**Eighty-five (85%) percent of brain development happens before a child turns 4. This Guide is to be used with children from *25 to 36 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**

**\_\_\_\_\_\_Engages in pretend and imaginative play, plays near and interacts with other children, uses**

 **prior knowledge and a little help to accomplish a task**

**\_\_\_\_\_\_Attempts new things with excitement, asks questions for information, and invents uses for**

 **items in various ways**

**\_\_\_\_\_\_Identifies problems and tries to solve it and shows intentionality with the environment**

**\_\_\_\_\_\_Shows increasing interest in familiar activities and uses repetition with play**

**Social Emotional Development**

**\_\_\_\_\_\_Shows emerging sense of self and self-regulation, increases expressions of wishes and feelings,**

 **and begins to master simple skills**

**\_\_\_\_\_\_Shows emerging ability to self-regulate behavior and shows willingness to follow simple rules**

**\_\_\_\_\_\_Plays beside other children for short periods of time, shares some pretend play, and responds**

 **to others’ feelings**

**Language and Early Literacy**

**\_\_\_\_\_\_Understands questions, simple directions, ideas, and sequence of stories, beginning concepts**

 **and contrast**

**\_\_\_\_\_\_Uses words, a growing vocabulary and forms of speech like verbs to communicate and can be**

 **understood by unfamiliar listeners 50% of the time**

**\_\_\_\_\_\_Enjoys reading books with an adult, recites familiar books, and connects personal experiences**

 **with the content of stories**

**\_\_\_\_\_\_Scribbles and draws with a variety of writing tools**

**Math**

**\_\_\_\_\_\_Begins to count by rote, participates in finger play/songs involving counting**

**\_\_\_\_\_\_Begins to understand concepts such as more**

**\_\_\_\_\_\_Matches more complex shapes and can complete 3-4 piece puzzles**

**\_\_\_\_\_\_Begins awareness of concepts of measurement, height, length, capacity**

**\_\_\_\_\_\_Understands how to get around by climbing up, going around, in or through space for an object**

**\_\_\_\_\_\_Understands simple acts of cause and effect, turning off/on lights**

**Science**

**\_\_\_\_\_\_Examines objects, verbally expresses reactions, such as “this is hot/cold”**

**\_\_\_\_\_\_Explores surroundings through senses and expresses reactions to them**

**\_\_\_\_\_\_Begins understanding of concepts of color, shape, size, matching and weight**

**\_\_\_\_\_\_Begins to connect ideas and imagination to represent reality**

**\_\_\_\_\_\_Uses simple tools through observation to build knowledge**

**\_\_\_\_\_\_Begins to understand hard, soft, wet, dry, etc. when exploring natural materials**

**\_\_\_\_\_\_Begins to understand consequences with repetitive events, shows some understanding of**

 **when things happen in routines, and increases understanding of weather related**

 **consequences**

**\_\_\_\_\_\_Observes and describes characteristics of plants and animals**

**\_\_\_\_\_\_Describes and categorizes objects based on observation, notices changes in the environment,**

 **and predicts and describes movement of objects**

**Social Studies**

**\_\_\_\_\_\_Shows need for familiar adult’s approval and caution of unfamiliar adults**

**\_\_\_\_\_\_Begins to identify common routines, categorizes time intervals, and reacts to changes in the**

 **environment**

**Creative Arts**

**\_\_\_\_\_\_Enjoys moving to music, singing and making own music**

**\_\_\_\_\_\_Builds with blocks, scribbles, paints**

**\_\_\_\_\_\_Increasing control of own body and more purposeful in pretend play**

**Physical Development**

**\_\_\_\_\_\_Shows coordination skills while moving and engaging in play**

**\_\_\_\_\_\_Shows eye-hand coordination while manipulating objects such as using thumb and forefinger**

 **to pick up small objects**

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