

Playing with a Purpose

BKC-EC 6



Participant Workbook

BASIC KNOWLEDGE CURRICULUM EARLY CHILDHOOD

2019

Preface

Basic Knowledge Curriculum – Early Childhood

This curriculum has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for children. The information presented in the curriculum is for all professionals working in family or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.” The entire Basic Knowledge Curriculum – Early Childhood curriculum is 36 clock hours and consists of 18 sessions trainings meeting *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* (Levels 1 and 2) and Child Development Associate Credential content areas. Participants can complete these trainings in any order. All sessions are offered by Child Care Aware® of Missouri through a local child care resource and referral agency.

For additional information about this curriculum series contact:

Child Care Aware® of Missouri 1-800-200-9017

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Basic Knowledge Curriculum – Early Childhood

Session Success

Foundational:

Positive Interactions with Children (*BKC-EC 1*)

Child Safety & Routine Care (*BKC-EC 2*)

Child Abuse & Neglect-Mandated Reporter (*BKC-EC 3*)

Safe Environments (*BKC-EC 4*)

Guiding Children’s Behavior (*BKC-EC 5*)

Playing with a Purpose (*BKC-EC 6*)

Routines, Rituals & Schedules (*BKC-EC 7*)

Supporting:

Physical Development (*BKC-EC 8*)

Language & Communication Development (*BKC-EC 9*)

Social & Emotional Development (*BKC-EC 10*)

Creative Development in Children (*BKC-EC 11*)

Cognitive Development (*BKC-EC 12*)

Promoting Physical & Mental Health (*BKC-EC 13*)

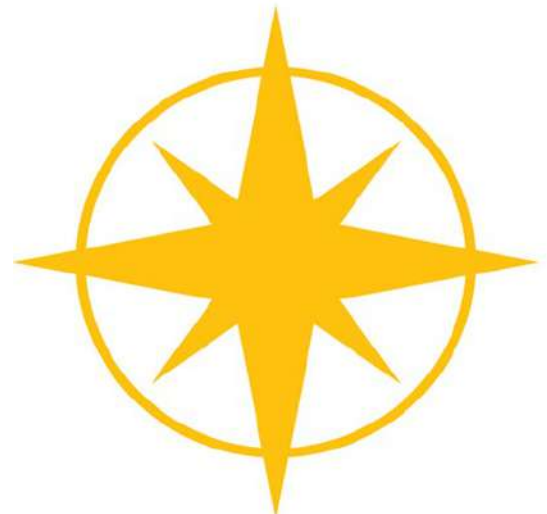
Healthy Eating (*BKC-EC 14*)

Group Interactions in Child Care (*BKC-EC 15*)

Family & Community Engagement (*BKC-EC 16*)

Promoting Cultural Awareness (*BKC-EC 17*)

Professionalism & Leadership (*BKC-EC 18*)



Learning Objectives

Playing with a Purpose

At the end of the training, participants will be able to:

1. Define developmentally appropriate practice.
2. List two reasons play is important to a child's development.
3. Identify two ways to support play in the classroom.

***These objectives relate directly to the pre and post assessment.**

The training will meet the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals* (Kansas and Missouri) and the Child Development Associate Credential (CDA) in the following content areas:

CDA	1. Planning a safe, healthy, learning environment	
Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)	II. Learning Environment and Curriculum	
	1. Creating a Developmentally Appropriate Learning Environment and Curriculum	
	Level 1:	a. Explains Developmentally Appropriate Practice.
		b. Recognizes the importance of creating a developmentally appropriate learning environment and following a curriculum.
	Level 2	a. Provides an interesting, secure, and inclusive environment to encourage play, exploration, and learning across the develop-

Agenda

Playing with a Purpose

Welcome.....	10 minutes
Shared Agreements	
Review Objectives	
<i>Developmentally Appropriate Practice</i>	40 minutes
3 Cores of DAP	
12 Principles of Child Development and Learning	
Break.....	10 minutes
<i>Show Me Child Care Resources</i>	
<i>Policies and Procedures for Accident and Injury</i>	50 minutes
Play	
Intentional Teaching	
DAP Environment & Curriculum	
Weekly Plan	
<i>Wrap Up</i>	10 minutes
Action Steps	
Review Objectives	
Exit Assessment	
Session Satisfaction Surveys	
MOPD Systems Key Functions	
T.E.A.C.H. MISSOURI Scholarship	
Online On Demand Training—MO Workshop Calendar	
<i>Show Me Child Care Resources</i>	
CDA Scholarship Project	

Action Items

Playing with a Purpose

Use this page to record things you plan to do, Topics for further clarification and new ideas from this training.

I WANT TO REMEMBER...

ACTION STEPS:

1.

2.

Developmentally Appropriate Practice

- Developmentally Appropriate Practice (DAP) is an approach to teaching grounded in research on:
 - how young children develop and learn
 - what is known about effective early education
- It is designed to promote young children’s optimal learning and development.
- DAP involves educators:
 - meeting young children where they are, both as individuals and as part of a group
 - helping each child meet challenging and achievable learning goals

DAP includes:

- **Knowing about child development and learning.**
 - Understanding typical development and learning at different ages is crucial knowledge for an educator.
 - This knowledge, based on research, helps us predict which experiences will support children’s learning and development.
- **Knowing what is individually appropriate.**
 - What we learn about specific children helps us make decisions about how to teach and care for them as individuals.
 - By continually observing children’s play and interactions, educators learn about each child’s interests, abilities, and developmental progress.
- **Knowing what is culturally important.**
 - Educators must make an effort to know children’s families and learn about the values, expectations, and factors that shape their lives at home and in their communities.
 - This information helps educators provide meaningful, relevant, and respectful learning experiences for each child and family.



“NAEYC.” *Developmentally Appropriate Practice (DAP) Introduction* , www.naeyc.org/resources/topics/dap.

Observing Children



- Observation is the key to learning about children.
- All behavior is communication. Through observing a child in their natural environment, we are able to see their knowledge (what they know), skills (what they are able to do) and behaviors (communication and self-regulation).
- Once we know their knowledge, skills and behaviors we are able to best support and plan activities that will strengthen and challenge their knowledge, skills and behaviors.

When observing children, what is most challenging?

Write or draw two things I can do to meet the challenge.

1.

2.

12 Principles of Child Development and Learning



Principle	Notes
1. All areas of development and learning are important.	
2. Learning and development follow sequences.	
3. Development and learning proceed at varying rates.	
4. Development and learning result from an interaction of maturation and experience.	
5. Early experiences have profound effects on development and learning.	
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.	
7. Children develop best when they have secure relationships.	
8. Development and learning occur in and are influenced by multiple social and cultural contexts.	
9. Children learn in a variety of ways.	
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.	
11. Development and learning advance when children are challenged.	
12. Children’s experiences shape their motivation and approaches to learning.	

NAEYC. *Reconciling Leadership and Partnership: Strategies to Empower Professionals and Families* | NAEYC, www.naeyc.org/resources/topics/12-principles-of-child-development.



Questions?

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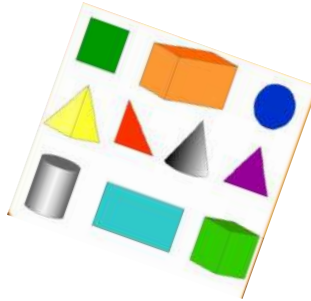
The screenshot shows the homepage of the Show Me Child Care Resources website. At the top, there is a navigation bar with the site logo, a search bar, and a user profile section for 'Lauri'. Below the navigation bar is a main banner for 'Routine Vision Coverage & More' featuring an image of a doctor examining a child's eyes. Underneath the banner are four promotional tiles: 'New and Noteworthy' with a list of links, 'Everyday Savings' with a list of retailers, 'Flu Season' with a reminder to get vaccinated, and a 'ChildCare Aware OF MISSOURI' tile with information about 'Show Me Jobs'. The footer contains links for 'About Us', 'Contact Us', and 'Privacy Policy & Terms of Service', along with a reference sheet link and copyright information for Child Care Aware of Missouri.

Benefits of Play

When children play they are developing the following skills:

Cognitive

- organize, compare and contrast
- math: shapes, colors, fractions
- science
- nature
- develop and refine concepts



Play sparks creativity in all areas of development!

Children learn through play!

Language

- practice new words
- problem solve
- listening
- nonverbal and verbal communication
- communicate thoughts and feelings



Social/Emotional

- curiosity
- self-esteem
- self-direction
- interaction with others
- express and control emotions
- value as a member of a group
- cooperation
- practice roles



They create, explore and discover while having FUN!

Physical

- strength
- coordination
- fine and gross motor skills
- sensory





What are two ways you help families better understand the importance of play?

1.

2.

Intentional Teaching

What does intentional teaching mean to you?

- Intentional teaching—educators using their knowledge, judgment and expertise to create and organize learning experiences for children.
- Teaching with a purpose, meaning and goal-oriented.
- It is a skill that educators should continually focus on to enhance the environment.

Intentional teaching is a skill that takes practice and experience.

NOTES:

DAP Environment & Curriculum

- The classroom serves as a developmentally appropriate learning environment that:
 - supports children to explore, investigate, observe, and experiment
 - allows appropriate risk taking within safe boundaries.
- The following guidelines describe aspects of a developmentally appropriate environment:
 - Areas in which children can select and plan their activities.
 - Areas for quiet and active social interactions.
 - Clearly labeled areas with words and pictures to encourage independence.
 - Variety of materials to encourage meaningful experiences.
 - Setting is not over-stimulating.
 - Classroom materials reflects the children’s culture and family backgrounds.



- Other elements to consider when setting up the environment:



- Traffic Patterns
- Materials placed at children's level
- Organizing the storage
- Having adequate equipment and supplies
- Clearly Defined/Delineated Areas
- Placement of centers are coordinated
- Noisy and quiet areas for play and exploration
- Small group and independent work areas
- Large-Group Area

- The following guidelines can assist in constructing developmentally appropriate curriculum:
 - Integrated across all domains of child development – physical, social, emotional, linguistic, and cognitive.
 - Relevant, meaningful, and based on prior experiences allowing children to make connections.
 - Challenging yet achievable with sufficient adult support.
 - Designed based on where each child is developmentally.

“Developmentally Appropriate Practices.” *Mississippi Building Blocks*, msbuildingblocks.com/developmentally-appropriate-practices/.

Sample Weekly Plan

Week _____ Teacher(s) _____

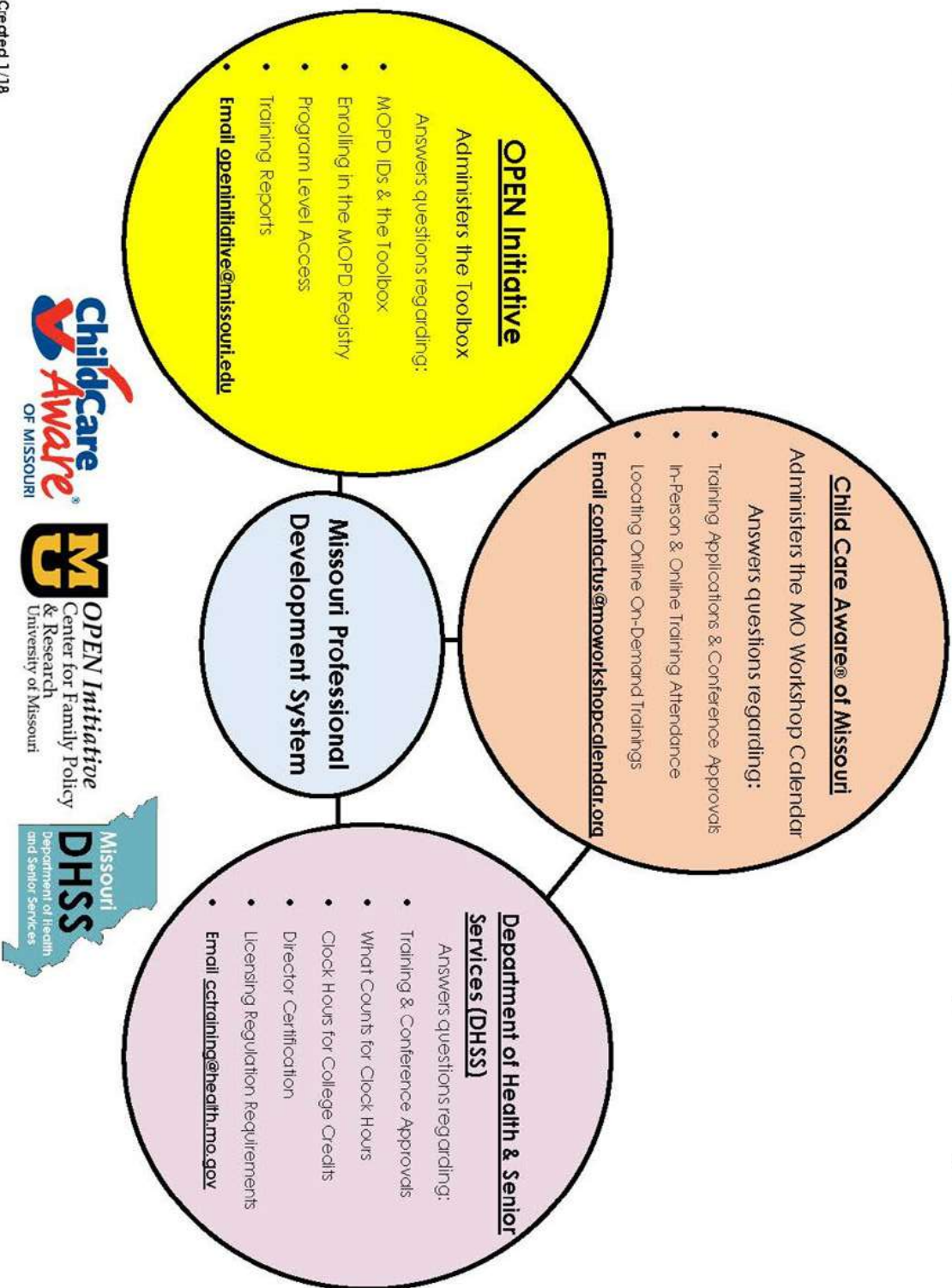
Goals: _____

Topic of Study _____

Day:	Group/Circle Time	Small group Activities	Movement/Music Activities	Special Activities	Transitions
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Environment	Center: _____	Center: _____	Center: _____	Center: _____	Center: _____
Add names of centers and materials added					

RESOURCES

Key Functions of the Missouri Professional Development System



Created 1/18

Resources

T.E.A.C.H. MISSOURI Scholarship

Want to continue your education?



- Support college credits towards early childhood AA/AAS or BA/BS
- Statewide scholarship available to directors, teachers and assistants in *licensed* child care programs
- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H. MISSOURI with each paying a portion of tuition and books
- Applications accepted year round
- Visit our website www.teach-missouri.org to learn more and access an application



1-866-892-3228

mo.childcareaware.org

- Our referral service uses a database containing Missouri child care programs.
- Families are able to access the database and search for programs near them or contact a resource specialist to assist them in their search.
- All information in the database is self-reported by programs.
- We encourage families to ask questions about the child care programs in order to find a pro-



Questions?
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Get Paid \$380 | No Assessment Fee | Advance Your Career



Do you work in a licensed or license-exempt child care program?



Do you work in a child care program that accepts DSS subsidy?



Do you work a minimum of 20 hours per week?



Have you worked in the same child care program for at least 3 months?

If you answered **YES** to these questions, enroll in the CDA Scholarship Project at www.cdascholarshipmo.org. Space is limited.

Don't delay...sign up **TODAY!**

Funded by the State of Missouri - Children's Division

Appendix

Materials and Supplies Guide for Early Learning Classrooms

Appendix 1

BLOCK AREA There must enough blocks for 3 children to create large, independent structures. Accessories should include the following categories: small people, vehicles, animals, and other.

<i>Unit Block Set (Large Quantity Set)</i>		<i>Hollow Blocks</i>	
<p><u>Small People</u> (select at least 2)</p> <ul style="list-style-type: none"> • Multicultural Families • Special Needs • Community Helpers • Kids set 	<p><u>Vehicles</u></p> <ul style="list-style-type: none"> • Small and Large Cars Trucks • Construction Equipment 	<p><u>Animals</u> (select at least 2)</p> <ul style="list-style-type: none"> • Farm • Zoo • Forest • Other Animals 	<p><u>Other</u></p> <ul style="list-style-type: none"> • Unit Block Tunnel and Arches Set (Include multi-cultural set) • Road Sign Set • Vehicles (include small and large cars, trucks, others) • Rug • Block Storage • Unit Books (Construction, Car, etc.) • Writing Materials • Posters, Blue Prints, Maps

DRAMATIC PLAY Dramatic play materials should allow for children to act out roles. Materials should be accessible so children can play out housekeeping and other themes.

<ul style="list-style-type: none"> • Dress-Up Clothes (Men’s and Women’s) • Dolls (Include male and female, multicultural) • Doll Equipment (blankets, stroller, etc.) • Kitchen Set • Table & Chairs (Child-size) • Food • Dishes • Cleaning Equipment • Mirrors (Full length and hand held) 	<ul style="list-style-type: none"> • Materials That Show Numerals (Telephones, Calculators, Price Tags, Cash Registers) • Storage Unit • Other Role Props (Example: Office, Store, Camping, etc.) • Print Materials (Magazines, Books, Menus) • Paper & Writing Tools • Dollhouse Sets (Fire house, Garage, Farm Set)
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“Materials and Supplies Guide for Early Learning Classrooms .” *Missouri Preschool Program*, Missouri DESE, dese.mo.gov/quality-schools/early-learning/missouri-preschool-program.

Materials and Supplies Guide for Early Learning Classrooms

Appendix 1

FINE MOTOR Fine Motor materials fall into 4 categories: interlocking building materials, art materials, manipulatives, and puzzles. (Suggested Art Materials are found in the Art section). There should be materials from each category.

<u>Interlocking Building Materials</u>	<u>Manipulatives</u>	<u>Puzzles</u>
<ul style="list-style-type: none"> • Legos • Gears Set • People Builders or Other Builders 	<ul style="list-style-type: none"> • Magnatiles • Stringing Beads • Pegs and Pegboards • Sewing Cards • Table Blocks 	<ul style="list-style-type: none"> • Floor Puzzles • Framed Puzzles
<p>ART AREA Classrooms should have materials from each category.</p>		
<u>Drawing</u>	<u>Paints</u>	<u>Three-Dimensional Objects</u>
<ul style="list-style-type: none"> • Crayons (Basic Colors and People Colors) • Markers (Washable, All Colors) • Drawing Paper (White or Manila) • Pencils or Pens • Chalk 	<ul style="list-style-type: none"> • Washable Finger Paints (All colors) • Tempera Paint (All Colors and Multicultural Colors) • Watercolor 	<ul style="list-style-type: none"> • Playdough • Clay • Wood Scraps • Boxes
<u>Collage Materials</u>	<u>Tools</u>	
<ul style="list-style-type: none"> • Glue and Glue Sticks • Colored Construction Paper (All Sizes, Colors and Textures) • Collage Materials (Example: cotton balls, craft sticks, feathers) 	<ul style="list-style-type: none"> • Scissors • Paint Brushes (All sizes, thick and thin) • Paint Cups • Art Easel (multisided) • Cookie Cutters and Playdough Tools 	<ul style="list-style-type: none"> • Tape (Scotch, Masking and Colored) • Paint Smocks • Hole Punch • Stapler • Weaving Materials • Books (Story and Nonfiction, example: famous artist)

"Materials and Supplies Guide for Early Learning Classrooms ." Missouri Preschool Program, Missouri DESE, dese.mo.gov/quality-schools/early-learning/missouri-preschool-program.

Materials and Supplies Guide for Early Learning Classrooms

Appendix 1

MATH MATERIALS Math materials fall into 3 categories: Counting/Comparing Quantities, Measuring/comparing Size and Parts of Whole, and Familiarity with Shapes. There should be materials from each category.

<u>Counting and Comparing Quantities</u>	<u>Measuring/Comparing Sizes and Parts of Whole</u>	<u>Familiarity with Shapes</u>
<ul style="list-style-type: none"> • Magnetic or Plastic or Foam Number Set • Counters • Games (Board Games, Card Games, Teacher-Created Games) • Tactile Numbers • Dice • Charts (Number Chart, Graphing Charts) • Books (Counting Books) 	<ul style="list-style-type: none"> • Sorting Sets • Balance • Rulers • Tape measure, Yard Stick, Height Chart • Measuring Cups 	<ul style="list-style-type: none"> • Geo Boards • Pattern and Shape Blocks • Three Dimensional Items (Example: Cones, Cubes, etc.) • Shape Puzzles • Shape Books

NATURE/SCIENCE Nature and Science materials fall into 5 categories. There should be at least 3 items from each category

<u>Living Things</u>	<u>Natural Items</u>	<u>Factual Books/Nature Science Picture Games</u>
<ul style="list-style-type: none"> • Plants • Class Pets • Outside Garden 	<ul style="list-style-type: none"> • Bird's Nest • Natural Collections (Seashells, Seeds, Rocks) 	<ul style="list-style-type: none"> • Books about Weather, Animals, Birds, etc.
<u>Sand or Water with Toys</u>	<u>Tools</u>	
<ul style="list-style-type: none"> • Plastic Containers and Tubs • Plastic Tubing • Sand and Water Table • Paper and Writing Tool • Poster and Charts 	<ul style="list-style-type: none"> • Magnifying Glasses (All Sizes) • Magnets • Measuring Cups • Scales • Coloring Mixing Materials • Eye Droppers • Tweezers or Tongs 	<ul style="list-style-type: none"> • Flashlights • Compass • Safety Equipment (Goggles, Gloves etc.) • Lever, Pulleys, Pinwheels • Telescope, Binoculars • Thermometers • String • Wax Paper, Aluminum Foil, etc.

"Materials and Supplies Guide for Early Learning Classrooms ." Missouri Preschool Program, Missouri DESE, dese.mo.gov/quality-schools/early-learning/missouri-preschool-program.

Materials and Supplies Guide for Early Learning Classrooms

Appendix 1

LIBRARY/LANGUAGE AREA *Language and literacy materials should include at least 20 books for 10 children or 30 books for 15 children. Other language materials should be present.*

<ul style="list-style-type: none"> • Alphabet Chart • Book Rack (Book Fronts should be displayed) • Carpet or Rug • Soft Materials (Example: Pillows, Bean Bags, etc.) • CD or Tape Player • Books on CD or Tape • Headphones • Puppets (Teacher-Made and Purchased) • Flannel Board and Flannel Pieces • Big Book Easel/Storage 	<ul style="list-style-type: none"> • Books (High Quality) <ul style="list-style-type: none"> ◆ Non-Fiction ◆ Picture Books ◆ Simple Stories ◆ Predictable Books ◆ Rhyming books ◆ Multicultural Books ◆ Gender Diversity Books ◆ Alphabet Books ◆ Nursery Rhymes ◆ Poetry 	<ul style="list-style-type: none"> • Big Books (High Quality)
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WRITING AREA *Writing and Print materials should be used so that children become familiar with print.*

<ul style="list-style-type: none"> • Magnetic or Foam or Plastic Letters • Alphabet Chart • Alphabet Books and Picture Dictionary • Rubber Stamps and Stamp Pads • Chalk or Magnetic/White Board • Tracing Letters • Paper (Variety of UNLINED Paper) • Stapler 	<ul style="list-style-type: none"> • Scissors • Tape • Writing Tools (Pencils, Markers, Colored Pencils, etc.) • Number Charts • Envelopes • Cards • Stickers • Stencils 	<ul style="list-style-type: none"> • Cubbies for Supplies • Folders, Journals • Storage for Supplies (Example: Pencil Cups, Marker Stands, etc.) • Pencil Sharpener • Recipe Charts, Procedure Charts, Children’s Names, Label and Pictures
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“Materials and Supplies Guide for Early Learning Classrooms.” *Missouri Preschool Program*, Missouri DESE, dese.mo.gov/quality-schools/early-learning/missouri-preschool-program.

Materials and Supplies Guide for Early Learning Classrooms

Appendix 1

MOVEMENT AND MUSIC AREA *Music and movement should be part of the children’s daily experiences. Materials should include instruments as well as movement props.*

- | | |
|--|--|
| • CD or Tape Player (Children Can Use) | • Movement CD’s or Tapes
– Bean Bag Games
– Movement Games |
| • Headphones | |
| • CD’s And Tapes | • Bean Bags |
| ♦ Classical Music | • Musical Instruments (Include Variety and Multicultural) (At Least 10 or One per Child) |
| ♦ Jazz Music | |
| ♦ Country and Western | • Scarves |
| ♦ Multicultural Music | • Ribbons |
| ♦ Children’s Music | • Books that go with Songs (Example: Down by the Station, etc.) |
| ♦ Bluegrass Music | • Parachute |

DIVERSITY ITEMS *There are 5 categories of diversity: Age, Ability, Race, Culture, and Non-Traditional Gender Roles. There should be materials from 4 of the 5 categories. There must also be at least 10 diversity items found in the classroom with 1 example in each of the following categories: books, displayed pictures, and accessible play materials.*

- | | |
|-----------|--|
| • Posters | • Dramatic Play Materials (Food, Dolls, Puzzles) |
| • Photos | |

OUTDOOR AREA *There should be both portable and stationary equipment.*

- | | |
|------------------------------------|--|
| • Balls (All shapes & sizes) | • Safety Equipment (Helmets, etc.) |
| • Riding Toys (Pedal & Steer) | • Portable Equipment (Hula Hoops, Jump Robes, Rakes, etc.) |
| • Safety Equipment (Helmets, etc.) | • Large Vehicles (Bull Dozer, Trucks, Dump Trucks, etc.) |
| • Climbing Equipment | • Benches or Picnic Table (Child size) |
| • Balancing Equipment | • Natural Items (Example: Plants, Trees, Flowers) |
| • Sports Equipment | • Sidewalk Chalk |
| • Balls (All shapes & sizes) | • Sand Box and Equipment (Example-Shovels, Trucks, Rakes) |
| • Riding Toys (Pedal & Steer) | • Greenhouse Equipment (Example: Flower Pots, Seed, Dirt, etc.) |
| • Climbing Equipment | • Bubbles and Wands |
| • Balancing Equipment | • Other Materials (Dramatic Play Items, Books and Literacy Items, Art Items, etc.) |
| • Sports Equipment | |

“Materials and Supplies Guide for Early Learning Classrooms .” *Missouri Preschool Program*, Missouri DESE, dese.mo.gov/quality-schools/early-learning/missouri-preschool-program.

Child Development

Appendix 2

Age	Physical	Cognitive	Social Emotional	Language
Birth to 5½ months	Lifts head while aying on tummy	Gazes at, then tracks faces and objects with high contrast	Makes eye contact	Turns head to find sound
	Brings hands to mid-line	Finds hand and feet	Can be comforted by parent or child care provider	Makes vowel sounds like eee, ahh, ooo
	Turns from stomach to back or back to stomach	Bats at objects	Comforts self in some way	Takes turns making sounds with parents and child care provider
	Sits with support			
5 ½ months to 8 months	Sits without support	Briefly looks at pictures in a book	Shows separation anxiety	Associates some sounds with objects and people
	Rolls, scoots, and stands while holding on to stable object Pulls to Stand	Experiments by throwing, dropping, shaking, and banging objects	Enjoys simple games like “peek-a-boo”	Says single syllables like ba, ma, pa
	Transfers objects from hand to hand	Put things in mouth		Repeats like “babababa”
8 months to 14 months	Lowers self to sit	Examines small objects and detail	Knows the difference between familiar people and strangers	Responds to simple requests
	Walks	Repeats interesting activities	Plays simple, imitative games like “pat-a-cake”	Understands “no”
	Points with finger	Remembers the location of hidden objects	Initiates interactions with familiar people	Points and gestures to communicate
	Use thumb and pointer finger to pick up objects (pincer grasp)			May say a few words including “mama” and “dada” specifically
14 to 24 months	Walks backwards	Use trial and error to solve problems	Says “no” often	Says about 50 words
	Throws ball forward	Takes apart simple objects and puts them back together	Imitates adult behavior and activities	Follows a one-step direction such as, “Pick up your shoes.”
	Walks up stairs while holding railing	Explores cabinets and drawers	Tries to comfort others in distress	Imitates adult inflections
	Rides on toys without pedals	Overcomes simple obstacles	Plays by self for a short period of time	Points to at least six body parts
	Scribbles	Knows some animal sounds		Names some pictures

The information located in the chart was obtained from Parents as Teachers Nations Center, Inc

Child Development

Appendix 2

Age	Physical	Cognitive	Social Emotional	Language
24-36 months	Balances on one foot	Concentrates on tasks	Begins to express feelings in socially acceptable ways	Understands actions and events in simple story books
	Pedals a tricycle	Begins to solve problems more logically	Has fears	Use multi-word sentences
	Walks up and down steps alternating feet	Remembers events and places	Begins to understand and follow simple rules	Asks and answers simple questions
	Begins to use scissors	Matches and groups objects that are alike	Desires routines	Listens closely to conversations
	Builds with blocks			
3 to 4 years	Catches a large ball	Notices how things are alike and different	Use negative words such as "don't" and "won't"	Uses three and four word sentences
	Throws with more control	Recites numbers	Tests limits that are set	Follows more difficult directions
	Snips with scissors	Predicts effects of own actions	Becomes curious about his body parts and own gender	Makes up silly words
	Builds with blocks	Interested in people and things in the community	Enjoys company of peers	Asks "why" and "how" questions
	Grips pencil with fingers		Learns to share and take turns	Repeats songs and rhymes
			Has difficulty distinguishing real from make-believe	Recognizes familiar words and signs
4 to 5 years	Climbs	Tells the sequence of events in a story	Likes to socialize with peers	Uses longer, more complex sentences
	Hops	Tries different actions to solve a problem	Enjoys situations away from home	Retells familiar stories and predicts story endings
	Cuts with scissors	Organizes collections of objects into groups	Changes mood quickly	Uses language to expand and extend play
	Copies simple figures	Shows interest in family tradition	Changes the rules to benefit self	
	Buttons and unbuttons	Says full name and address		

The information located in the chart was obtained from Parents as Teachers Nations Center, Inc

Child Development

Appendix 2

Age	Physical	Cognitive	Social	Language
5 to 6 years	Balances while walking a straight line	Becomes aware of rules and manners	Understands acceptable/unacceptable behaviors	Uses two or three complex sentences together
	Shows interest in writing numbers and letters	Practices recognizing numbers 1-10	Shows pride and confidence in own accomplishments	Describes a sequence of events
	Writes own name	Using logical thinking when playing games	Shows interest in fairness and making rules	Express feelings with words
	Cuts a curved line	Begins to understand a week or month as a unit of time	Has preferences in special friends	Negotiate rules
	Zips and unzips a zipper	Enjoys following familiar routines and predicting what will happen next		May have trouble pronouncing the r, v, l, th, j, and z sounds

The information located in the chart was obtained from Parents as Teachers Nations Center, Inc