloud sessions, ask and answer questions.
- o Talk about outside world and current events.
- o Provide opportunities to develop memory skills.
- o Provide daily opportunities and time to develop literacy skills (oral language, letter knowledge, phonological awareness, print concepts).
- o Provide space and time daily for independent reading.
- o Provide opportunities to consolidate previous learning and be challenged into new learning.
- o Use preventative strategies rather than reactive strategies for dealing with difficult behavior.
- o Provide opportunities for children to be successful daily.
- o Use transitional activities and songs.
- o Provide opportunities to celebrate various cultures especially those of the children in the class.
- o Be sensitive to the various emotional needs of children.
- o Foster equal opportunities for all children.

- o Provide opportunities to build continuity and partnerships between home and school.
- o Plan for vigorous outdoor activity where children can use their bodies.
- o Encourage children to be “risk” takers.

Interaction

- o Provide for daily “share” time.
- o Provide opportunities for attentive listening.
- o Provide time to identify items verbally.
- o Provide time to verbally share personal experiences.
- o Encourage children to talk about themselves, siblings, parents, and pets.
- o Provide opportunities for children to answer questions about a story or classroom event.
- o Provide opportunities for children to engage in conversations throughout the day.
- o Encourage children to learn first and last name, address, phone number.
- o Plan group word and picture games.
- o Provide time for children to form friendships.

- o Provide daily opportunities for children to say letters and numbers.
- o Read Alphabet and Letter books.
- o Sing songs about the letters of the alphabet and numbers.
- o Use positive strategies to help frustrated children.
- o Give clear, calm and brief feedback to children.
- o Use humor to diffuse intensity.

Age 5: 61 - 72 Months

Physical Development

- o Hand dominance established.
- o Cuts on lines with scissors.
- o Demonstrates finger and hand control of pencil or marker.
- o Able to hold crayon/pencil correctly.
- o Able to draw a human figure with detail.
- o Ties shoelaces accurately.
- o Walks backwards.
- o Turns somersaults.
- o Catches ball thrown from 3 feet away.

- o Bounces ball.
- o Throws ball with accuracy.
- o Walks accurately on balance beam.
- o Gallops and skips.
- o Jumps or hops forward without falling.
- o Jumps over items.
- o Balances on either foot.
- o Rides wheeled toys with skill and speed.
- o Invents games with simple rules.
- o Aware of own gender.
- o Begins to lose deciduous (baby) teeth.
- o Grooms self.
- o Increased poise, coordination, and stamina.

Social-Emotional Development

- o Doesn't like to fail.
- o Generally in a happy mood.
- o Plays cooperatively - participates in group play.
- o Enjoys helping with class chores and instructional episodes.

- o Persistent during high interest activities.
- o Enjoys friendships - has 1-2 special playmates.
- o Less likely to respond impulsively.
- o Generous to other children.
- o Uses imagination during play.
- o Affectionate and caring.
- o Usually follows requests from adults.
- o Needs adult comfort and reassurance.
- o Increased self-control.
- o Able to tell right from wrong.
- o Likes to tell jokes and make people laugh.
- o Boastful.
- o Independently manages routines.
- o Risk taker.
- o Helpful in completing chores.
- o Often fears the dark, some animals, and some people.
- o Begins to share on a regular basis.
- o Attached to home and family.

Intellectual Development

- o Able to print first and last name correctly.
- o Knows full name, address, telephone number.
- o Identifies primary and secondary colors.
- o Identifies all letters of the alphabet.
- o Identifies sounds of letters.
- o Reproduces shapes and letters.
- o Forms patterns with shapes and colors.
- o Understands concepts of same and different.
- o Sort's objects on basis of two dimensions.
- o Classifies same features of objects.
- o Understands concepts of smallest to largest.
- o Good memory – enjoys memorizing songs and poems.
- o Able to write all letters of the alphabet and form words.
- o Able to read words and sentences.
- o Able to follow three-step command.
- o Rote counts to 20 and above (up to 100).
- o Recognizes numerals from 1-20.

- o Understands concepts of less than and more than.
- o Understands time concepts (soon, later).
- o Difficulty with passage of time and sequence of events.
- o Recognizes and identifies penny, nickel, dime, quarter, and a dollar.
- o Begins to count money.
- o Understands concepts of whole and half.
- o Eager to learn.

Language Development

- o Vocabulary knowledge is 1,500-5,000 words.
- o Speech is entirely intelligible.
- o Asks who, what, where, when, why questions.
- o Asks meaning of words.
- o Able to answer questions during and after the story.
- o Tells a story while looking at pictures in a book.
- o Creates new stories using descriptive words.
- o Defines simple words.
- o Uses five to seven-word sentences.

- o States the name of own city, birthday, and parent's names.
- o Knows common opposites.
- o Recognizes humor in jokes and events.
- o Answers phones appropriately - able to take message.
- o Use nouns, pronouns, past tense of irregular verbs, past tense, inflection, adverbs and adjectives correctly.

Quality Care

See Age 4; strategies for quality care remain the same.