

# 1-12

## Months



### By 4 months

#### Physical development

- weight: 10-18 pounds
- length: 23-27 inches
- sleeps about 6 hours before waking during the night
- sleeps 14-17 hours daily
- lifts head and chest when lying on stomach
- holds both eyes in a fixed position
- follows a moving object or person with eyes
- grasps rattle or finger
- wiggles and kicks with arms and legs
- rolls over (stomach to back)
- sits with support

#### Mental development

- explores objects with mouth
- plays with fingers, hands, toes
- reacts to sound of voice, rattle, bell
- turns head toward bright colors and lights
- recognizes bottle or breast

# AGES & STAGES

Babies learn and grow so quickly. By the end of this year your baby will have almost tripled in size. He or she will be crawling and maybe even taking a timid first step! Try to spend lots of time holding, cuddling, and playing with your little one. You will be richly rewarded with babbles, smiles, and squeals of laughter.

## IDEAS FOR PARENTS

- Baby proof everything! Store toxic substances such as dishwasher detergent, make-up, paint, or medicine up high. Put safety latches on cabinets, and covers on electrical outlets. Lower crib mattresses so an older infant can't fall over the rail. Cover sharp corners of tables or shelves that your infant might bump into.
- Provide interesting objects for baby to mouth and explore. Square nylon scarves, plastic measuring cups, large wooden spoons, and colorful washcloths are favorite household toys. Keep easy-to-swallow objects out of infant's reach. Baby should not be allowed to play with anything smaller than a half dollar (about 1 ¼ inch).
- If your baby is bottle fed, be sure to hold him or her while feeding. Even if your baby holds the bottle, being held and cuddled helps develop a strong nurturing parent-child relationship. Do not prop an infant drinking from a bottle as it may cause choking.
- Respect your baby's natural schedule. Most babies will settle into a regular routine for eating, sleeping, and soiling their diapers, but the schedule will vary depending on the baby. Some babies need to eat more frequently than others. Some will sleep through the night early on, others will continue to wake briefly well into their second year.
- Talk to your baby. Face your infant when talking so he or she can see you and smile with you. Talk about what you are doing, familiar objects, or people. You may even want to

*(continued on page 3)*



## **(4 months cont.)**

### **Social and emotional development**

- cries (with tears) to communicate pain, fear, discomfort, or loneliness
- babbles or coos
- loves to be touched and held close
- responds to a shaking rattle or bell
- returns a smile
- responds to peek-a-boo games

## **By 8 months**

### **Physical development**

- weight: 14-23 pounds
- length: 25-30 inches
- first teeth begin to appear
- drools, mouths, and chews on objects
- reaches for cup or spoon when being fed
- drinks from a cup with help
- enjoys some finely chopped, solid foods
- closes mouth firmly or turns head when no longer hungry
- may sleep 11-13 hours at night although this varies greatly
- needs 2-3 naps during the day
- develops a rhythm for feeding, eliminating, sleeping, and being awake
- true eye color is established
- rolls from back to stomach and stomach to back
- sits alone without support and holds head erect
- raises up on arms and knees into crawling position; rocks back and forth, but may not move forward

- uses finger and thumb to pick up an object
- transfers objects from one hand to the other
- hair growth begins to cover head

### **Mental development**

- cries in different ways to say he or she is hurt, wet, hungry, or lonely
- makes noises to voice displeasure or satisfaction
- recognizes and looks for familiar voices and sounds
- learns by using senses like smell, taste, touch, sight, hearing
- focuses eyes on small objects and reaches for them
- looks for ball rolled out of sight
- searches for toys hidden under a blanket, basket, or container
- explores objects by touching, shaking, banging, and mouthing
- babbles expressively as if talking
- enjoys dropping objects over edge of chair or crib

### **Social and emotional development**

- responds to own name
- shows fear of falling off high places such as table or stairs
- spends a great deal of time watching and observing
- responds differently to strangers and family members
- shows fearfulness toward strangers; is friendly to family members
- imitates sounds, actions, and facial expressions made by others

- shows distress if toy is taken away
- squeals, laughs, babbles, smiles in response
- likes to be tickled and touched
- smiles at own reflection in mirror
- raises arms as a sign to be held
- recognizes family member names
- responds to distress of others by showing distress or crying
- shows mild to severe stress at separation from parent

## **By 12 months**

### **Physical development**

- weight: 17-27 pounds
- length: 27-32 inches
- sleeps 11-13 hours at night; but may still wake up during the night
- takes naps—some babies will stop taking a morning nap, others will continue both morning and afternoon naps
- begins to refuse bottle or wean self from breast during day
- needs at least 3 meals a day with 2 snacks in-between
- enjoys drinking from a cup
- begins to eat finger foods
- continues to explore everything by mouth
- enjoys opening and closing cabinet doors
- crawls well
- pulls self to a standing position
- stands alone holding onto furniture for support
- walks holding onto furniture or with adult help

## Mental development

- says first word
- says da-da and ma-ma or equivalent
- "dances" or bounces to music
- interested in picture books
- pays attention to conversations
- claps hands, waves bye, if prompted
- likes to place objects inside one another

## IDEAS FOR PARENTS

*(continued from page 1)*

babble back or echo sounds your baby makes much as you would in a regular conversation. Even though your infant cannot understand everything you say, he or she will be learning many words that will form the basis for language later on.

- Read to your baby. Babies enjoy cuddling on a parent's lap, looking at colorful picture books, and hearing the rhythm of a parent's voice. With time they begin to understand that words have meaning and can be used to identify objects.
- Encourage older infants to feed themselves by offering pieces of banana and soft bread. Give your baby a spoon with some mashed potatoes or other sticky food and let him or her practice eating with a spoon. Yes, it will be messy! Be patient. Learning this skill takes lots of practice!
- Play peek-a-boo. Hide your face behind a blanket, then peek out at your baby. Older babies will learn to do this themselves and will enjoy this game for a long time.
- Give your baby the freedom to move around. Young infants enjoy being on their back so they can kick, wiggle, and look around. Older infants need space and time to practice crawling, creeping, pulling up, and walking. Spending too much time in a walker, play pen, or infant swing may inhibit the development of these important skills.
- Help your baby develop a sense of trust and security by responding to baby's cries. Feeling secure encourages your baby to try new things. Be consistent so your baby knows what to expect.
- Stay with your baby when someone new is around. Encourage strangers to approach slowly. Introduce your infant, and let him or her explore someone new in the safety of your presence.

## Social and emotional development

- copies adult actions such as drinking from a cup, talking on phone
- responds to name
- likes to watch self in mirror
- expresses fear or anxiety toward strangers
- wants caregiver or parent to be in constant sight
- offers toys or objects to others, but expects them to be returned
- may become attached to a favorite toy or blanket
- pushes away something he or she does not want

## Toys

- pictures on wall
- mobile of bright and contrasting colors
- measuring cups
- crib mirror
- rattles that make a variety of sounds
- musical toys
- xylophone
- bath toys
- spoons
- pounding bench
- balls of different sizes
- stacking rings
- board or cloth books
- large plastic cars, trucks
- soft, washable dolls or animals



# BOOKS

## Books for parents

- Touchpoints: Your Child's Emotional and Behavioral Development*, T. Berry Brazelton
- The First Twelve Months of Life: Your Baby's Growth Month by Month*, Frank Caplan
- What to Expect the First Year*, Arlene Eisenberg, Heidi Murkoff and Sandy Hathaway
- Your Baby and Child, From Birth to Age Five*, Penelope Leach
- The Baby Book: Everything You Need to Know About Your Baby from Birth to Age Two*, William Sears and Martha Sears
- Caring for Your Baby and Child - Birth to Age Five*, American Academy of Pediatrics. Steven P. Shevlov, ed.

## Books for children

- Baby's Faces*, Ben Argueta
- The Rock-A-Bye Collection* (audio tape and book), J. Aaron Brown & Associates, Inc.
- Teddy In The House*, Lucy Cousins
- Touch and Feel: Baby Animals*, DK Publishing
- Grow! Babies!*, Penny Gentieu
- Animal Babies*, Harry McNaught
- Hide and Seek Puppies*, Roy Volkmann



## A word on development

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File: Family life - 8

Written by Lesia Oesterreich, extension family life specialist. Edited by Muktha Jost. Graphic design by Valerie Dittmer King.

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# 12-18 Months



# AGES & STAGES

The second year is a delightful time for parents and children. Your baby is developing a personality and rewards your time together with laughter, funny faces, and affectionate hugs. First steps and first words are exciting family events.

## IDEAS FOR PARENTS

### Physical development

- weight: 17-30 pounds
- height: 27-35 inches
- crawls well
- stands alone, sits down
- gestures or points to indicate wants
- likes to push, pull, and dump things
- pulls off hat, socks, and mittens
- turns pages in a book
- stacks 2 blocks
- likes to poke, twist, and squeeze
- enjoys flushing toilets and closing doors
- enjoys carrying small objects while walking, often one in each hand
- holds crayon and scribbles, but with little control
- waves bye-bye and claps hands
- walks without help
- enjoys holding spoon when eating, but experiences difficulty in getting spoon into mouth
- rolls a ball to adult on request

- Enjoy some "floor time" with your child each day. Crawl around together, play peek-a-boo behind the sofa, or roll a ball back and forth. Your child will love having you down on his or her level.
- Review your baby proofing. Your child's increasing growth and mobility make it possible to reach unsafe heights and play with dangerous material. Get down on your knees in each room and look at things from your child's perspective. Put toxic items like paint, dishwashing detergent, medicine, and make-up in high cupboards, preferably with a safety cabinet latch.
- Put together a box of items that are fun to feel, poke, and squeeze. You might include plastic margarine tubs, an old sock, tissue paper to crumple, measuring cups of different sizes, a turkey baster, a nylon scarf, an egg carton, and paper cups. Choose items larger than a half-dollar to avoid choking hazards.
- Relax and have fun dancing to music with your child.
- Use bath time to point to some body parts and say them with your baby. Nose, ears, arms, legs, tummy, toes....
- Talk frequently to your child to increase his or her language skills and encourage cooperation. You can make dressing time more fun by pointing to and identifying body parts and clothes. For instance, "See this pretty red shirt? The shirt goes over your head. Your arms go into the sleeves. What shall we put on your legs?"
- Around 18 months your child may begin clinging and become anxious about being separated from you. If possible, reduce separations and be sure that your child is cared for by someone familiar.



## Mental development

- says 8-20 words you can understand
- looks at person talking to him or her
- says "Hi" or "Bye" if reminded
- uses expressions like "Oh-oh"
- asks for something by pointing or using one word
- identifies object in a book
- plays peek-a-boo
- looks for objects that are hidden or out of sight
- understands and follows simple one-step directions
- likes to take things apart

## Social and emotional development

- becomes upset when separated from parent
- likes to hand objects to others
- plays alone on floor with toys
- recognizes self in mirror or pictures
- enjoys being held and read to
- imitates others especially by coughing, sneezing, or making animal sounds
- enjoys an audience and applause

## Toys

- nesting cups
- bath toys, small boat
- soft, huggable dolls (large)
- large animal pictures
- objects to match
- large, plastic blocks
- musical records or tapes
- soft balls of different sizes
- push cart, dump truck
- teddy bear
- plastic jar with lid; lids and containers
- toy telephone

# BOOKS

## Books for parents

Your Baby and Child, From Birth to Age Five, Penelope Leach

Caring for Your Baby & Young Child, Birth to Age Five, American Academy of Pediatrics, Steven P. Shevlov, ed.

## Books for children

Baby! Talk!, Penny Gentieu

Baby's Colors, Neil Ricklen

Baby's First Words, Lars Wik

Farm Animals, Phoebe Dunn

Goodnight Moon, Margaret Wise Brown

Moo, Baa, La La La, Sandra Boynton



## A word on development

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File: Family life 8

Written by Lesia Oesterreich, ISU Extension family life specialist. Graphic design by Valerie Dittmer King.

11/07

# 18-24 Months



# AGES & STAGES

Welcome to the world of toddlerhood! This stage brings a greater sense of independence to your child as he or she learns to walk, run, and climb with greater skill. Your little one now loves to imitate everything you do. Pretending to talk on the phone is a favorite activity.

## Physical development

- weight: 20-32 pounds
- length: 30-37 inches
- walks well
- likes to run, but can't always stop and turn well
- drinks from a straw
- feeds self with a spoon
- helps wash hands
- stacks 4-6 blocks
- tosses or rolls a large ball
- opens cabinets, drawers, and boxes
- bends over to pick up toy without falling
- walks up steps with help
- takes steps backward
- enjoys sitting on, and moving small-wheeled riding toys
- begins to gain some control of bowels and bladder; complete control may not be achieved until around age 3 (boys often do not complete toilet learning until age 3 1/2)

## IDEAS FOR PARENTS

- Enjoy dancing with your child to music with different rhythms.
- Talk with your child about everyday things. After 18 months, he or she will learn new words at a rapid rate.
- Read simple books with your child every day. Choose books with cardboard or cloth pages and encourage your child to turn pages.
- Make your own scrap book of objects or people he or she knows by using a small photo album.
- Encourage language development by expanding on what your child says. When your child says "kitty" you can say "Yes, the kitty is little and soft."
- Play a simple game of "find." Place three familiar toys in front of your child and say, "Give me the \_\_\_\_." See if he or she tries to find it and hand it to you.
- Encourage your child to play dress-up by providing a full-length mirror on the wall and a "pretend box" filled with caps, scarves, and old shoes.

## Mental development

- has a vocabulary of several hundred words, including names of a few toys
- uses two to three word sentences
- echoes single words that are spoken by someone else
- talks to self and "jabbers" expressively
- has "favorite" toys
- likes to choose between two objects
- hums or tries to sing
- listens to short rhymes or finger-plays
- points to eyes, ears, or nose when asked
- uses the words "Please" and "Thank you" if prompted
- enjoys singing familiar songs



## Social and emotional development

- likes to imitate others
- begins to show signs of independence; says "no"
- has difficulty sharing
- very possessive
- finds it difficult to wait and wants it right now!
- gets angry sometimes and has temper tantrums
- acts shy around strangers
- comforts a distressed friend or parent
- refers to self by name
- uses the words "me" and "mine"
- enjoys looking at picture books
- tries to do many things alone
- enjoys adult attention
- enjoys pretending (wearing hats, talking on phone)
- enjoys exploring; gets into everything, and requires constant supervision
- generally unable to remember rules
- often gets physically aggressive when frustrated — slaps, hits
- shows affection by returning a hug or kiss
- may become attached to a toy or blanket

## Toys

- pegboard and pegs, pounding bench, shape sorter
- snap and lock beads, ringstack, plastic jar with lid and containers, beads to string, nesting cups
- soft, huggable dolls (large), teddy bear, soft balls of different sizes
- animal pictures (large), musical records or tapes
- crayon and paper, play dough
- push cart, riding toy, toy telephone

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# BOOKS

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Penelope Leach

*Caring for Your Baby & Young Child, Birth to Age Five,* American Academy of Pediatrics,  
Steven P. Shevlov, ed

## Books for children

*All About Baby,* Stephen Shott

*Animal Time,* Tom Arma

*Bunny and Me,* Adele Aron Greenspun

*Goodnight Moon,* Margret Wise Brown

*The Little Quiet Book,* Katharine Ross

*Trucks,* Byron Barton



## A word on development

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## 2-Year-Olds



# AGES & STAGES

Two-year-olds like to be independent! Favorite words are “Mine” and “No” and “I do it!” A great deal of time is spent exploring, pushing, pulling, filling, dumping, and touching.

### Physical development

- weight: 22-38 pounds
- height: 32-40 inches
- has almost a full set of teeth
- walks up and down stairs by holding onto railing
- feeds self with spoon
- experiments by touching, smelling, and tasting
- likes to push, pull, fill, and dump
- can turn pages of a book
- stacks 2-4 objects
- scribbles with crayons or markers
- many children (but not all) will learn to use toilet
- walks without help
- walks backwards
- tosses or rolls a large ball
- stoops or squats
- opens cabinets, drawers
- can bend over to pick up toy without falling

### IDEAS FOR PARENTS

- Baby proof your house again. Your toddler is now taller and more skillful at opening doors and getting into mischief.
- Read aloud to your child every day. Use books with large pictures and few words.
- Try to expand your child's words. If Anna wants more juice, let her hear the correct word order, but don't demand that she imitate you. If she says “more juice,” say “Anna wants more juice.”
- Encourage your child to identify noises like the vacuum, tap water, dogs barking, thunder, airplane, and car.
- Let your child help you with simple chores such as picking up toys, or putting clothes in the laundry basket. Let your child name things you are using.
- Add new information to what your child is saying. “Yes that's a car, a big, red car.”
- Give toddlers clear and simple choices. “Do you want to drink milk or juice? Do you want to wear green or blue socks?”
- Know how to handle a temper tantrum
  - don't yell or hit the child,
  - remain calm,
  - talk in a soothing tone,
  - put your hand gently on the child's arm if possible.
- Do not expect toddlers to share or take turns. Right now they are focused on learning how to physically handle themselves and on learning to talk. Learning to share will come later.
- Provide spaces where toddlers can spend time alone. An old cardboard box or a blanket over a card table works great.



## Mental development

- enjoys simple stories, rhymes, and songs
- uses 2-3 word sentences
- says names of toys
- hums or tries to sing
- enjoys looking at books
- points to eyes, ears, or nose when asked
- repeats words

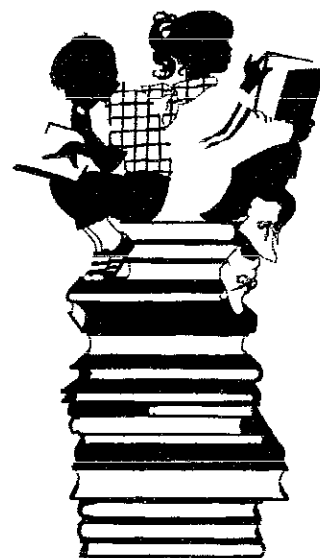
## Social and emotional development

- plays alongside others more than with them
- acts shy around strangers
- likes to imitate parents
- easily frustrated
- affectionate—hugs and kisses
- insists on trying to do several tasks without help
- enjoys simple make-believe like talking on phone, putting on hat
- very possessive—offers toys to other children, but then wants them back

## Toys

- large blocks, pegboard
- toy telephone
- tricycle, rocking horse
- water and sand toys
- bubbles
- table and chairs, play dishes
- dress-up clothes
- shape sorters, 3-4 piece puzzles
- small and large balls
- doll with bottle and blanket
- cars and trucks (large)
- nursery rhyme tapes, books
- large crayons, blunt scissors
- stuffed animals, wooden animals

# BOOKS



## Books for parents

*Your Baby and Child, From Birth to age Five*, Penelope Leach

*Caring for Your Baby and Child, Birth to Age Five*, American Academy of Pediatrics, Steven P. Shevlov, ed.

## Books for children

*Sounds My Feet Make*, Arlene Blanchard

*Mr. Little's Noisy Truck*, Richard Fowler

*Harold and The Purple Crayon*, David Johnson Leisk

*Brown Bear, Brown Bear, What Do You See?*, Bill Martin Jr.

*Mouse Paint*, Ellen Stoll Walsh

*The Little Red House*, Norma Jean Sawicki

*The Best Behavior Series*, Elizabeth Verdick

## A word on development

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File: Family life 8

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# 3-Year-Olds



# AGES & STAGES

The 3-year-old is full of wonder, and spends a lot of time observing and imitating. They love to spend time with parents and enjoy helping out with simple household tasks.

## Physical development

- weight: 25-44 pounds
- height: 34-43 inches
- develops a taller, thinner, adult-like appearance
- develops a full set of baby teeth
- sleeps 10-12 hours at night
- sleeps through most nights without wetting the bed (occasional accidents are still quite common)
- uses the toilet with some help (many boys may not be ready for toilet learning until age 3½)
- puts on shoes (but cannot tie laces)
- dresses self with some help (buttons, snaps, zippers)
- feeds self (with some spilling)
- tries to catch a large ball
- throws a ball overhead
- kicks a ball forward
- hops on 1 foot
- walks short distance on tiptoe
- climbs up and down a small slide by self
- pedals a tricycle

## IDEAS FOR PARENTS

- Make brushing teeth a part of your child's daily routine.
- Be patient with toileting — accidents will still happen for a while.
- Purchase easy-to-dress clothing.
- Provide large buttons or old beads to string on a shoe lace.
- Encourage sand and water play.
- Show your child how to throw, catch, and kick a ball.
- Show your child how to hop like a rabbit, tiptoe like a bird, waddle like a duck, slither like a snake, and run like a deer.
- Talk frequently, use short sentences, ask questions, and listen.
- Add new information to your child's sentences. "Yes, that's a flower—it's a tall, red flower and it smells so good."
- Teach your child to memorize his or her first and last name.
- Ask your child to tell you a story during your reading time.
- Sing simple songs with your child.
- Look at baby pictures together and talk about "When you were a baby."
- Talk about colors, numbers, and shapes in your everyday conversation. "We need ONE egg. That's a RED car. The butter is in this SQUARE box."
- Ask for help with simple tasks such as putting the napkins by each plate, socks in the drawer, or stirring the muffin batter.

## Mental and language development

- 75-80 percent of speech is understandable; talks in complete sentences of 3-5 words. "Mommy is drinking juice."  
"There's a big dog."
- stumbles over words sometimes — usually not a sign of stuttering
- listens attentively to short stories; likes familiar stories told without any changes in words



- repeats words and sounds
- enjoys listening to stories and repeating simple rhymes
- able to tell simple stories from pictures or books
- enjoys singing and can carry a simple tune
- understands "now," "soon," and "later"
- asks who, what, where, and why questions
- stacks 5-7 blocks
- enjoys playing with clay or play dough (pounds, rolls, and squeezes it)
- puts together a 6-piece puzzle
- draws a circle and square
- recognizes everyday sounds
- matches object and picture
- identifies common colors
- can count 2-3 objects

## Social and emotional development

- accepts suggestions and follows simple directions
- sometimes shows preference for one parent (often the parent of the opposite sex)
- enjoys helping with simple household tasks
- can make simple choices between two things
- enjoys making others laugh and being silly
- enjoys playing alone, but near other children
- spends a great deal of time watching and observing
- enjoys playing with other children briefly, but still does not cooperate or share well
- enjoys hearing stories about self, playing "house," imitating
- can answer the question, "are you a boy or a girl?"

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# BOOKS

### Books for parents

*Your Baby and Child, From Birth to Age Five*, Penelope Leach

*Caring for Your Baby and Young Child, Birth to Age Five*, American Academy of Pediatrics, Steven P. Shevlov, ed.

### Books for children

*Caps For Sale*, Esphyr Slobodkina

*The Very Hungry Caterpillar*, Eric Carle


*Is It Red? Is It Yellow? Is It Blue?*, Tana Hoban

*All by Myself*, Mercer Mayer

*I Just Forgot*, Mercer Mayer

*I'm Sorry*, Sam McBratney

*A Tree Is Nice*, Janice Udry



## Toys

- nesting toys, cups that stack, puzzles (3-6 pieces)
- matching games, small pegs, pegboard
- large wheeled toys, tricycle, slide, wagon

- small table and chairs, crayons, felt tip markers, play dough, glue and paper, paint, paint brushes, stickers
- puppets, toy animals, dolls
- balls (different sizes), large blocks

## A word on development

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Written by Lesia Oesterreich, extension family life specialist. Graphic design by Valerie Dittmer King.

File: Family life 8

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# 4-Year-Olds



# AGES & STAGES

Energetic and imaginative best describes four-year-olds. They are able to learn new words quickly, and use them in chatting with you, telling you jokes and wild stories.

## Physical development

- weight: 27-50 pounds
- height: 37-46 inches
- uses a spoon, fork, and dinner knife skillfully
- needs 10-12 hours sleep each night
- dresses self without much help
- walks a straight line
- hops on 1 foot
- pedals and steers a tricycle skillfully
- jumps over objects 5-6 inches high
- runs, jumps, hops, skips around obstacles with ease
- stacks 10 or more blocks
- forms shapes and objects out of clay or play dough
- threads small beads on a string
- catches, bounces, and throws a ball easily

## Mental development

- can place objects in a line from largest to smallest
- can recognize some letters if taught and may be able to print name

## IDEAS FOR PARENTS

- Read aloud each day and encourage your child to help you tell the story.
  - Talk about reading. Show your child that words are everywhere: grocery labels, restaurant menus, department store signs, etc.
  - Encourage your child to play with words by providing old coupons, junk mail, newspaper ads, and old cereal boxes.
  - Ask your child to deliver short messages to family members.
  - Say nursery rhymes and fingerplays together.
  - Make playdough, play follow the leader.
  - Cut out magazine pictures of different shapes, colors, or animals.
  - Talk about things being in, on, under, behind, beside, etc.
  - Pretend to walk like various animals.
  - Sort and count everything in sight like silverware, socks, rocks.
  - Teach your child the correct use of the telephone.
  - Let your child help you plan activities and make lists for groceries, errands, etc.
- 
- recognizes familiar words in simple books or signs (STOP sign)
  - understands the concepts of tallest, biggest, same, more, on, in, under, and above
  - counts 1-7 objects out loud
  - understands order of daily routines (breakfast before lunch, lunch before dinner, dinner before bedtime)
  - speaks fairly complex sentences. "The baby ate the cookie before I could put it on the table."
  - enjoys singing simple songs, rhymes, and nonsense words
  - adapts language to listener's level of understanding. To baby sister: "Daddy go bye bye." To Mother: "Daddy went to the store to buy food."



- learns name, address, and phone number if taught
- asks and answers who, what, when, why, where questions
- continues 1 activity for 10-15 minutes
- names 6-8 colors and 3 shapes
- follows two unrelated directions: "Put your milk on the table and get your coat on"

## Social and emotional development

- takes turns and shares (most of the time); may still be bossy
- understands and obeys simple rules (most of the time)
- changes the rules of a game as she goes along
- likes to talk and carries on elaborate conversations
- persistently asks why; may name call, tattle freely
- enjoys showing off and bragging about possessions
- fearful of the dark and monsters
- begins to understand danger — at times can become quite fearful
- has difficulty separating make-believe from reality
- lies sometimes to protect self and friends, but doesn't truly understand the concept of lying — imagination often gets in the way
- likes to shock others by using "forbidden" words
- still throws tantrums over minor frustrations
- expresses anger verbally rather than physically (most of the time)
- pretending goes far beyond "playing house" to more elaborate settings like fire station, school, shoe store, ice cream shop
- loves to tell jokes that may not make any sense at all to adults

# BOOKS

## Books for children

- Harriet, You'll Drive Me Wild!* Mem Fox  
*Bedtime for Frances*, Russell Hoban and Lillian Hoban  
*On Monday When It Rained*, Cherryl Kachenmeister  
*Leo the Late Bloomer*, Robert Kraus  
*What Do You Do With A Kangaroo?*, Mercer Mayer  
*If You Give A Mouse A Cookie*, Laura Joffe Numeroff  
*The Hello, Goodbye Window*, Norton Juster and Chris Raschka  
*Imogene's Antlers*, David Small  
*Don't Let the Pigeon Drive the Bus!*, Mo Williams



## Toys

- matching games, puzzles 12-15 pieces, board games, dominoes, play money, pretend cash register
- plastic blocks, balls (all sizes)
- glue, crayons, paint, scissors and paper, washable markers, colored chalk, play dough
- trucks and cars, bicycle with training wheels, dress-up clothes
- puppets, books, bean bags, doll with clothes

## A word on development

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File: Family life 8

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# 5-Year-Olds



# AGES & STAGES

The 5-year-old is cheerful, energetic, and enthusiastic. Fives enjoy planning and discussing who will do what. A "best friend" is very important, but hard to keep as social skills are not well developed yet.

## IDEAS FOR PARENTS

### Physical development

- weight: 31-57 pounds
- height: 39-48 inches
- sleeps 10-11 hours at night
- may begin to lose baby teeth
- able to dress self with little assistance
- learns to skip
- throws ball overhead
- catches bounced balls
- rides a tricycle skillfully, may show interest in riding a bicycle with training wheels
- uses a fork and knife well
- cuts on a line with scissors
- hand dominance is established
- jumps over low objects

### Mental development

- knows basic colors like red, yellow, blue, green, orange
- able to memorize address and phone number
- understands that stories have a beginning, middle, and end
- enjoys telling his or her own stories
- understands that books are read from left to right, top to bottom
- enjoys riddles and jokes
- draws pictures that represent animals, people, and objects

- Encourage physical development by playing follow the leader with skipping, galloping, and hopping.
- Help your child learn to use a pair of scissors by asking him or her to help you cut out coupons.
- Stop before the end of a familiar story and ask your child to add his or her own ending.
- Ask your child to tell you a story. Write it down and post it on the wall or refrigerator.
- Ask "what if" questions. What if there were five little pigs instead of three? What if Goldilocks stayed home?
- Involve children in writing "thank you" notes, holiday greeting cards, and letters. If your child likes to copy letters, let him or her dictate a short message and copy it from your writing.
- Give your child opportunities to sort, group, match, count, and sequence with real-life situations such as setting the table, counting the number of turns, and sorting out socks.
- Help children understand and cope with strong feelings by giving them words to use when they are angry. "I can see you are sad about going home, angry at your friend ...."
- Observe how your child plays with other children. Teach him or her to request, bargain, negotiate, and apologize.
- Specific praise helps your child understand the true value of his or her actions. Say "I like the way you stacked the toys neatly on the shelf" rather than "You did a good job!"
- Provide a comfortable place to be alone. A large cardboard box makes a wonderful hideaway.



- enjoys tracing or copying letters
- sorts objects by size
- identifies some letters of the alphabet and a few numbers
- understands more, less, and same
- counts up to 10 objects
- understands before and after, above and below
- is project minded—plans buildings, play scenarios, and drawings
- interested in cause and effect

## Social and emotional development

- invents games with simple rules
- organizes other children and toys for pretend play
- still confuses fantasy with reality sometimes
- can take turns and share but doesn't always want to
- often excludes other children in play — best friends only
- uses swear words or "bathroom words" to get attention
- can be very bossy sometimes
- likes to try new things and take risks
- likes to make own decisions
- notices when another child is angry or sad—more sensitive to feelings of others
- likes to feel grown up; boasts about self to younger less capable children
- has a very basic understanding of right and wrong
- understands and respects rules—often asks permission
- understands and enjoys both giving and receiving
- enjoys collecting things
- sometimes needs to get away and be alone

File: Family life 8

Written by Lesia Oesterreich, extension family life specialist. Edited by Muktha Jost. Graphic design by Valerie Dittmer

# BOOKS

## Books for parents

*Caring for Your Baby and Young Child, Birth to Age 5*, American Academy of Pediatrics, Steven P. Shevlov, ed.

*Your Baby and Child: From Birth to Age Five*, Penelope Leach

## Books for children

*Ira Sleeps Over*, Bernard Waber

*Little Bear*, Else Holmelund Minarik

*Whistle for Willie*, Ezra Jack Keats

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst

*Are You My Mother?*, Philip D. Eastman

*Harry and the Terrible Whatzit*, Dick Gackenbach



## Toys

- board games, card games, dominoes, puzzles (12 -15 pieces)
- blocks (plastic or wooden); play dough
- glue, scissors, paper, washable markers, crayons, water colors
- puppets; doll, clothes, doll-house; dress-up clothes
- trucks, cars, large cardboard boxes (large appliance size)
- child-size tools; camping equipment

## A word on development

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# 6-8 Years



# AGES & STAGES

Your school-ager is now ready for a steady pace of growing and learning, one in which real life tasks and activities overtake pretend and fantasy. Equipped with a longer attention span, your child also is ready to delve into projects, solve problems, and resolve arguments!

## Physical development

- skilled at using scissors and small tools
- shows development of permanent teeth
- enjoys testing muscle strength and skills
- has good sense of balance
- can tie shoelaces
- enjoys copying designs and shapes, letters and numbers
- may have gawky awkward appearance from long arms and legs

## Mental development

- may reverse printed letters (b/d)
- enjoys planning and building
- doubles speaking and listening vocabularies
- may show a stronger interest in reading
- increases problem-solving ability
- has longer attention span
- enjoys creating elaborate collections
- shows ability to learn difference between left and right
- can begin to understand time and the days of the week

## IDEAS FOR PARENTS

- Provide opportunities for active play. Throwing at targets, running, jumping rope, tumbling, and aerobics may be of interest.
- Provide opportunities to develop an understanding of rules by playing simple table games: cards, dominoes, tic-tac-toe.
- Provide opportunities for your child to do noncompetitive team activities such as working a jigsaw puzzle or planting a garden.
- Encourage your child's sense of accomplishment by providing opportunities to build models, cook, make crafts, practice music, or work with wood.
- Encourage collections by allowing your child to make special storage boxes or books.
- Encourage reading and writing by encouraging your child to produce stories with scripts, create music for plays and puppet shows, produce a newspaper, record events, go on field trips, or conduct experiments.
- Help your child explore the world by taking field trips to museums, work places, and other neighborhoods.

## Social and emotional development

- being with friends becomes increasingly important
- shows interest in rules and rituals
- wants to play more with similar friends—girls with girls, boys with boys
- may have a "best" friend and "enemy"



- shows strong desire to perform well, do things right
- begins to see things from another child's point of view, but still very self-centered
- finds criticism or failure difficult to handle
- views things as black and white, right or wrong, wonderful or terrible, with very little middle ground
- seeks a sense of security in groups, organized play, and clubs
- generally enjoys caring for and playing with younger children
- may become upset when behavior or schoolwork is ignored

# BOOKS



## Books for parents

- Parent's Guide for the Best Books for Children*, Eden Ross Lipson
- How to Talk So Kids Will Listen and Listen So Kids Will Talk*, Adele Faber and Elizabeth Mazlish
- Caring for Your School-age Child: Ages 5 to 12*, American Academy of Pediatrics

## Books for children

- A Chair for My Mother*, Vera Williams
- Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst
- Anna Banana and Me*, Lenore Blegvard
- Everybody Needs A Rock*, Byrd Baylor
- The Garden of Abdul Gasazi*, Chris Van Allsburg
- The Kid Next Door and Other Headaches: Stories About Adam Joshua*, Janice Lee Smith
- Little House in the Big Woods*, Laura Ingalls Wilder
- Ramona*, Beverly Cleary

## Toy list

- arts and crafts materials
- musical instruments
- sports equipment
- camping equipment
- construction sets
- electric trains
- bicycles (use helmets)
- models
- board games
- skateboard (use helmets)

## A word on development

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Written by Lesia Oesterreich, ISU Extension human development specialist.  
Graphic design by Valerie Dittmer King.

# 9-11 Years



# AGES & STAGES

Friendships and accomplishments are important to older children. Secret codes, made-up languages, and passwords are used to strengthen the bonds of friendship. Be prepared to use all your "patience" skills as your child may tend to think that he or she does not need adult care or supervision.

## Physical development

Girls:

- are generally as much as 2 years ahead of boys in physical maturity
- may begin to menstruate

Boys and girls:

- have increased body strength and hand dexterity
- show improved coordination and reaction time
- may begin to grow rapidly at the end of this age period

## Mental development

- shows interest in reading fictional stories, magazines, and how-to project books
- may develop special interest in collections or hobbies
- fantasizes and daydreams about the future
- enjoys planning and organizing tasks
- becomes more product and goal oriented
- has great ideas and intentions, but difficulty following through
- enjoys games with more complex rules

## IDEAS FOR PARENTS

- Provide opportunities for older school-agers to help out with real skills. Cooking, sewing, and designing dramatic play props are useful ways to use their skills.
- Provide time and space for an older child to be alone. Time to read, daydream, or do school work uninterrupted will be appreciated.
- Encourage your child to make a call to a school friend.
- Encourage your child to participate in an organized club or youth group. Many groups encourage skill development with projects or activities that can be worked on at home.
- Encourage your older child to help with a younger one but avoid burdening older children with too many adult responsibilities. Allow time for play and relaxation.
- Provide opportunities for older children to play games of strategy. Checkers, chess, and Monopoly are favorites.
- Remember to provide plenty of food. Older children have larger appetites than younger children and will need to eat more.



## Social and emotional development

- begins to see that parents and authority figures can make mistakes and are not always right
- often likes rituals, rules, secret codes, and made-up languages
- enjoys being a member of a club
- has increased interest in competitive sports
- has better control of anger
- may belittle or defy adult authority
- shows interest in opposite sex by teasing, joking, showing off
- prefers spending more time with friends than with parents
- may sometimes be verbally cruel to classmates with harsh "put downs" and snide remarks
- tends to see things as right or wrong, with no room for difference of opinion

## Toys and hobbies

- arts and crafts materials
- musical instruments
- sports equipment
- camping equipment
- construction sets
- electric trains
- bicycles (26-inch wheels for kids 10 and older; use helmets)
- models
- board games
- skates

# BOOKS

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- How to Talk So Kids Will Listen and Listen So Kids Will Talk*, Adele Faber and Elizabeth Mazlish
- Caring for Your School-age Child: Ages 5 to 12*, American Academy of Pediatrics

## Books for children

- Are You There God? It's Me, Margaret*, Judy Blume
- Chocolate Fever*, Robert Kimmel Smith
- How It Feels to Be Adopted*, Jill Krentz
- How To Eat Fried Worms*, Thomas Rockwell
- The Indian in the Cupboard*, Lynn Banks
- Nothing's Fair in Fifth Grade*, Barthe DeClements
- The Oxford Book of Poetry for Children*, compiled by Edward Blishen
- Ramona's World*, Beverly Cleary
- Tales of a Fourth Grade Nothing*, Judy Blume



## A word on development

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