

Alabama Early Learning Guidelines		How the Redleaf Family Child Care Curriculum meets Alabama Early Learning Guidelines
<b>Self-Concept/Emotional Development</b>		
<b>Children learn about themselves and their feelings</b>		
<b>Goal: To help children develop a positive picture of self that will affect every area of development and to understand and express their own emotions.</b>		
<b>Birth-6 Months</b>		
1	Be awake and active for longer times.	
2	Begin to establish emotional attachments or "bonding" relationships with parents/family and caregivers.	Shows attachment (responds positively) to significant adults (160,165).
3	Express her/his needs and emotions with different cries and vocal sounds.	Coos in response to adults' speech (138, 151). Babbles and laughs to get adult attention (174).
4	Smile in response to a friendly face or voice.	Reacts to human voice and human heartbeat (88, 112, 134, 150). Coos in response to adults' speech (138, 151). Smiles at the sound of familiar voices (174).
5	Coo, gurgle, and squeal when awake.	Coos in response to adults' speech (138, 151). Makes squealing and gurgling sounds (142, 146).
6	Stop crying when parents, family members, and/or caregivers come near.	
7	Entertain self by playing with fingers, hands, and toes.	Plays with hands and may hold and observe a toy (92). Brings feet to mouth easily while lying on back (97).
8	Develop an awareness of self as a separate individual from others.	
9	Seek attention of parent or caregiver by using body movements and/or vocal sounds.	Coos in response to adults' speech (138-151). Gestures or points to communicate (139, 146). Babbles and laughs to get adult attention (174).
10	Imitate sounds, facial expressions, and actions of others.	
11	Spend less time crying, and will laugh out loud.	Laughs out loud (138). Babbles and laughs to get adult attention (174).

6-12 Months		
1	Cry when she/he needs help.	Addressed on page 20.
2	Begin to hold her/his own bottle.	
3	Begin to try to feed herself/himself.	
4	Want to hold and try to use her/his drinking cup.	
5	Play.	Engages in more intentional play (117, 122, 126, 129). Plays games with adults and older children (157, 161, 165, 170, 175.)
6	Have emotional attachments to particular people.	
7	Become familiar with different types of sounds, tones of voices, and types of music.	Listens to songs, stories, or rhymes with interest (135, 151). Babbles sounds, such as "goo" and "gaa" (143). Can distinguish voice tones and emotions (157, 175).
8	Indicate her/his wants through movements and sounds.	Imitates sounds (138). Gestures or points to communicate (139, 146).
9	Respond to her/his own image in a mirror.	
10	Explore her/his environment.	Investigates objects by banging, shaking, and throwing (113). Explores environment (170, 171).

<b>12-18 Months</b>	
1 Start to move freely.	Walks alone (108).
2 Ask for what she/he wants through sounds and motions.	Uses gestures and actions intentionally (143, 152).
3 Begin to express that diaper needs changing.	
4 Be able to sit still for a short while.	
5 Try to achieve a sense of self-identity.	
6 Become more independent.	Walks alone (108). Addressed on page 38.
7 Start to show different social emotions, such as affection, jealousy, anger, and sympathy.	
8 Better control her/his own behaviors.	

	<b>18-24 Months</b>	
1	Start to help when washing her/his hands.	Addressed on page 38.
2	Be able to eat and drink with only a little spilling.	Feeds self (91).
3	Be able to dress self in simple clothing.	Addressed on page 167.
4	Choose toys to play with and help pick up toys.	Addressed on page 167.
5	Let you know when she/he needs to use the toilet.	
6	Recognize when people are feeling happy, sad, angry, or scared.	
7	Show affection for you and others that she/he knows.	
8	Show different emotions and moods.	Addressed on page 38.
9	Become aware of her/his own feelings.	Begins to express feelings with words (144).

<b>2 Years</b>	
1	Be able to eat and drink with limited spilling.
2	Choose toys and begin to put them away when asked to do so.
3	Be able to get own water.
4	Have "accidents" when toilet-trained.
5	Change mind and moods quickly.
6	Sometimes be able to make choices.
7	Sometimes want to hold onto the "old," rather than try the "new."
8	Sometimes respond to what you ask her/him to do and sometimes do the opposite.
9	Enjoy playing.
10	Enjoy social interaction.
11	Display aggressive behaviors, such as hitting, biting, and shoving.

Follows more complex directions from adults (127).

Addressed on page 38.

Follows more complex directions from adults (127).

Builds tower of three or more blocks (100). Engages in more pretend play (123). Engages in parallel play (158).

Understands most things said by others (149, 153). Uses understandable speech (153).

Addressed on page 187.

<b>3 Years</b>		
1	Be friendly, laugh often, and be eager to please.	Likes to be silly and make others laugh (159).
2	Have occasional nightmares and fear of the dark.	
3	Often talk to self.	
4	Show affection toward children who are younger or get hurt.	
5	Sometimes have a special security blanket, stuffed animal, or toy for comfort.	
6	Need affection, support, and comfort when she/he is afraid, hurt or sad.	
7	Want to do for herself/himself.	Addressed on pages 38-39.
8	Possibly have difficulty adjusting to being away from parents.	

4 Years	
1	Sometimes become physical/aggressive when angry.
2	Show pride in accomplishments.
3	Often seem selfish and unable to understand taking turns.
4	Demand doing many things for self.
5	Show very different emotions within a short period of time.
6	Show jealousy of others who seem to be taking an adult's attention away from her/him.
7	Desire to please adults.
8	Enjoy being silly/playful.

Addressed on page 39.

Addressed on page 39.

Likes to be silly and make others laugh (159).

5 Years	
1	Show many different feelings.
2	Start to understand the feelings of others .
3	Often be able to express feelings in words.
4	Take full responsibility for using the toilet.
5	Be caring and affectionate, especially toward injured children, younger children, and animals.
6	Have self-control of emotions.
7	Dress self completely, learn to tie shoes, and sometimes notice when clothing is on the wrong side.
8	Enjoy responsibility and have a strong need to feel accepted and powerful.
9	Plan and carry out activities and projects independently.



Social Development		
Children learn about other people		
Goal: To develop social interaction skills.		
Birth-6 Months		
1	Make babbling sounds.	Babbles consonant sounds, such as "da-da-da" (142). Babbles and laughs to get adult attention (174).
2	Look for person who is talking.	Looks and listens for purpose (169).
3	Enjoy familiar routines.	Addressed on page 36.
4	Reach out to familiar people.	Shows attachment (responds positively) to significant adults (160,165).
5	Become more outgoing and social.	
6	Become upset if toys or other objects are taken away.	
7	Smile in response to a friendly face or voice.	Responds to smiles with smiling (156, 169). Smiles at the sound of familiar voices (174).
8	Usually stop crying when picked up or held.	
9	Begin to develop a sense of security and trust with parents and caregivers.	Shows attachment (responds positively) to significant adults (160,165).
10	Imitate, maintain, or avoid interactions.	Coos in response to adults' speech (138, 151). Pays close attention to older children and their actions (156).
11	Show individual responses to different people and situations.	Addressed on page 37.
12	Respond to her/his name and caregiver's actions.	
13	Respond to self in mirror.	Responds to own reflection in mirror (114, 121).

6- 12 Months		
1	Recognize and bond with primary caregivers.	Distinguishes voices of important, familiar people (165).
2	Recognize familiar people and may be shy of strangers.	Addressed on pages 36-37.
3	Begin to respond to more than one familiar person at a time.	
4	Begin to be sociable by initiating interactions with other children and adults.	Plays games with adults and older children (157, 161, 165, 170, 175).
5	Show affection.	
6	Grab caregiver's hand or leg when frightened, or look at caregiver for reassurance.	
7	Identify family members, friends, and pets.	

12-18 Months		
1	Be sociable but able to play alone for a short time.	Addressed on page 38.
2	Imitate the actions and activities of others.	Begins to imitate older siblings or peers (162, 176). Addressed on page 166.
3	Show affectionate responses and begin social interactions.	Shows signs of teasing adults (166).
4	Enjoy listening to and making music, dancing, and singing.	
5	Begin to achieve a sense of self-identity.	
6	Follow simple directions.	Follows simple commands from adults and older children (114, 129). Understands and responds to simple directions (139, 152).
7	Begin to be eager and want to do more in her/his surroundings.	Practices cause and effect, such as closing doors (113, 118).
8	Begin to briefly wait for responses to her/his requests.	

<b>18-24 Months</b>		
1	Mostly play next to, but not with, other children (parallel play).	Engages in parallel play (158).
2	Engage in make-believe or dramatic play.	Engage in more pretend play (123).
3	Learn to seek help from caregivers, if needed.	
4	Show tremendous curiosity about people and things in their surroundings.	
5	Alternate between clinging to parents and caregivers or resenting them.	
6	Offer toys to other children, but usually be possessive of playthings.	
7	Display aggressive behaviors such as hitting, biting, shoving, and grabbing toys.	Addressed on page 187.

<b>2 Years</b>		
1	Use more imagination.	Engages in more pretend play (123). Addressed on page 167.
2	Enjoy being with children, but may use unacceptable social behavior.	Addressed on page 39.
3	Imitate adults' activities.	
4	Enjoy small group activities.	
5	Develop trusting relationships with caregivers.	
6	Show interest in children of the same age.	
7	Begin to cooperate with less physical aggressiveness.	Occasionally shows respect for other people and possessions (158, 172).

<b>3 Years</b>	
1 Sometimes take turns, but will not always be willing to do so.	Begins taking turns (163).
2 Join in simple games and group activities.	
3 Observe other children playing and may join in for a short time.	
4 Use objects in pretend play.	
5 Become defensive of toys and other possessions.	
6 Sit and listen to stories up to ten minutes at a time.	Enjoys books and has a sense of how books work (154).
7 Not bother others and dislike being bothered by others while listening to stories.	
8 Engage in make-believe play.	
9 Begin making friends.	
10 Enjoy adult attention.	Addressed on page 39.
11 Enjoy sitting with arms around friends, or holding hands.	

<b>4 Years</b>	
1	Be outgoing, friendly, and overly enthusiastic at times.
2	Sometimes have imaginary playmates or companions.
3	Boast, exaggerate, and make up stories.
4	Cooperate with others and participate in group activities.
5	Enjoy make-believe activities and role-playing.
6	Rely more on verbal expressions than physical aggression.
7	Engage in name-calling and teasing.
8	Develop close friendships with playmates.

Addressed on pages 199-205, group games.

Engages in more developed play themes (124). Role-plays (168).

Is developing friendships (168).

<b>5 Years</b>	
1	Enjoy friendships and often have on or two special playmates.
2	Often play cooperatively.
3	Participate in group play (involving three or more people) and shared activities.
4	Enjoy telling jokes and making people laugh.
5	Often follow directions and carry out responsibilities.
6	Continue to ask many questions.
7	Boast about accomplishments.
8	Argue about many things and have a strong sense of "fairness."
9	Be independent, yet still want and need help.
10	Enjoy pretend-play.

Often plays with peers (173, 177).

Addressed on pages 199-205, group games.

Addressed on page 30.

Addressed on page 39.



Language and Literacy Development		
Children learn to communicate		
Goal: To communicate successfully with others.		
Birth-6 Months		
1	Communicate by blinking, moving a body part, stopping a movement, shifting eyes about or making a startled response.	Reacts to human voice and human heartbeat (112, 134, 150).
2	Show a preference for certain sounds, especially for human speech.	Coos in response to adults' speech (138, 151).
3	Turn head in response to sound from either side.	Turns head to both sides while on back (88).
4	Hear and make different sounds.	Babbles consonant sounds, such as "da-da-da" (142). Makes squealing and gurgling sounds (142, 146). Smiles at the sound of familiar voices (174). Babbles and laughs to get adult attention (174).
5	Make sounds other than crying.	Makes squealing and gurgling sounds (142, 146). Babbles consonant sounds, such as "da-da-da" (142). Babbles and laughs to get adult attention (174).
6	Communicate by crying in different ways when hungry, hurt, scared, or uncomfortable.	Addressed on page 28.
7	React to sounds and make sounds by cooing and blowing bubbles.	Coos in response to adults' speech (138-151).
8	Make sounds (coo) and move body when engaging in face-to-face exchange with parents and others.	Coos in response to adults' speech (138-151). Responds to smiles with smiling (156, 169).
9	Search for source of sounds in immediate surroundings.	
10	Laugh out loud.	Laughs out loud (138).

6-12 Months		
1	Imitate some non-speech sounds.	Imitates sounds (138).
2	Begin babble (baby talk) to communicate.	Babble sounds, such as "goo" and "gaa" (143).
3	Turn head when called by name or when familiar objects or persons are named.	Responds to own name (142, 147).
4	Begin to repeat sounds or words of more than one syllable that have meaning to her/him.	Imitates sounds (138).
5	Begin to say recognizable words.	Says at least one word (151).
6	Begin to communicate and name many things.	
7	Listen to conversations and understand what is being said.	Addressed on page 29.
8	Show emotions by making different sounds and expressions.	
9	Notice pictures.	
10	Be aware of daily routines and activities.	

<b>12-18 Months</b>	
1	Babble words and try using words to describe actions.
2	Begin to name familiar objects and their owners.
3	Begin to name and point out familiar pictures in a book.
4	Show increased interest in music and rhythm.
5	Show increased interest in conversational turn-taking.
6	Begin to point and name body parts and learn about self.
7	Begin to understand when asked to do something.
8	Respond to simple questions with "yes" or "no" and/or appropriate head movements.
9	Use one word questions to ask for or name something.
10	Greet people with a smile or concern.

Has vocabulary of three to fifty words (135, 148).

Understands and responds to simple directions (139, 152).

Addressed on page 22.

<b>18-24 Months</b>	
1	Begin to actually understand how to use language to communicate.
2	Begin to make phrases or short sentences of two to three words.
3	Be able to recognize, name, and/or pick out common objects.
4	Begin to use appropriate manners in speech and/or action.
5	Begin to express her/his needs using simple sentences and/or action.
6	Ask many questions.
7	Speak 50 to 300 different words.
8	Enjoy stories about self and family.
9	Sing along with familiar tunes.

Begins to express feelings with words (144).

Addressed on page 30.

Addressed on page 22.

Addressed on page 30.

<b>2 Years</b>		
1	Understand longer sentences and use we, she, he, I.	Understands most things said by others (149, 153).
2	Talk more and use phrases and clause to create more adult-like sentences.	Puts nouns and verbs together in simple sentences (140, 153).
3	Sing and/or say nursery rhymes, songs, and fingerplays.	Repeats simple nursery chants and rhymes (118).
4	Begin to name and match colors, sizes, and shapes.	Shows an interest in shapes (127). Recognizes colors (119).
5	Use sentences to say "no."	
6	Continue to ask many questions.	
7	Begin to communicate the difference between one and many.	
8	Respond to verbal and nonverbal signals for routines and changes.	
9	Talk with other children while playing together.	
10	Begin to communicate feelings when having conflicts with others.	Can identify and talk about personal feelings (177).

3 Years		
1	Answer simple questions appropriately.	
2	Engage in conversation by taking turns talking and listening.	Addressed on page 30.
3	Say nursery rhymes and sing songs.	Sings more complicated songs; enjoys fingerplays and rhymes (141)
4	Ask/gesture for desired objects or assistance.	
5	Talk about known objects and people not present.	
6	Show interest in books.	Enjoys books and has a sense of how books work (154).
7	Show interest in written words.	
8	Begin to learn "directional" words.	Uses positional terms (120).
9	Talk about the actions of others.	
10	Continue to ask many questions.	
11	Join in social interactions.	Addressed on page 30.
12	Show interest in seeing her/his name.	Recognizes own name in print (132).

4 Years		
1	Answer "who?", "what?", "when?", "where?", "how?", and "why?" questions during conversation.	Addressed on pages 30-31.
2	Refer to activities and events in the present tense.	
3	Match listener's level of understanding by changing tone of voice and sentence structure	
4	Want to write her/his name.	Writes own name (91).
5	Begin to make the connection between spoken and written words.	Pronounces words and sounds correctly (137).
6	Use detailed sentence structure to describe events and activities.	
7	Recite rhymes and sing simple songs.	Sings more complicated songs; enjoys fingerplays and rhymes (141)
8	Answer appropriately when asked what to do if tired, cold, or hungry.	
9	Give first and last name, family members' names, gender (girl or boy), and telephone number.	

5 Years		
1	Have a vocabulary of 1,400 words or more.	Has an expanding vocabulary (145).
2	Tell familiar stories using pictures.	
3	Identify and name colors.	
4	Use sentences with 7 words or more.	Addressed on page 30.
5	State the name of city/town where child lives, birthday, and family members' names.	
6	Want to read and act out stories.	
7	Have speech that is nearly 100% understandable.	
8	Practice writing skills.	
9	Use past tense of verbs.	
10	Understand singular and plural nouns.	
11	Define simple words by their use.	
12	Answer telephone appropriately and call person to the telephone or take a message.	
13	Use "would" and "could" appropriately.	
14	Ask "why?" questions.	Addressed on page 30.
15	Write her/his name.	Writes own name (91).
16	Speak home language.	
17	Show interest in social and workplace roles.	



Physical Development		
Children learn to move and do		
Goal: To help children develop physical skills necessary to move and do in the world.		
Birth-6 Months		
1	Engage in motor activities that are primarily uncontrollable.	
2	Hold hand(s) in a fist.	
3	Turn head from side to side when placed in a face down position.	Moves head from side to side while on stomach (93).
4	Grasp objects with entire hand.	Plays with hands and may hold and observe a toy (92).
5	Hold hands in an open or semi-open position.	
6	Develop muscle tone.	
7	Improve muscle strength and control.	
8	Raise head and upper body on arms when in a face down position.	Holds up chest with weight on forearms (102).
9	Turn head to either side when on back.	Turns head to both sides while on back (88).
10	Clasp hands above face, wave arms about, and reach for objects.	Reaches for objects (89).
11	Improve in eye coordination.	Follows distant object with eyes (98). Follows moving object with eyes (102).
12	Surprisingly roll onto side and then from front to back to side at will.	Rolls over (97).
13	Progress from sitting with full support to sitting with little support.	

6-12 Months	
1 Crawl to get from one place to another.	Crawls (trunk lifted) (89, 94).
2 Pull himself upright, and stand firmly while holding on.	
3 Crawl up and down steps.	
4 Gradually gain control of back muscles.	
5 Bring hands in front of body and hold them together.	
6 Turn body and grab an object with both hands.	Grasps small objects (93, 99, 102, 107, 108).
7 Be able to hold a toy in each hand at the same time.	
8 Learn about things by handling them.	Investigates objects by banging, shaking, and throwing (113).
9 Look all around at things near and far.	Explores environment (112, 170, 171).
10 Spend time looking at own hand.	
11 Enjoy playing with all kinds of objects.	
12 Use different actions with different objects.	Engages in more intentional play (126).
13 Hold onto objects, look at them, and put them in mouth.	
14 Hold cup with both hands and drink from it.	
15 Like to play with many objects, dropping one and picking up another, one by one.	Intentionally selects toys to play with (129).
16 Throw objects.	
17 Begin to use thumb and forefinger grip (called pincher grip).	
18 Play simple games.	Shows interest in playing games (113, 122).

<b>12-18 Months</b>	
1	Hold cup with both hands and drink from it.
2	Try to stack blocks on top of each other.
3	Scribble on paper while holding crayon in fist.
4	Begin to turn pages in books.
5	Develop overhand throwing.
6	Like to run around and sit still for a short period of time to play.
7	Walk well unsupported.
8	Move from sitting or stooping to standing without help.
9	Hit/pound objects.
10	Travel and carry objects from one place to another.

<b>18-24 Months</b>		
1	Turn pages of book one by one.	Enjoys books, especially turning pages (122, 129).
2	String beads together.	
3	Roll, pound, and squeeze clay.	
4	Correctly place shapes in a form board/puzzle.	
5	Imitate a vertical stroke on paper.	
6	Walk directly to places she/he knows and remembers.	
7	Kick or throw a ball forward.	Throws a ball (95, 105).
8	Walk up and down stairs alone, both feet on one step at a time and holding onto railing.	
9	Look at magazines and tear paper.	
10	Remove hat and mittens, snap large snaps, and unzip a large zipper.	

<b>2 Years</b>		
1	Stand on either foot and balance, jump, and stand on tiptoes.	
2	Walk between two straight lines about 8 inches apart.	
3	Be very active and more coordinated, unable to sit still long.	
4	Imitate you folding paper or clothing.	
5	Fit things into one another and take things apart and put them back together.	
6	Draw a circle.	Moves fingers individually and draws a circle (109).

3 Years		
1	Walk, jump, hop, and run on two feet.	Jumps over objects (92). Walks on balance beam or line (96). Runs consistently without falling (110).
2	Throw and catch a large ball with some success.	Bounces a ball and catches it (105).
3	Hold crayon or marker between first two fingers and thumb.	Addressed on page 96.
4	Begin to cut with scissors.	Uses small muscles in hand to color, cut, paste, and paint (96, 105).
5	Feed self without assistance.	
6	Walk up and down stairs independently, using alternating feet.	
7	Balance momentarily on one foot.	Balances or hops on one foot (96).
8	Hop on one foot, kick a large ball, and jump in place.	Balances or hops on one foot (96).

4 Years		
1	Walk forward on a straight line, hop on one foot, and cross legs when sitting on the floor.	
2	Pedal and steer a wheeled toy with confidence and skill.	
3	Climb ladders, steps, trees, and playground equipment.	
4	Throw a ball overhead.	Uses large muscles to throw, climb, skip, hop, jump, catch, turn somersaults, and bounce (92).
5	Jump over or from objects five or six inches high and land with both feet together.	Jumps over objects (92).
6	Run, stop, start, and move around objects with ease.	Runs with ease and stops quickly (110).
7	Build a tower with ten or more blocks, using dominant hand.	
8	Form shapes and objects out of clay/play dough.	
9	Paint, draw, and describe the picture.	
10	Make shapes and letters.	
11	Hold a crayon or marker, using the first two fingers and thumb, called a tripod grasp).	Addressed on page 96.
12	Become more accurate at hitting nails and pegs with a hammer.	
13	Thread small beads on a string.	
14	Pick up puzzle pieces and manipulate the pieces into place.	Puts puzzles together with ease (101).

5 Years		
1	Walk, run, hop on one foot, jump, slide from side to side, and begin to skip.	Jumps over objects 8 to 10 inches high without falling (92).
2	Throw and catch a large ball easily.	Bounces a ball and catches it (105).
3	Hold crayons, pencils, and paint brushes in more adult-like grasp.	Addressed on page 14.
4	Use thumb and individual fingers to pick up small objects.	Uses small muscles in hand (96-97).
5	Walk backwards, heel to toe, balance on either foot with good control for ten seconds and walk a balance beam.	Balances well (96).
6	Probably learn to do a forward roll.	
7	Bend to touch toes without flexing knees.	
8	Ride a tricycle or wheeled toy with speed and skillful steering, and probably learn to ride a bicycle.	
9	Build three-dimensional structures with small cubes by copying from a model.	



Cognitive Development		
Children learn to think		
Goal: To help children develop problem solving abilities and concept attainment.		
Birth-6 Months		
1	Distinguish between different sounds and voices.	Smiles at the sound of familiar voices (174).
2	Prefer to listen to mother's and primary caregiver's voices.	Smiles at the sound of familiar voices (174).
3	Often move body to a speech of a parent or caregiver.	
4	Look about, even in a darkened area.	Explores environment with senses (112).
5	Follow a slowly moving object through a complete arc of 180 degrees, first with eyes, head, and then body.	Tracks moving persons or objects (156).
6	Continue to gaze in direction of moving objects that seem to disappear.	
7	Distinguish between objects.	
8	Correctly find the source of a sound.	Looks and listens for purpose (169).
9	Watch hand movements.	Plays with hands and may hold and observe a toy (92).
10	Focus on and reach for object, and distinguish between textures, solids, and liquids.	
11	Make same type of gesture as one that was modeled.	Responds to smiles with smiling (156, 169).
12	Correctly find the source of a sound.	
13	Connect sound and rhythms with movements.	
14	Become aware of starting and stopping.	
15	Experience different environments.	

6-12 Months		
1	Continue to look toward the source of sounds.	
2	Smile and respond to faces or objects.	Investigates objects by banging, shaking, and throwing (113).
3	Recognize that objects can change.	Investigates objects by banging, shaking, and throwing (113). Shows interest in objects with moving parts (126).
4	Follow a moving object with eyes, and will briefly look for an object that has disappeared.	Shows awareness of object permanence (knows objects exist when out of sight) (117).
5	Recognize and anticipate activities.	
6	Reject an object or toy after playing with it many times.	Intentionally selects toys to play with (129).
7	Watch a fast-moving object as it goes up, down, or sideways.	
8	Usually not turn objects over to see the other side.	
9	Be able to line up an object in one hand with another object in other hand.	
10	Be able to grab an object which moves after she/he begins to reach for it.	
11	Imitate simple movements.	Addressed on page 139.

12-18 Months	
1 Look at and point to pictures in a book.	Enjoys books, especially turning pages (122, 129).
2 Find an object by looking in the right place when it is hidden in first one place, then another, and then a third place.	Tracks a toy and retrieves it when partially hidden (118).
3 Understand and follow simple requests.	Follows simple commands from adults and older children (114, 129).
4 Point to three body parts when asked.	
5 Point to and tell you a specific object she/he wants.	
6 Notice features of sameness and differences.	
7 Have an interest when others point out objects in her/his surroundings.	
8 Give you several common objects when asked for by name.	
9 Have an interest in exchanging objects with others.	
10 Have an interest in pointing to objects.	
11 Have an interest in the ability to make changes.	
12 Notice same/different and some/all.	
13 Have an interest in using objects as tools.	

18-24 Months		
1	Follow simple directions in the order given.	Understands most things said by others (149, 153).
2	Refer to self by name, and name other familiar objects.	
3	Be able to understand longer sentences.	
4	Understand amount words, such as <i>more</i> , <i>less</i> , and <i>another</i> (called beginning counting).	
5	Continue to use objects as tools.	Hammers (104).
6	Point to matching or similar objects.	
7	Develop a sense of ownership.	
8	Understand that words can label sameness and differences.	
9	Understand that some have more, and some have less.	
10	Begin to understand that parts of an object can make a whole.	

<b>2 Years</b>	
1	Be able to say what gender she or he is.
2	Point to smaller body parts when asked.
3	Recognize and sort familiar objects with the same color, shape, or size.
4	Become interested in how many objects she/he has.
5	Join in singing nursery rhymes and songs.
6	Point out small details in a picture.
7	Frequently ask the names of various objects and activities.
8	Become more interested in the concept of some and all.

<b>3 Years</b>	
1	Listen attentively to age-appropriate stories.
2	Sort objects based on shape or color.
3	Enjoy interaction with stories, and activities with riddles, guessing, and suspense.
4	Name and match primary colors (red, blue, and yellow).
5	Pretend to read to others.
6	Act out real life situations.
7	Draw a circle, a square, and some letters.
8	Understand and point to a triangle, a circle, and a square.
9	Enjoy stories that give real information.
10	Have an interest in changing things in her/his environment.
11	Be interested in who has more or less.
12	Continue to have an interest in counting.
13	Notice how people are alike and different.

Can sort or describe objects by one or more attributes (115, 128).

Enjoys books and has a sense of how books work (154).

Moves fingers individually and draws circle (195). Addressed on page 91.

Addressed on page 132.

Counts twenty or more objects with accuracy (132).

4 Years		
1	Have an interest in the order of things.	Put things in order or sequence (115).
2	Have an interest in how stories, finger plays, and songs look in writing.	Shows interest in the alphabet (120).
3	Have an interest in acting out stories.	
4	Name about 10 letters, especially those in their name.	Addressed on page 120.
5	Enjoy using words and creating silly language.	Likes to be silly and make others laugh (159).
6	Be interested in books.	Enjoys books and has a sense of how books work (154).
7	Enjoy learning about how things grow and operate.	
8	Understand the sequence of daily events.	Retells a simple story in sequence (150).
9	Have an interest in playing school.	Role-plays (168).
10	Have a growing interest in letters and numbers.	Shows interest in the alphabet (120).
11	Have a vivid imagination.	Engages in more developed play themes (124). Role plays (168).
12	Have an interest in day and night, before and after, coming and going.	
13	Have an interest in things real and not real.	
14	Follow a two-step direction.	
15	Begin to picture read very simple picture books with a few words.	
16	Recognize several printed words.	Addressed on page 195.
17	Tell if paired words are the same or different in sound.	Pronounces words and sounds correctly (137).
18	Write a few capital letters.	
19	Possibly print own name.	Write own name (91).
20	Understand the concept of size and amount.	Addressed on page 132.

5 Years		5 Years
1	Build with small and large blocks.	
2	Understand the concept of same shape and size.	Sorts and organizes (115, 128).
3	Sort objects on the basis of both color and shape.	Sorts and organizes (115, 128).
4	Sort a variety of objects in a group that have one thing in common.	Matches objects with ease (124).
5	Understand the concept of smallest and shortest.	
6	Recognize many letters and some sounds.	Addressed on page 91.
7	Begin to understand time concepts.	
8	Begin to relate clock time to the daily schedule.	
9	Probably be able to tell time on the hour.	
10	Count to 20 and above.	Counts twenty or more objects with accuracy (132).
11	Recognize numbers from one to ten.	
12	Identify objects in a series (first, second, last).	
13	Understand the concept of "less than."	Addressed on page 132.
14	Understand the concept of "one-half."	Addressed on page 132.
15	Know the purpose of a calendar.	
16	Recognize and identify a penny, a nickel, and a dime.	