

Stages and Storytimes—Part 1

Age	Some Things They Do (Chosen for relevance to storytime)	What It Means for Storytimes (What do YOU think?)
Birth to 6 months (non-mobile infants)	<p><u>Emotional-Social</u></p> <ul style="list-style-type: none"> • Smile, cry, gurgle in response to others • Focus on faces • Imitate facial expressions • Turn head to parents' voice • Use palmer grasp, clench fist around objects in palm • Head wobbles, needs support • Are responsive to touch • Bicycle with legs when excited • Smile/laugh in response to noise or action (4-6) • Enjoy watching other children interact <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Imitate facial expressions • React to loud noises/voices • Look back and forth between two objects • What they don't see does not exist • Attend to colors, lights, shapes, patterns • Examine small objects • Prefer patterns to solid colors • Look at faces longer than patterns • Pay attention to music • React to sound of voice, rattle, bells • Enjoy peek-a-boo games • Watch play of other children (4-6) <p><u>Physical</u></p> <ul style="list-style-type: none"> • Turn head to familiar voices (0-3) • See 8 – 12" in front of them (0-3) • Follow moving object or person with eyes • Explore objects with mouth • Play with fingers, hands, toes • Lift head and chest while on stomach • Roll over • Bring hands together when lying on back • Move bodies to music • Have walking reflex (lift feet alternately when held upright with feet on ground) • Bicycle with legs when excited • Push down on legs when on firm surface • Try but not always successful at holding/manipulating objects • Bounce when standing, supported by adult (4-6) <p><u>Language</u></p> <ul style="list-style-type: none"> • Cry/babble to communicate • Listen to environmental sounds • Listen to and enjoy rhythm and rhyme of language • Listen to you longer if you speak in "parentese" (high-pitched, slow, clear speech, elongated vowels) • Hear sounds more easily when language is slowed down, as with songs • Need sharp contrast in brightness between design and background • Look at faces longer than patterns • Prefer patterns to solid colors • Look at faces longer than patterns • Look intently at bright pictures in books (4-6) 	

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7 – 12 months (mobile infants)	<p><u>Emotional-Social</u></p> <ul style="list-style-type: none"> • Imitate facial expressions and people’s actions • Play peek-a-boo games • Recognize familiar faces • May show stranger anxiety, attached to caregiver(s) • Attached to favorite item/blanket • Play independently briefly if adult nearby • Smile at own reflection in mirror • Express emotions • Enjoy watching other children interact • Repeat actions that elicit laughter and attention <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Begin to understand things exist even when not seen (object permanence) • Look for objects only partially visible • Look for toy they saw you hide it • Recognize familiar objects and faces • Need repetition to understand • Need gestures to understand verbal directions • Can discern object qualities (hard, soft, rough, smooth) • Need actual objects to better understand meanings of words • Recognize familiar faces and characters • Begin to connect objects and events • Point to body parts • Drink from cup with help • Start to feed self • Stack two blocks • Point to things to show want them • Find security in routines • Play peek-a-boo games <p><u>Physical</u></p> <ul style="list-style-type: none"> • Sit alone briefly without support (7-9) • Pull to standing position (7-9) • Clap hands (7-9) • Develop pincer grasp (thumb and index finger) • Like to move, bounce/dance to music • Learning pincer grasp (thumb & index finger) • Move body to music • Throw, roll, catch a soft ball • Climb stairs on hands and knees with support • Pick up toy in one hand • Stand alone momentarily, may try walking • Hold object in each hand and bangs them together • Imitate use of objects (brush, etc.) • Rock on arms and knees, start crawling • Clap hands on command (10-12) • Sit up (10-12) • Play pat-a-cake (10-12) <p>Continued next page—7 – 12 month olds</p>	

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7 – 12 months (mobile infants) Continued	<p><u>Language</u></p> <ul style="list-style-type: none"> • Babble, vocalize, first word(s) • Cries in different ways to express different emotions/needs <p>Hum familiar tunes</p> <ul style="list-style-type: none"> • Say “no”, shake head side to side • Look longer at pictures with bold, bright colors • Imitate animal/environmental sounds • Recognize some words, turns to listen • Point to pictures in book • Name some objects <p>Learn words for feelings</p> <p>Name some objects</p> <ul style="list-style-type: none"> • Need repetition to understand <p>Become interested in content of book, not just the book itself</p> <ul style="list-style-type: none"> • Need gestures to understand verbal directions • Understand many words • Use gestures to communicate • Listen to and enjoy rhythm and rhyme of language • Respond to one-step directions (10-12) • Play pat-a-cake (10-12) • Point to object you name (10-12) • Mark on paper with crayons/markers (10-12) 	

Age	Some Things They Do (Chosen for relevance to storytime)	What It Means for Storytimes (What do YOU think?)
13 – 24 months toddlers	<p><u>Emotional-Social</u></p> <ul style="list-style-type: none"> • Imitate what you do, tone of voice • Imitate their parent/caregiver • Working on regulating their feelings; easily frustrated • Imitate facial expressions/actions • Strong sense of I, me, mine; may have difficulty sharing • Gain confidence and skill with repetition • Look for reassurance from familiar people in new situations • Find security in the familiar • Express feelings vocally, learn words for feelings • Show emerging independence; try to do things without help • May be shy around strangers • Explore their surroundings when in a secure setting • Play alone for short periods and play well for brief periods with two or three children • Show sympathy to other children <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Have short attention spans • Demonstrate use of daily items (how to drink from a cup) • Imitate what you do, tone of voice • Gain confidence and skill with repetition • Learn through repetition • Understand from hands-on experience • Use objects/toys for pretend play • Do simple puzzles • Exhibit curiosity • Need toys that look like the real items • Follow two-step directions (19-23) • Learn/know/match shapes (19-23) <p><u>Physical</u></p> <ul style="list-style-type: none"> • Stand alone, sit down from standing position • Puts thing in mouth • Roll a ball; toss a ball • Clap hands • Wave bye • Push and pull objects while walking • Pick up two small toys in one hand • Jump but may often fall • Stack several blocks • Like to move around • Start and stop when walking, sometimes with effort • Move rhythmically to music • Imitate circular, vertical and horizontal strokes (19-23) • Whisper (19-23) <p>Continued next page—13 – 24 month olds</p>	

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13 – 24 months toddlers Continued	<u>Language</u> <ul style="list-style-type: none"> • Say animal sounds • Show independence; say “No” • Follow one-step directions • Say one or two words • Learn words for feelings • Respond to “what” questions • Need repetition to understand • Uses gestures to make self understood • Need gestures to understand verbal directions • Listen to stories; like favorites repeated • Need 5 – 12 seconds to respond to what adult says • Hum familiar songs • Recognize words for and may name body parts • Express feelings vocally, learn words for feelings • Learn some sign language • Draw/scribble • Hold book independently • Turn pages in book • Ask about story (19-23) • Sing songs with adults (19-23) 	

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Two-year-olds	<p><u>Emotional—Social</u></p> <ul style="list-style-type: none"> • Can be aware of and care for others • Notice how people are alike and different • Learn to talk about own feelings • Are afraid of dark, monsters • Often shy with strangers • Play with other children, sharing sometimes • Imitate voices • Get easily frustrated • Like to use the word “no” • Fluctuate between independence and needing adult assurance/support • Feel more secure with predictable routines • Need support/reassurance to try new things • Ask for assistance when needed • Play with others for brief periods • Can be encouraged to take turns/share with adult assistance • Show pride in accomplishments <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Notice how people are alike and different • Imitate voices • Need repetition to learn • Understand some prepositions (in, on, between) • Learn/know colors • Match objects by color, shape, size • Developing sense of humor, especially physical humor • Need time to process what is being said, directions, questions being asked • Understand more than they can express • Point to pictures of objects by function (what we use to eat) • Participate in pretend play of familiar situations • Substitute one play object for another (block is truck) • Curious about world around them • Enjoy toys that look like real item, and those that represent make-believe characters • Need time to transition between activities • Learning eye-hand coordination <p><u>Physical</u></p> <ul style="list-style-type: none"> • Move to beat of music and words • Like to move; hard to sit for long • Walk in a circle • Dance to music, following simple directions • Run, jump, gallop, walk on tiptoe • Beginning to stand on one foot • Scribble with circular motion • Draw/copy vertical lines <p>Continued next page—Two-year-olds</p>	

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Two-year-olds Continued	<p><u>Language</u></p> <ul style="list-style-type: none"> • Developing attention span so they can listen to books, sometimes only for a short time • Relate best to books with pictures on each page depicting the action in the story, books of individual songs, books with simple stories about familiar situations, factual books on topics that interest them • Repeat words, recite familiar phrases they hear repeated in a book, song or fingerplay • Like to ask questions • Retell simple, familiar story • Respond with short sentences you can understand • Know and repeat motions to familiar fingerplays • Know and repeat familiar songs • Can respond to “What” questions: “What is this?” or “What do you see on this page?” • Have favorite books like to hear repeatedly • Like to learn from books on topics of interest • Recognize symbols/logos have meaning • Pretend to write • Draw pictures • Understand and use some prepositions (in, on, between) • Need time to process what is being said, directions, questions being asked • Better comprehension when gestures added to words 	

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Three-year-olds	<p><u>Emotional—Social</u></p> <ul style="list-style-type: none"> • Solve conflict using words rather than hitting • Gain an awareness of others • Show empathy • Play cooperatively, some sharing • Find security in familiar routines • Wait patiently for short time • Solve conflict using words rather than hitting <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Know first and last name • Talk about future events • Curious about world around them; eager for info • Sense of humor—when the unexpected occurs • Name colors • Sort by shape and color • Sort objects by category (animal, food) • Tell how common objects are used • Use simple verbal analogies (Daddy is a man; Mommy is a ____) • Relate personal experiences • Follow sequenced directions • Understand in front of, behind and other spatial relationship words • Describe attributes of objects • Observe, describe and question • Play pretend games (play house, tea party) • Need demonstration to understand what to do or how to make something • Understand concept of number • Count five objects • Draw human face • Use object to represent something else (block is car) • Play group games with simple rules • Draw people and objects <p><u>Physical</u></p> <ul style="list-style-type: none"> • Draw human face • Use vertical, horizontal and circular motions when drawing • Copy drawing a cross • Hold crayon between first two fingers and thumb • Draw people and objects • Form simple shapes out of clay • Hop on one foot • Walk on tiptoe for 3 seconds • Build bridge with 3 blocks <p>Continued next page—Three-year-olds</p>	

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Three-year-olds Continued	<p><u>Language</u></p> <ul style="list-style-type: none"> • Recite nursery rhymes • Sing songs, follow you a or two lines at a time at first • Fill in rhyming words to familiar songs • Notice parts of words by clapping or moving • Use 3 – 5 word sentences • Respond to three commands • Listen to simple story • Tell/retell a simple story in some detail • Recall elements from stories • Talk about future events • Relate personal experiences • Learn new words and use them, not always correctly • Make up stories from pictures in book • Name pictures of objects/items • Ask questions: who, what, why, how many • Understand in front of, behind and other spatial relationship words • Ask questions for information • Tell how they feel • Solve conflict using words rather than hitting • Make up stories while playing • Recognize some letters 	

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Four- And Five- year- olds	<p><u>Emotional-Social</u></p> <ul style="list-style-type: none"> • Talk about feelings • Wait for turn • Proud of making projects • Understand rules of fair play • Plays competitive games but finds losing hard <p><u>Cognitive</u></p> <ul style="list-style-type: none"> • Have sense of time: past, present, future • Describe and sort objects by shape, size and color in more than one category • Use quantity terms • Know spatial concepts such as between, above, below, top, bottom • Identify first, middle, last • Enjoy humor both of situation and of language • Count 20 objects • Classify objects • Believe thinking bad thoughts can make them happen • Draw objects without models • Know opposites (heavy/light, loud/soft) • Want real adult things (hammer, etc.) • Understand seasons of the year • Explain rules of game to others <p><u>Physical</u></p> <ul style="list-style-type: none"> • Cut circle with scissors • Gallop, leading with one foot • Copy own name • Print first name • Fine movements in hand • Copy drawing a square • Color within the lines • Draw stick figures • Build pyramid of six blocks <p>Continued next page—Four- and Five-year-olds</p>	

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Four- And Five- year- olds Continued	<p><u>Language</u></p> <ul style="list-style-type: none"> • Play with words (rhymes, repetitions, nonsense words) • Create own rhyming words • Ask/give meanings to new words • Sing songs/says rhymes of 30 words or more • Imitate adult language • Use 5 - 8 word sentences • Retell stories with essential elements in logical sequence • Tell familiar stories without picture cues • Answer content questions about story • Ask questions • Describe past and future events • Tell what will happen next • Describe and sort objects by shape, size and color in more than one category • Describe own activities • Understand words of comparison (tallest, thinnest, same, more) • Use quantity terms • Copy own name • Know spatial concepts such as between, above, below, top, bottom • Use possessive ("cat's, boy's) • Identify first, middle, last in story • Print first name • Enjoy humor both of situation and of language • Humor with silliness of words, nonsense words • Recognize some words • Draw objects without models • Name and recognize letters • Talk in complete and complex sentences. • Explain rules of game to others 	