**Eighty-five (85%) percent of brain development happens before a child turns 4. This Guide is to be used with children from *13 to 24 months*. Remember that most children may do better in one area than other areas. Children are not expected to have every skill.**

**Approaches to Learning**

**\_\_\_\_\_\_Interacts with familiar people in a playful manner, imitates sounds, and begins to be aware of**

 **and use prior knowledge**

**\_\_\_\_\_\_Attempts new things with support, asks simply one word questions, and uses items in various**

 **ways**

**\_\_\_\_\_\_Begins to identify problems, tries to solve it, and shows increasing awareness that people and**

 **things react or respond to him/her in the environment**

**\_\_\_\_\_\_Plays with favorite toy, over and over, and responds to familiar sounds, activities and people**

**Social Emotional Development**

**\_\_\_\_\_\_Shows preferences, expresses wishes and feelings, and explores environment to assert**

 **independence**

**\_\_\_\_\_\_Attempts to self-regulate behavior and begins to test boundaries**

**\_\_\_\_\_\_Interacts with other children for short periods of time, imitates actions and images of adults,**

 **begins to engage in social play with other children, and shows awareness of others’ feelings**

**Language and Early Literacy**

**\_\_\_\_\_\_Shows increased understanding of words and gestures**

**\_\_\_\_\_\_Uses consistent sounds, gestures, and words to communicate**

**\_\_\_\_\_\_Uses a growing vocabulary between 50 and 300 words**

**\_\_\_\_\_\_Shows interest and enjoys exploring books and their content by interacting with stories**

**\_\_\_\_\_\_Shows interest and begins to use writing tools, grasps writing tools in palm to scribble or mark**

**Math**

**\_\_\_\_\_\_Shows interest while watching and listening to others counting**

**\_\_\_\_\_\_Begins to understand similarities and differences**

**\_\_\_\_\_\_Can identify characteristics of objects while matching**

**\_\_\_\_\_\_Begins dumping and refilling containers**

**\_\_\_\_\_\_Begins to show interest in how things fit together**

**\_\_\_\_\_\_Begins to understand how things work, like opening and closing a door**

**Science**

**\_\_\_\_\_\_Uses all five senses to explore surroundings**

**\_\_\_\_\_\_Explores understanding of similarities and differences**

**\_\_\_\_\_\_Expects specific results when playing with toys**

**\_\_\_\_\_\_Begins to explore surroundings through mixing, filling, and dumping materials**

**\_\_\_\_\_\_Explores materials found in nature like water, sand, etc.**

**\_\_\_\_\_\_Shows increased memory for routines and details, and changes in weather conditions such as**

 **the sun setting**

**\_\_\_\_\_\_Begins to recognize familiar sounds with specific animals and wants to attend to animals’**

**needs**

**\_\_\_\_\_\_Categorizes objects based on observations, begins to identify descriptions of the environment**

 **like cold and hot, and identifies common motion related vocabulary (ex. jump, run. walk, etc.)**

**Social Studies**

**\_\_\_\_\_\_Relies on familiar adults to try things and shows increased awareness of unfamiliar adults**

**\_\_\_\_\_\_Needs and expects routines, begins to recognize routines, and begins to recognize changes in**

 **the environment**

**Creative Arts**

**\_\_\_\_\_\_Responds and shows preference for particular sounds and produces sounds for music making**

**\_\_\_\_\_\_Uses tools to make different shapes and scribbles on paper**

**\_\_\_\_\_\_Moves to music or rhythm and babbles with items in environment**

**Physical Development**

**\_\_\_\_\_\_Moves from place to place**

**\_\_\_\_\_\_Manipulates small objects; pokes finger into small holes**

**\_\_\_\_\_\_Participates in personal care routines with assistance**