

4

years



Most 4 year olds:

- can hop on one foot, can catch a ball
- enjoy singing simple songs and saying nursery rhymes
- use crayons to draw on paper
- are understood by most people they talk with
- like pretend play but may not always know the difference between ‘real’ and ‘pretend’
- show concern and sympathy
- begin to express their own feelings (mad, happy, etc.) in words

Gather old clothes, jewelry, hats and assorted ‘junk’ in a special box. Your child will enjoy trying out different roles pretending to be a firefighter, teacher, doctor, dancer, mommy—especially when you join in the fun!

Your child may enjoy telling you pretend stories. Print the story on a piece of paper as your child tells it to you. Adding a picture may be fun. Hanging it up for all the family to see will make your child feel proud. Encourage other family members to ask about the special ‘picture book.’ This encourages pre-reading skills.

Sometimes when your child needs help, you may want to work on problems together. “Hm..I see your toy is broken. What do you think we might do to fix it?” “Uh-oh! There’s three of us and only two cookies. What should we do?”

5

years



Most 5 year olds:

- want to please important adults
- want to be told what to do, but are not always able to see things from another’s point of view
- think out loud
- like to copy
- learn best through play and their own actions
- are active but can control their physical behavior
- often do not talk or share about school at home

Read to your child every day. Five-year olds especially enjoy books in which they can predict what’s going to happen next. Help your child tell stories about drawings or pictures. Together you can read things like labels on cans, traffic signs, posters for movies, and signs for restaurants and grocery stores.

Your child can count and sort things like blocks, pots and pans, and pieces of paper. Talk about size, shape, length and width.

Five-year olds enjoy the world of make-believe. It gives them a chance to explore and understand what they see and hear. They will like it when you join their fun playing with cars, trucks, puppets, and stuffed animals.

All children grow and develop differently.

You can find out more about *your* child’s development by contacting your local elementary school or by calling 303-866-6124.

<http://www.cde.state.co.us/early/index.htm>

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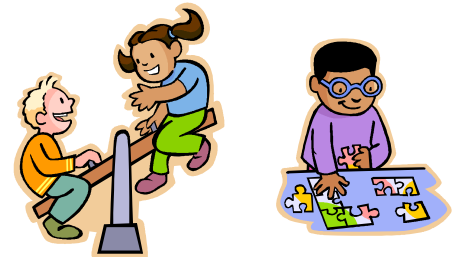
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Watching Your Child.....



Grow & Learn



Children are natural learners

This brochure provides parents and caregivers information about young children’s learning and development from ages two through 5. It also suggests simple activities parents and children can do together to encourage learning at different ages.

Each child develops at his or her own pace, and there is a broad range of what is considered typical development among young children. However, development generally occurs in a predictable sequence and children about the same age will acquire the same skills.

If you have concerns

You know your child best, so you’re likely to make the most accurate observations about your child’s development. Follow your instincts. If you are worried about how your child is developing talk with a professional. A more complete check of your child’s development (including vision and/or hearing) can be arranged for free at your local school district’s Child Find office. For the phone number to your local Child Find office, please call 303-866-6124 or visit http://www.cde.state.co.us/cdesped/download/pdf/CF_Directory.pdf.

Hearing



A child’s hearing usually works well at birth. Infants and toddlers use their hearing to learn and understand language. This lays the foundation for later learning in school. Many aspects of development can be negatively impacted by a hearing loss. Regular hearing screening can detect when there may be a hearing loss, which is important in order for a child to receive the supports needed to continue developing speech and language skills. If parents or caregivers have concerns about a child’s hearing, they should check with their doctor or audiologist to be sure. Here are some general things to look for related to your child’s hearing.

Does your child...

- hear you when you call from another room?
- understand and follow simple directions?
- know the names of all important people in her life, such as family members and friends?
- memorize then repeat nursery rhymes or songs, perhaps with a few mistakes?
- speak so most strangers can understand her

Vision



By preschool age, a child will have good visual functioning. Both eyes should be working together in focusing and tracking. Visual acuity is not yet at an adult’s level, but very close. For example, a preschool age child will be able to visually detect very small details in books. The child will recognize familiar people from across the room and notice airplanes in the sky. An eye exam should be scheduled if there are any concerns about the appearance of the child’s eyes and/or poor visual performance.

Does your child...

- have eyes that are free of matter or excessive tearing?
- have eyes that move in unison with one another and without any crossing behavior?
- notice small details in pictures?
- have an accurate reach for objects and notice surface changes such as the stairs?
- follow a moving target such as a person or pet walking across the room?
- return a smile or a wave from a distance of over ten feet?
- identify a familiar person from over 20 twenty feet away?

2 years



Most 2 year olds:

- combine two words together: “more milk” “daddy home”
- use their own names to talk about themselves
- turn the pages of a book
- walk, run, jump and throw a ball
- like doing things their own way and say “no” often
- pretend (feeding dolls or animals, talking on a play telephone)
- know the function of common household objects (toothbrush, fork, telephone)
- enjoy playing alongside other children but may not share their toys
- show their feelings through actions and vocalizations (love, mad, sad, joy)

When talking with your child remember to label your feelings as they occur. Label their feelings for them as they express them; both positive and negative emotions.

When taking walks or playing in the park, your child will enjoy walking or climbing on things. Hold their hand — you are giving your child the courage to try new things!

Let your child know you are listening even though you may not be able to do what she wants. “I know you’re having fun and want to stay and play, but we need to go home now.” Your child will learn that you care about her feelings and desires and that they are important.

3 years



Most 3 year olds:

- follow two simple requests (get the book and put it on the table)
- can be understood by family members and caregivers
- use objects symbolically (using a banana for a phone, or a block for a car)
- climb stairs, but may hold onto railing
- talk about feelings and tell pretend stories
- use the bathroom during the day
- know the difference between ‘boy’ and ‘girl’
- begin to share toys and play with other children
- greet familiar adults without reminders
- want to please others
- show affection for other children

Children love to imitate their parents’ daily activities, like folding clothes, washing dishes, washing the car. They may not be able to do these things well but letting children ‘help’ makes them feel important.

Give three year olds opportunities to make choices. “Do you want to color or play ball?” “What do you want to put on first, your socks or your shirt?”

You can also help your child make choices about positive behavior. “If you want to play with your toys in the water, you need to go outside or to the kitchen sink.” Making decisions helps your child feel good, gain self confidence and become successful at solving problems.