**Eighty-five (85%) percent of brain development happens before a child turns 4. This Guide is to be used with children from *birth to 12 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 and his/her environment showing familiarity with people and**

 **activities**

**\_\_\_\_\_\_Begins to shift from one activity to another without protest and explores objects and materials**

 **with touch**

**\_\_\_\_\_\_Begins to show awareness that people and things react or respond to him/her in the**

 **environment**

**\_\_\_\_\_\_Pays attention to familiar sounds and interacts with activities through repetition**

**Social Emotional Development**

**\_\_\_\_\_\_Begins to show preferences, express feelings, and pays attention to his/her name**

**\_\_\_\_\_\_Begins to show some self-regulation and relates to other children**

**\_\_\_\_\_\_Shows awareness of others, recognizes actions and images of familiar adults, engages in social**

 **play with adults, and begins to show awareness of others’ feelings**

**Language and Early Literacy**

**\_\_\_\_\_\_Responds to sights and sounds**

**\_\_\_\_\_\_Uses some sounds and movements to communicate**

**\_\_\_\_\_\_Makes sounds, babbles, may say single words (examples: ba-ba, mama, etc.)**

**\_\_\_\_\_\_Focuses eyes on simple pictures, begins to physically explore books, and shows increased**

 **enjoyment with books**

**\_\_\_\_\_\_Grasps crayon, sucks on it, makes few random marks**

**Math**

**\_\_\_\_\_\_Reaches for toys and shows excitement with familiar people**

**\_\_\_\_\_\_More aware of surroundings and waves arms to touch toys**

**\_\_\_\_\_\_Explores items through all senses and enjoys repetitive play like dropping a toy intentionally**

 **for an adult to retrieve it**

**\_\_\_\_\_\_Begins experimenting with containers**

**\_\_\_\_\_\_Demonstrates short term memory like looking for a person who exits the room**

**\_\_\_\_\_\_Begins to recognize when something is gone when taken away**

**Science**

**\_\_\_\_\_\_Begins to use all senses to explore surroundings**

**\_\_\_\_\_\_Focuses on objects and faces in close range**

**\_\_\_\_\_\_Understands that cries, movement and expressions will bring attention to solve a problem like**

 **hunger**

**\_\_\_\_\_\_Uses body movements to understand**

**\_\_\_\_\_\_Explores textures, sounds and tastes**

**\_\_\_\_\_\_Begins to understand familiar routines, anticipate actions, and responses to sensations such as**

 **cold and hot**

**\_\_\_\_\_\_Begins to recognize familiar animals**

**\_\_\_\_\_\_Begins to observe, develop awareness of objects and how they move along with recognizing
 movements of objects**

**Social Studies**

**\_\_\_\_\_\_Engages with familiar adults and shows awareness and some anxiety towards unfamiliar**

 **people**

**\_\_\_\_\_\_Begins to form a schedule, shows an emerging awareness of routines, and explores**

 **environment**

**\_\_\_\_\_\_Indicates likes for a favorite toy or experience/routine**

**Creative Arts**

**\_\_\_\_\_\_Responds to sounds and begins to produce sounds**

**\_\_\_\_\_\_Begins to focus and show interest in toys/activities and shows interest in art tools**

**\_\_\_\_\_\_Begins to discover his/her body and purposefully act on his/her environment**

**Physical Development**

**\_\_\_\_\_\_Gains control of head and body**

**\_\_\_\_\_\_Holds items briefly before dropping**

**\_\_\_\_\_\_Shows increased awareness of and cooperation with personal routines such as reaching for the**

 **bottle, etc.**