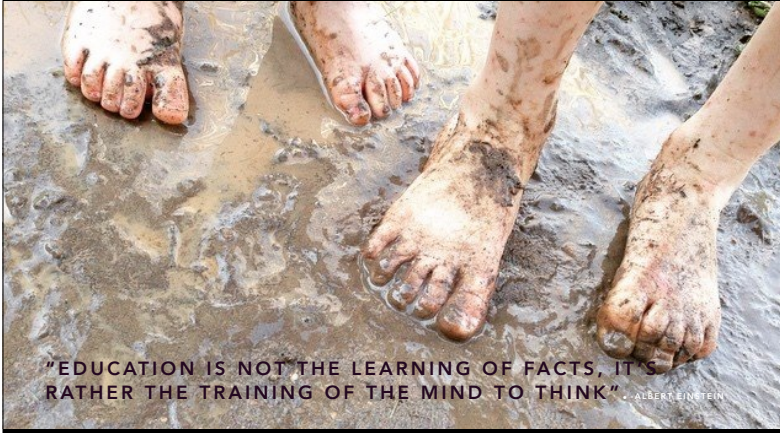


WHEN DO KIDS WALK, TALK AND WRITE THEIR NAMES

PRESENTED BY KATHY LEE EGGERS - THE HOMEGROWN PRESCHOOLER



"EDUCATION IS NOT THE LEARNING OF FACTS, IT'S RATHER THE TRAINING OF THE MIND TO THINK" - ALBERT EINSTEIN

Why are ages and stages important???

So that we can set developmentally appropriate expectations.

Developmentally appropriate practice (DAP) is an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education. Its framework is designed to promote young children's optimal learning and development.



AGES AND STAGES: BIRTH TO 5 YEARS

	Physical and Linguistic	Emotional	Social
Birth to 1 month	5-8 feedings a day. Sleeps 20 hours per day. Makes basic distinctions with 5 senses as well as temperature and perception of pain.	Generalized Tension.	Helpless. Asocial. Fed by mother
2 to 3 Months	Can sense color, visual and oral exploration. Cries, coos, and grunts. Gains control of eye muscles, lifts head when laying on stomach.	Expresses delight and distress.	Smiles at faces, visually fixates on a face, may be soothed by rocking.
4 to 6 Months	Can localize sounds. Babbles, makes most vowels and around half of consonants. Gains control of head and arm movements, purposive grasping, rolls over. Feeds 3-5 times a day.	Enjoys being cuddled.	Recognizes mother, distinguishes between familiar people and strangers.
7 to 9 Months	Gains control of core and hands, can sit without support. Starts crawling.	Specific emotional attachment to mother.	Protests separation from mother. Enjoys "peek-a-bo".
10 months To 1 year	Gains control of legs and feet, opposition of thumb and fore-finger. Stands. Says first words, responds to simple commands. Eats 3 meals and 2 snacks, sleeps 12 hours and naps.	Shows anger, fear of strangers, curiosity, and exploration.	Responds to name, waves goodbye, understands "no", plays pat-a-cake. Gives and takes objects.
1 year to 18 months	Creeps up stairs, walks for 10-20 minutes, makes simple lines with crayons. Shows dependent behavior. Repeats a few words. Feeds self.	Very upset when separated from mother, fear of bath.	obeys limited commands. Interested in mirror image.
1.5 to 2 years	Runs, kicks ball, builds with blocks, controls bowels and bladder. Vocabulary of over 200 words.	Temper tantrums start.	Resentment of new baby. Does opposite of what they are told.
2 to 3 Years	Rides tricycle, uses crayons. Starts to use short sentences, controls and explores language. May sutter briefly, shows emotions on face. Uses "I", "me", "you".	Fear of separation, develops anger and humor	Enjoys other children. Negativism, resists demands, gives orders, insists on routine.
3 to 4 Years	Stands on one leg, jumps, draws simple shapes. Uses "we". Self-sufficient in many routines. Pleasure in genital manipulation, practices sex-role activities. Uses "we".	Romantic attachment to opposite sex parent, jealousy of same-sex parent. Feared the dark and injury.	Likes to share, cooperative play with other children, intense curiosity & interest in other children's bodies, imaginary friend.
4 to 5 Years	Mature motor control, dresses self, copies complex shapes, adult speech sounds, basic games, tells stories, 2,000 word vocabulary.	Develops responsibility, guilt, and pride	Prefers to play with other children, becomes competitive, prefers sex appropriate activities.

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PHYSICAL DEVELOPMENT

Spatial Awareness, Coordination, Gross Motor, Fine Motor, Depth Perception, Muscle Strengthening



2 to 3 years old:

- walk up and down stairs; jump off one step
- kick a ball
- stand and walk on tiptoe
- run; dodge

3 to 4 years old:

- walk backward and forward unselfconsciously; turn and stop well
- jump off low steps or objects, but find it hard to jump over objects
- begin to ride trikes and pump on swings
- stand on one foot unsteadily; balance with difficulty on low four-inch balance beam while watching their feet
- play actively, but tire suddenly

4 to 5 years old:

- skip unevenly; run well
- stand on one foot for five seconds or more; master the low balance beam
- alternate feet when walking down stairs; judge well when placing feet on climbing structures
- jump on a small trampoline
- show awareness of things in environment (such as cars on the street), but still need supervision and help protecting self
- have increased endurance in play

5 to 6 years old:

- walk backward quickly; skip and run with agility and speed
- incorporate motor skills into games
- walk a two-inch balance beam easily; jump over objects
- hop well; jump down several steps; jump rope
- climb well; coordinate movements for swimming or bike riding
- show uneven perceptual judgment
- have high energy levels in play and rarely show signs of fatigue; find inactivity difficult and seek active games and environments

7 years old:

- have increased coordination for catching and throwing
- be able to participate in active games with rules
- sequence motor activities, as with gymnastics or shooting baskets
- have improved reaction time in responding to thrown balls or oncoming vehicles

LINGUISTIC (Language/Literacy/Cognitive)

Vocabulary, Words Have Meaning, Verbal and Non Verbal Communication



2 TO 3 YEARS

- KNOWS ABOUT 50 WORDS AT 24 MONTHS
- KNOWS SOME SPATIAL CONCEPTS SUCH AS "IN," "ON"
- KNOWS PRONOUNS SUCH AS "YOU," "ME," "HER"
- KNOWS DESCRIPTIVE WORDS SUCH AS "BIG," "HAPPY"
- SAYS AROUND 40 WORDS AT 24 MONTHS
- SPEECH IS BECOMING MORE ACCURATE BUT MAY STILL LEAVE OFF ENDING SOUNDS
- STRANGERS MAY NOT BE ABLE TO UNDERSTAND MUCH OF WHAT IS SAID
- ANSWERS SIMPLE QUESTIONS
- BEGINS TO USE MORE PRONOUNS SUCH AS "YOU," "I"
- SPEAKS IN TWO TO THREE WORD PHRASES
- USES QUESTION INFLECTION TO ASK FOR SOMETHING (E.G., "MY BALL?")
- BEGINS TO USE PLURALS SUCH AS "SHOES" OR "SOCKS" AND REGULAR PAST TENSE VERBS SUCH AS "JUMPED"

3 TO 4 YEARS

- GROUPS OBJECTS SUCH AS FOODS, CLOTHES, ETC.
- IDENTIFIES COLORS
- USES MOST SPEECH SOUNDS BUT MAY DISTORT SOME OF THE MORE DIFFICULT SOUNDS SUCH AS L, R, S, SH, CH, Y, V, Z, TH. THESE SOUNDS MAY NOT BE FULLY MASTERED UNTIL AGE 7 OR 8
- USES CONSONANTS IN THE BEGINNING, MIDDLE, AND ENDS OF WORDS. SOME OF THE MORE DIFFICULT CONSONANTS MAY BE DISTORTED, BUT ATTEMPTS TO SAY THEM.
- STRANGERS ARE ABLE TO UNDERSTAND MUCH OF WHAT IS SAID
- ABLE TO DESCRIBE THE USE OF OBJECTS SUCH AS "FORK," "CAR," ETC.
- HAS FUN WITH LANGUAGE. ENJOYS POEMS AND RECOGNIZES LANGUAGE ABSURDITIES SUCH AS, "IS THAT AN ELEPHANT ON YOUR HEAD?"
- EXPRESSES IDEAS AND FEELINGS RATHER THAN JUST TALKING ABOUT THE WORLD AROUND HIM OR HER
- USES VERBS THAT END IN "ING," SUCH AS "WALKING," "TALKING"
- ANSWERS SIMPLE QUESTIONS SUCH AS "WHAT DO YOU DO WHEN YOU ARE HUNGRY?"
- REPEATS SENTENCES

4 TO 5 YEARS

- UNDERSTANDS SPATIAL CONCEPTS SUCH AS "BEHIND," "NEXT TO"
- UNDERSTANDS COMPLEX QUESTIONS
- SPEECH IS UNDERSTANDABLE BUT MAKES MISTAKES PRONOUNCING LONG, DIFFICULT, OR COMPLEX WORDS SUCH AS "HIPPOPOTAMUS"
- SAYS ABOUT 200 - 300 DIFFERENT WORDS
- USES SOME IRREGULAR PAST TENSE VERBS SUCH AS "RAN," "FELL"
- DESCRIBES HOW TO DO THINGS SUCH AS PAINTING A PICTURE
- DEFINES WORDS
- LISTS ITEMS THAT BELONG IN A CATEGORY SUCH AS ANIMALS, VEHICLES, ETC.
- ANSWERS "WHY" QUESTIONS

5 TO 6 YEARS

- UNDERSTANDS MORE THAN 2,000 WORDS
- UNDERSTANDS TIME SEQUENCES (WHAT HAPPENED FIRST, SECOND, THIRD, ETC.)
- CARRIES OUT A SERIES OF THREE DIRECTIONS
- UNDERSTANDS RHYMING
- ENGAGES IN CONVERSATION
- SENTENCES CAN BE 8 OR MORE WORDS IN LENGTH
- USES COMPOUND AND COMPLEX SENTENCES
- DESCRIBES OBJECTS
- USES IMAGINATION TO CREATE STORIES

6 TO 8 YEARS

- READ AND RETELL FAMILIAR STORIES
- USE A VARIETY OF WAYS TO HELP WITH READING A STORY SUCH AS RE-READING, PREDICTING WHAT WILL HAPPEN, ASKING QUESTIONS, OR USING VISUAL CUES OR PICTURES
- DECIDE ON THEIR OWN TO USE READING AND WRITING FOR DIFFERENT PURPOSES
- READ SOME THINGS ALOUD WITH EASE
- IDENTIFY NEW WORDS BY USING LETTER-SOUND MATCHES, PARTS OF WORDS, AND THEIR UNDERSTANDING OF THE REST OF A STORY OR PRINTED ITEM
- IDENTIFY AN INCREASING NUMBER OF WORDS BY SIGHT
- SOUND OUT AND REPRESENT MAJOR SOUNDS IN A WORD WHEN TRYING TO SPELL
- WRITE ABOUT TOPICS THAT MEAN A LOT TO THEM
- TRY TO USE SOME PUNCTUATION AND CAPITALIZATION

The Developmental Stages of Writing

1 Scribbling

Scribbling looks like random assortment of marks on a child's paper.

Sometimes the marks are large, circular, and random, and resemble drawing.

Although the marks do not resemble print, they are significant because the young writer uses them to show ideas.

2 Letter-like Symbols

Letter-like forms emerge, sometimes randomly placed, and are interspersed with numbers.

The children can tell about their own drawings or writings. In this stage, spacing is rarely present.

3 Strings of Letters

In the strings-of-letters phase, children write some legible letters that tell us they know more about writing.





Children are developing awareness of the sound-to-symbol relationship, although they are not matching most sounds.

Children usually write in capital letters and have not yet begun spacing.

4 Beginning Sounds Emerge

At this stage, children begin to see the differences between a letter and a word, but they may not use spacing between words.

Their message makes sense and matches the picture, especially when they choose the topic.

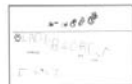





Adapted from the work of Richard Gentry & the Conventions of Writing Developmental Scale, The Wright Group

5 Consonants Represent Words

Child begins to leave spaces between their words and may often mix upper- and lowercase letters in their writing.

Usually they write sentences that tell ideas.



6 Initial, Middle, and Final Sounds

Children in this phase may spell correctly some sight words, siblings' names, and environmental print, but other words are spelled the way they sound.

Their writing is readable.



7 Transitional Phases

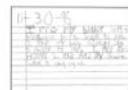
This writing is readable and approaches conventional spelling.

The writing is interspersed with words that are in standard form and have standard letter patterns.



8 Standard Spelling

Children in this phase can spell most words correctly and are developing an understanding of root words, compound words, and contractions. This understanding helps students spell similar words.



Adapted from the work of Richard Gentry & the Conventions of Writing Developmental Scale, The Wright Group

SOCIAL/EMOTIONAL

Self-regulation, social skills, conflict resolution, family structure, self-awareness

Moves children through the stages of play... isolated, parallel and cooperative



1 to 2 years

- Children become more aware of themselves and their ability to make things happen. They express a wider range of emotions and are more likely to initiate interaction with other people. At this stage, most children:
- Recognize themselves in pictures or the mirror and smile or make faces at themselves
- Show intense feelings for parents and show affection for other familiar people
- Play by themselves and initiate their own play
- Express negative feelings
- Show pride and pleasure at new accomplishments
- Imitate adult behaviors in play
- Show a strong sense of self through assertiveness, directing others
- Begin to be helpful, such as by helping to put things away

2 to 3 years

- Children begin to experience themselves as more powerful, creative "doers." They explore everything, show a stronger sense of self and expand their range of self-help skills. Self-regulation is a big challenge. Two-year-olds are likely to:
- Show awareness of gender identity
- Indicate toileting needs
- Help to dress and undress themselves
- Be assertive about their preferences and say no to adult requests
- Begin self-evaluation and develop notions of themselves as good, bad, attractive, etc.
- Show awareness of their own feelings and those of others, and talk about feelings
- Experience rapid mood shifts and show increased fearfulness (for example, fear of the dark, or certain objects)
- Display aggressive feelings and behaviors
- Children enjoy parallel play, engaging in solitary activities near other children. They are likely to:
- Watch other children and briefly join in play
- Defend their possessions
- Begin to play house
- Use objects symbolically in play
- Participate in simple group activities, such as singing clapping or dancing

3 to 4 years

- As their dexterity and self-help skills improve, 3-year-olds become more independent. Most can:
- Follow a series of simple directions
- Complete simple tasks with food without assistance, such as spreading soft butter with a dull knife and pouring from a small pitcher
- Wash hands unassisted and blow nose when reminded
- Children become more interested in other children. They are now more likely to:
- Share toys, taking turns with assistance
- Initiate or join in play with other children and make up games
- Begin dramatic play, acting out whole scenes (such as traveling, pretending to be animals)

4 to 5 years

- At this age, children are more aware of themselves as individuals. They:
- Show some understanding of moral reasoning (exploring ideas about fairness and good or bad behavior)
- Compare themselves with others
- 4-year-olds are very interested in relationships with other children. They:
- Develop friendships
- Express more awareness of other people's feelings
- Show interest in exploring sex differences
- Enjoy imaginative play with other children, like dress up or house
- Bring dramatic play closer to reality by paying attention to detail, time, and space

5 TO 6 YEARS

- Continues to expand his or her circle of trusted adults. At the same time, maintains a closeness to a few special people (e.g., says, "I love my teacher, Mrs. Benotti!").
- Gains self-esteem from feeling capable and demonstrating new skills (e.g., says, "I know how to read this!"). Is increasingly aware of his or her own characteristics and skills.
- Uses more complex language to express his or her understanding of feelings and their causes (e.g., says, "I sort of want to try riding on that, but I'm sort of scared, too.")
- Uses physical, imaginative, and cognitive resources to comfort self (e.g., goes to his or her room voluntarily when upset) and to control the expression of emotion; however, he or she continues to need adult guidance in this area.
- Enjoys interacting with other children and adults. Has developed a broader repertoire of social entry skills (e.g., suggests something to do together, joins in an existing activity, shares a snack). Engages in more complex and sustained cooperative play, including pretend play and simple games with rules (e.g., says, "How about if we play 'Candyland.' I'll give out the pieces.")
- Continues to establish and maintain friendships with other children. Seeks others' acceptance and friendship (e.g., says, "We're buddies, right?"). May join a group to exclude others.
- Uses a wider array of words or actions to demonstrate awareness, understanding, and concern for what others are feeling (e.g., goes over to a child whose block building has fallen down and says, "Don't worry, Manuel. I'll help you build it up again.")

6 TO 7 YEARS

- Enjoy having and making friends and take pleasure in imitating the actions of friends.
- While they typically prefer structure and routines, they may also choose to work or play independently when frustrated.
- Often choose to develop games with rules and are likely to treat peers with respect during play.
- They start to experiment more with handling their emotional and social lives independently; they show that they can take some initiative socially and that they have the capacity to understand others' actions and feelings.

THE BEST WAY TO TEACH
CHILDREN IN A
DEVELOPMENTALLY
APPROPRIATE MANNER IS
THROUGH PLAY...

In short...PLAY
builds the brain,
develops the whole
child, and
contributes to
children becoming
who they were
meant to be.



"Play is a vital way for the brain to integrate its divergent parts and build complex synaptic connections. This is key to brain stabilization, organization and development. " - Stuart Brown, MD

"When children play, their brains are engaged in numerous pattern-seeking processes that construct, organize and synthesize knowledge.

These processes include:

SORTING
ORDERING
CLASSIFYING
COUNTING
PATTERNING
MEASURING
PROBLEM SOLVING
ORGANIZING
COMPARING
DESCRIBING
STORYTELLING



INVENTING
CONSTRUCTING
DECIDING
EXPLAINING
MAPPING
COOPERATING
EXPERIMENTING
IMAGINING
QUESTIONING
CREATING
SYMBOL MAKING

WHAT IS THE ROLE OF A DAP TEACHER/PARENT?

- Observe
- Facilitate
- Encourage
- Have realistic expectations
- Focus on progression rather than perfection
- Remember

"Childhood is the world of miracles and wonder, as if creation rose and bathed in light, out of darkness, utterly new and fresh and astonishing. The end of childhood is when things cease to astonish us. When the world seems familiar, when we have gotten used to existence, one has become an adult." - E. Jonesco

"EVERY STAGE OF DEVELOPMENT IS COMPLETE IN ITSELF. THE 3 YEAR OLD IS NOT AN INCOMPLETE 5 YEAR OLD. THE CHILD IS NOT AN INCOMPLETE ADULT. NEVER ARE WE SIMPLY ON OUR WAY, ALWAYS WE HAVE ARRIVED!

ENJOY NOW!"

- JC PEARCE



Kathy Lee Eggers

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