

DIRE

Games

0-18 months

Makes games out of repeating the same action over and over simply for the pleasure of the action.

Plays games with others based on repetition of actions—dropping a ball, having adult pick it up, dropping it again.

Copies adult's actions, *simple imitation games*—adult puffs out cheeks, child puffs out cheeks, repeat.

Begins pretend games by acting out familiar activities—pretending to go to sleep, pretending to eat.

Relating to Other Children

0-6 months

Responds to adults more than to other infants.

Treats other infants much as objects—exploring, looking, grasping, pushing, pulling.

6-15 months

Begins to respond more and more to cries of other infants; may look at other infant or crawl toward him or her.

Language

0-10 months

Goes from cries, throaty noises, to coos, squeals, m-m-m sounds when crying; cry for hunger differs from the cry for pain.

Can make many of the basic sounds that will eventually be used in language.



RECTIONS IN

18 months-3 years

Will pretend that toys and perform familiar actions-doll is sleeping, pretend is crying.

Plays *pretend games*-a to drink from.

Can imitate familiar actions has seen others do-read telephoning, sweeping.

Can pretend to be another

Begins to act out a series of action-preparing to give bottle, pretend to heat the it to see if it is too hot, cook feed the doll, wash doll's

Can join chanting games with children, like "Ring-around" by copying their actions.

15 months-2 years

Usually plays by self (solitary play).

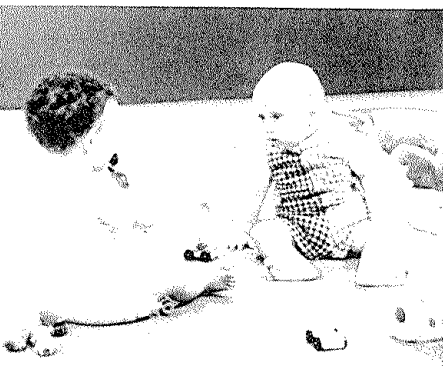
Recognizes a child seen often; may show delight in seeing child or may avoid him or her.

May offer or show a toy to another child.

May pull another child to get attention.

When playing with other children (e.g., when a group is playing in a sandbox), may copy what others are doing.

Tends to be possessive of toys-will often push, shove, or grab to get a toy. Cries if others take toys away.



10 months-1½ years

Says mama, dada, though may or may not use them with meaning.

Sounds become related to things.

Names two to four important people and objects at first; vocabulary grows to include as many as 150 words.

Makes voice go up and down, copying

1½-2½ years

Vocabulary grows quickly up to 500 words.

Most words are names of

Likes to name things, call names of objects by being them and having their na

Practices talking when



N DEVELOP

ars

toys and objects
actions-pretend the
pretend the teddy bear

ames-a box is a cup

iar actions he or she
do-reading a book,
eping.

e another person.

a series of related
to give the doll
heat the bottle, test
hot, cool it down,
sh doll's face.

g games of older
ng-around-the-Rosie,"
actions.



3-4 years

Increasing imagination in ga
pretend to feed the dolly with
anything as bottle, food, etc.

Acts out own ideas about rol
relationships-goes beyond v
been seen, e.g., doctor exam
and advising patient in a way
has never actually seen.

May make up imaginary cha
such as monsters or animals

May act out events which ha
pened in the past, acting out
roles for each of the people i

Plays side by side in groups;
plays own role without relat
others in their roles.

May bring another child into
game, but treats the other ch
like a doll than a person.

2-3 years

Plays either alone or side by side
(parallel play) with agemates.

Shows no sex preference.

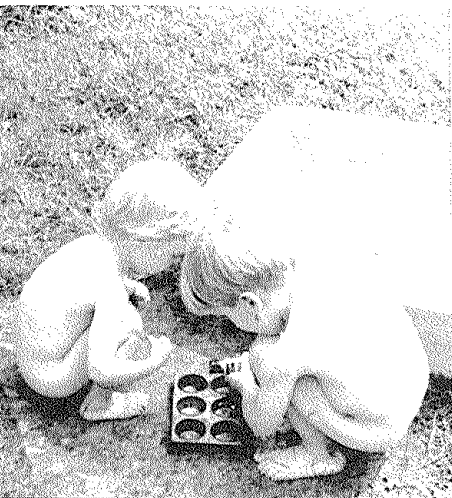
Seems to like having other children
around.

May choose to join a group of 2-3 chil-
dren for a short time but may not yet
share or cooperate.

Much conflict over toys when in
groups; sometimes arguing but usually
pushing, fighting.

Likes to tell others about things he or
she has done; calls attention to self-
"see this." "Watch me."

Uses commands-"Give me that."



3-4 years

Has preferred friends of simi
sex preference. Friends cha
frequently.

Seeks attention and praise fr
children.

Begins to compete with othe

Plays in groups, doing simila
but not cooperating or comm
with others.

May play with another child.
other child as a doll.

Can settle own arguments, e
when adults help.

Less physical fighting, more
name calling.

Groups often leave out other
who wish to join in.

rs quickly, can include

names for things.

ings, can be taught
s by being shown
their names said.

when alone

actions-"mommy back," "build
house"
what things are like-"red truck,"
"big ball"

Can use sentences heard as a model
for making new "sentences" of 2-3
words.

2½ years-5 years

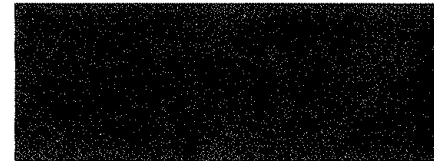
Vocabulary grows from about 500 to
over 2000 words.

Uses complete sentences.

Can combine two thoughts, "Johnny
hit me and I cried," "When Mommy
comes, I'm going home."

Still us
"sleep
Barba

PLACEMENT



■ 3-5 years

Beginnings of cooperation.

In games (checkers, marbles), tries to follow rules he or she has seen older children use, but changes them from time to time according to own fantasies.

Can learn and enjoy singing or chanting games.

on in games—can play without using food, etc.

about roles and beyond what has for examining in a way the children.

ary characters animals.

which have happening out different people involved.

groups; each relating to

ild into dramatic other child more on.



Hsiao-Ti Falcone

■ 4-5 years

Dramatic fantastic; t

More com can coord teracting v baby to se

In group p simple rule jumping d balance lo

More able formal gan the finer p

of similar age, no nds change

praise from other

with others.

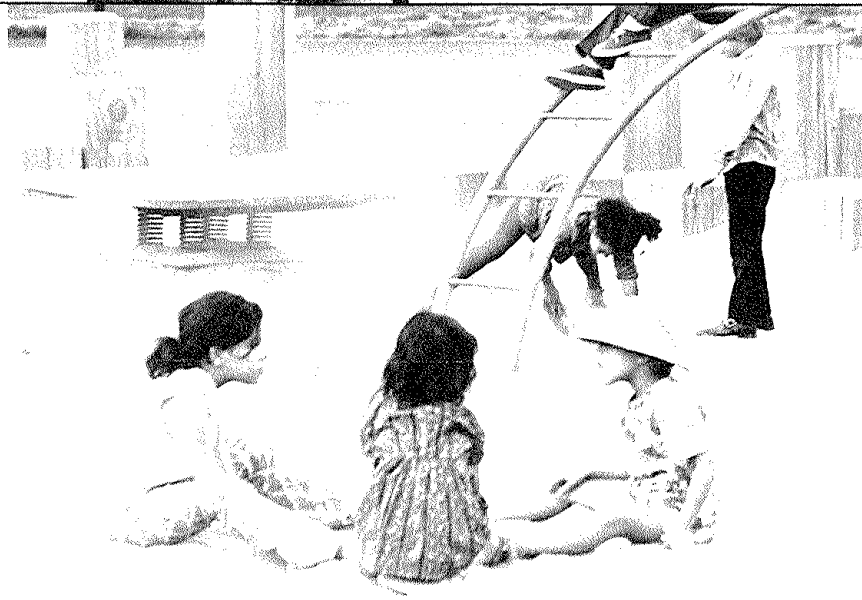
g similar activity r communicating

r child. Treats

ments, especially

, more arguing,

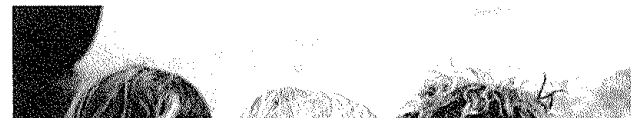
ut other children



Roger Gregoire

■ 3-5 years

Still uses lots of private words—“sleepies” for a nap, “Baba” for sister, Barbara.



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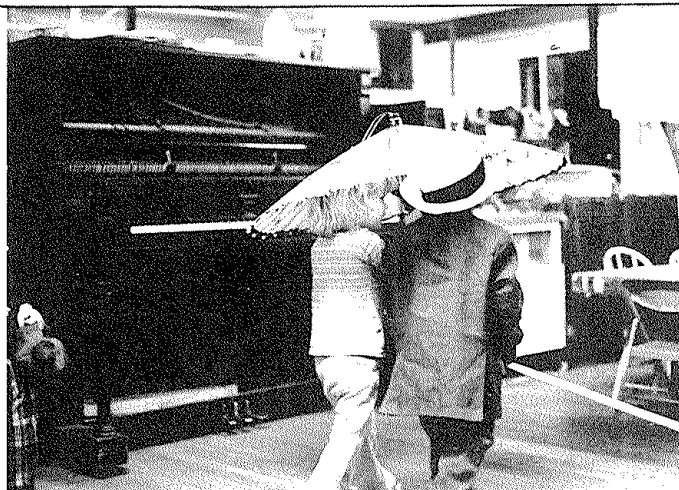
5 years

Dramatic games are more orderly, less fantastic; tries to copy reality.

More complicated dramatic games; can coordinate and adjust roles, interacting with others-*Mommy* takes *baby* to see the *doctor*.

In group play, children try to make simple rules as they go along-when tripping down steps, whoever loses balance loses the game.

More able to follow the basic rules in formal games. Does not understand the finer points.



Mark Harris

5-7 years

Can plan roles, make up stories for dramatic games.

Spends less time in dramatic play. Growing ability to follow rules in formal games.

More awareness of what they do and how well they do.

4-6 years

Begins to cooperate in play-share, take turns, work together on projects.

Very attached to special friends, usually of the same age and sex.

Is more helpful and sympathetic towards others.

More complex dramatic games; can take on roles and interact with others-*"Mommy"* takes *"baby"* to the *"doctor."*

Competes more; may grab, insult others, praise himself. May perform better when competing.

Usual group size is still two but also plays well in larger groups (4-7).



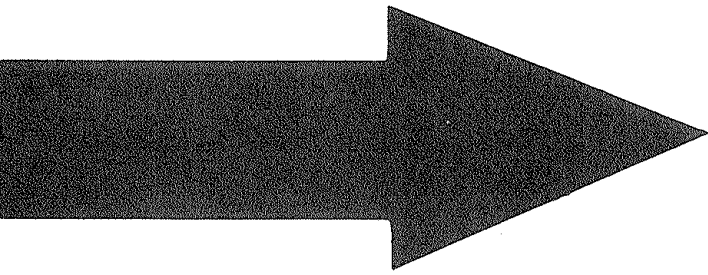
Arthur Freed

5-7 years

Vocabulary grows to over 1000 words but often words still do not have the same meaning as for adults.

Pronunciation good.

Frequently tells long stories about past events to others; still developing organization, logical line.



make up simple story
es.

e in dramatic games.
o follow rules in

s of what companions
they do.



6-7 years

Special friendships, usually with the same sex, more lasting now.

Is more aware of how friends think, feel, act.

Is concerned about making friends, having friends, having a place in the group.

Spends more time playing in groups.

Groups tend to make up rules on how to behave, what is "good" and "bad" behavior.

Less fantasy play than before.

Very competitive in games and play; some cannot bear losing.

May try to dominate, boss others around.

Fewer but longer quarrels.

s to over 2600 words,
still do not have same
adults.

ood.

ong stories or tales of
ners; stories lack
cal links; explana-

Daily Activities

Eating

Newborn

Hungry every four hours at first, even at night.

1-4 months

Drinks milk from bottle or breast; can eat soft foods.

4-10 months

Can adapt to three major meals a day, with snacks between.

Begins to learn to drink from a cup. Learns to hold cup handle with help from an older person.

Can put spoon into dish.

Sleeping

Newborn

At first drifts in and out of sleep, wakes only for meals.

1-15 months

Begins to sleep all night and stay awake for long periods during day.

15 months

Usually takes just one nap, in early afternoon.

Toilet Training

0-15 months

Elimination usually occurs after a meal, especially after breakfast.

Unconscious of elimination.



Nancy Sirks

Charles Harbutt - Magnum

that will eventually be used in language.

Strings sounds together without meaning, playing with sounds-m-m-m-baaa.

Imitates sounds others make.

Babbles back and forth with other people.



and objects at first; vocabulary grows to include as many as 150 words.

Makes voice go up and down, copying the sound and rhythm of speech; seems to expect to be understood.

May use one word to stand for an entire sentence. What is meant depends on the situation. "Milk!" may mean, "I want some milk," "I spilled the milk all over myself but please don't be mad, Mommy," or "Look, here's the milk over here."

Can understand much more than he or she can say.

names of objects by being able to name them and having their names.

Practices talking when alone.

Uses simple sentences of two or three words; are incomplete but show understanding of how a language works.

Can talk about:
owning- "daddy chair"
naming, pointing out- "that's a truck," "this truck is red"
location- "Daddy at the top of the stairs"
amount of things or quantity- "more water," "more milk"
conjunction- "daddy and me" "milk cookie"



Wayne Miller - Magnum

15 months-2 years

Needs help in eating, may eat part of meal by self.

Learns to drink from cup or glass and feed himself with spoon, but spills food.

Has small appetite.



Richard Smith

15 months-2 years

May have trouble going to sleep alone.

Invents ways to demand company- asks for a drink of water.

15 months

Usually urinates about every two hours.

Can cooperate if placed on toilet on a regular schedule, especially for bowel movements.

Can indicate that he or she is wet by pointing or complaining.

15 months-2 years

Develops control of bowel movements.

Begins to be able to indicate need to go to toilet.

Sometimes has accidents or refuses to go to toilet to protest toilet training.

by being shown their names said.
when alone.
ences of two and incomplete by adult
ow understanding of works.

can use sentences heard by a model, for making new "sentences" of 2-3 words.

Speech still general-all animals may be "doggie." Some familiar things exactly named-"There Fido."



Mark Harris

hit me and I cried." "When Mommy comes, I'm going home."

May get confused if trying to use sentences which are very long and complex.

Shows knowledge of language rules by using them-showing past by adding *ed*, forming plurals by adding *s*. Sometimes misapplies the rules-"I goed to nursery school yesterday."

Sometimes in groups, each child may speak in turn, with others seeming to listen, but each child may talk about a different topic.

Large part of speech will be incomprehensible to others.

"daddy chair"
"going out-"there
"this truck," "it truck"
"daddy at work," "truck
"e"
"things or actions-"no
"more swing"
-"daddy mommy,"
"ookie"



2-3 years

Can feed himself without help.
Often gets up from table during meal.
Develops interest in preparing meals-setting table, pouring milk, etc.



3-4 years

Likes to serve self.
Usually can eat a complete meal without help.
Learns to set the table.
Wants to choose the menu.



2-3 years

May rest or play during nap time.
Going to bed ritual often needed to get the child to sleep.
May sleep through the night without a trip to the bathroom.

3-4 years

Nap time is unpopular, but still needed for rest.
May resist going to bed for nap at night.
Will sleep all night without a trip to the bathroom.
Dreams may wake child up, but she can usually calm self by talking about them to adult.



2-3 years

Elimination is less often and may resist if taken too often.
Becomes more comfortable with routine toilet times. Can decide to go to bathroom by self. Still needs help with clothing and wiping self.

3-4 years

Wants to be independent and may want privacy.
Does not need help with clothing.



Roger Gregoire

complete meal
e.
menu.



■ 3-5 years

4-5 years

Develops
Can feed
Very talka
Follows pr
parents.
Prefers sim

r, but still needs
nd for nap or
hout a trip to the
ild up, but he or
self by talking

■ 3-5 years



Betsy Cole

4-5 years

Dislikes tal
are still ne
Often tries
night.
May need
to the bath
nightmare.
Dreams ar
monsters.

■ 3-5 years

ent and may
ith clothing.

4-5 years

Dependabl
on own, ev
Able to per
by self.



Frequently tells long stories about past events to others; stories are well organized, logical linkages.

Language spoken outside home is likely to be more complex than at home. Conversations are longer, have more purpose. Language used at home is more casual with friends.

Speech with friends is related to the immediate situation.

Towards end of period, vocabulary expands, puns, jokes which show knowledge.

5 years

Develops a big appetite. Can feed self, prefers spoon to fork. Very talkative during meals. Shows preferences of siblings and parents. Prefers simple foods.



5-7 years

Eats great amounts; often more than can eat. Much motor activity at table, kicking. Still clumsy in controlling utensils.

5 years

Likes taking naps even though they are still necessary. Often tries to delay going to bed at bedtime. May need to wake at night to take self to the bathroom or to escape a nightmare. Dreams are often about animal monsters.

5-7 years

Is tired at bedtime and complains about getting ready for bed. Enjoys going to bed, looking for bedtime story. Able to get into bed by self. Fewer nightmares. Monsters appear in dreams. Monsters are active and attack the dreamer.

5 years

Dependent about going to bathroom on own, even at night. Able to perform entire toilet function on self.



5-7 years

Often is reluctant to use toilet on own. Many jokes and taunts about elimination.

ong stories or tales of
ners; stories lack
cal links; explana-

n outside the house is
complex-sentences
more phrases than
t home and with

nds is repetitive, re-
ediate situation.

period, word play-
h shows freedom or

nts; often asks for
at.

ivity at table-wiggling,

ntrolling food and

e and cooperative
dy for bed. Begins to
ed, looks forward to
ble to get ready for

es. Men and women
s. Monsters become
the dreamer.

to use school bath-
ave "accidents."
aunts among friends

Dressing

Body Skills

Control of Body

Newborn

When on back head turns to one side.

4 months

Can hold head straight at midline.

Can hold chest and head up when lying on stomach.

4-10 months

Can control sitting, turning when on back.

Can roll over back to stomach to stomach to back.

Can move down.

Can be pulled out support.

Crawls.

Can be pulled out support.

Can lock knees support.

Can get on and off the floor.

Control of Arms and Hands

0-4 months

Hands usually held in fists.

Arms and legs often flail when awake.

Can bat at dangling object with closed fist.

4-10 months

Reaches for hand.

Shakes rattle.

Can hold, or both hands.

Can grasp thumb and index finger.

Masters a simple object.

Can transfer object to another hand.

EXPLORING CHILDHOOD

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55 Chapel Street, Newton, MA 02160

Infant

15 months

Can move arms and legs to help adult dress him or her.

15 months-2 years

Helps older person dress him by finding armholes and putting arms in them.

Can put on and remove simple garments-hat, mittens, socks.

10 months

Can control head, hold it up when lying down, turn it freely from side to side when on back or stomach.

Can roll completely over by self, from back to stomach at first, then from stomach to back.

Can move to sitting position from lying down.

Can be propped in sitting position.

Can crawl on hands and knees.

Can be pulled to sit, can sit alone without support.

Can lock knees, stand with adult support.

Can get onto hands and knees, may creep backward or forward, abdomen close to the floor.

10-15 months

Can creep on hands and knees or on hands and feet.

Creeps upstairs.

Can pull self to knees.

Can stand, holding onto support, then alone.

Prefers sitting or standing to lying down.

Can sidestep holding onto support.

Can walk while both hands are held.



Betsy Cote

10 months

Can reach and grasps with spread fingers.

Can shake rattle or other toys.

Can hold, manipulate objects in one hand with both hands.

Can grasp small objects using only thumb and forefinger.

Can demonstrate ability to willfully let go of object.

Can transfer object from one hand to another.

10-15 months

Can wave goodbye.

Can balance one block on top of another, fit ring onto a peg.

Can hold glass in both hands to drink by self.

15 months-2 years

Can hurl ball from standing position.

Can kick ball.

Can build block tower of six or seven blocks.

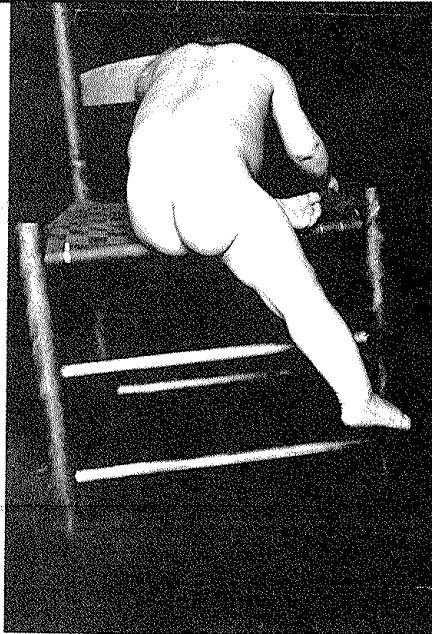


2-3 years

- Almost able to dress self.
- Cannot tell back from front.
- Can unbutton buttons he or she can see.
- May put shoes on wrong feet.
- Tries lacing shoes, but is usually unsuccessful.

3-4 years

- Can dress and undress by self.
- Can tell front from back of shirt and socks.
- Can lace shoes, but not tie them.



Hsiao-Ti, Falcone

2-4 years

- Can walk on tiptoes.
- Walks up and down stairs, no support.
- Can stand on one foot briefly.
- Can jump with both feet.
- Runs easily.
- Can turn somersaults.
- Can ride a tricycle.

3-5 years

2-4 years

- Can throw a ball overhand.
- Can make a tower of eight blocks.
- Can use scissors; increasing ability to cut along lines.



ss by self.
ck of shirts, pants,
ot tie them.



Betsy Cole

4-5 years
Can dress

■ **3-5 years**



Rogier Gregoire

■ **3-5 years**



Wayne Miller... Magnum

chool Child

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years

dress self without adult guidance.



Suzanne Sz

5-7 years

Is more conscious of what
or she is wearing, but still
them-throws them down
undressing.

Can tie shoelaces, but it
Often wants to take shoes

4-6 years

Sense of balance fairly well developed.

Can hop on one foot.

Can skip.

Can make running and standing
jumps.



Lester Talkington

4-6 years

Can use arms without moving whole
body.

Builds elaborate towers and buildings
with blocks.

Can cut along lines.



Mark Harris

Primary School

Roger Gregoire

s of what clothing he
but still little care for
m down when

s, but it is difficult.
ke shoes off.



6-7 years

Climbs very well-does acrobatic tricks.

Can jump a rope.

6-7 years

Can aim a ball where he or she wants.

Builds towers taller than himself.

ol Child