

# What your child will learn during this stage of development.

## 16 – 20 MONTHS

---



### Language & Literacy

#### COMMUNICATION

---

- Shows steady increase in words used when speaking and words understood when listening
- Imitates words and sounds similar to the rhythm of his/her home language
- Uses words, facial expressions, and body movements to communicate needs and wants
- Refers to self by name
- Identifies familiar people, animals, and objects when prompted
- Indicates knowledge of some classmates' names verbally or by pointing
- Names some simple facial features and some body parts
- Responds to simple one-step directions with visual cues
- Responds to simple questions and statements about pictures, people, and his/her environment
- Displays the expectation to be verbally understood by peers and caregiver
  - Initiates and responds with dialogue with another person
- Follows simple verbal requests (with minimal gestures or visual cues)

#### LITERACY

---

- Turns familiar pictures right side up
- Shows sustained interest in pictures
- Begins to engage in reading behaviors (e.g., pretends to read a book)
  - Turns pages in book
  - Makes appropriate sounds when looking at pictures in books (e.g., “choo-choo” for a picture of a train)
- Shows a preference for a familiar book
- Listens to repetitive books, stories, and songs for brief period of time
- Responds to specific words in stories by pointing or acknowledging what was named
- Identifies familiar environmental print and logos (e.g., familiar snack)



### Mathematical Thinking

#### NUMBER AND NUMBER SENSE

---

- Begins to understand the number concept of one
- Repeats numbers 1–5
- Explores quantity by filling and dumping containers

## **Mathematical Thinking continued**

### **GEOMETRY AND RELATIONSHIPS**

---

- Points to simple shapes and colors
- Matches a picture of an object to an object
- Demonstrates an understanding of big and little
- Participates in learning experiences that explore weight and size of various objects
- Follows simple positional directions (e.g., above, on, behind, below)

### **PROBLEM-SOLVING AND REASONING**

---

- Attempts to find out how a toy functions
- Attempts to place shaped blocks into correct holes; changes holes if object does not fit
- Notices and responds to changes in familiar objects, places, or events
- Notices and shows sustained interest in visual patterns occurring in the environment

## **Scientific Exploration**

- Uses all senses to observe the environment
- Observes the physical and natural world around them
- Purposefully combines actions to make things happen
- Manipulates objects in different ways to see how things work

## **Creative Expression**

### **MUSIC, MUSICIANS, AND MOVEMENT**

---

- Dances in response to music
- Stands with feet apart; sways side to side to music
- Listens intently to music
- Begins to sing simple songs
- Shows interest in a variety of musical genres by dancing and singing along
- Plays simple musical instruments with purpose

### **ART AND ARTISTS**

---

- Experiments with crayons and markers
- Scribbles on paper using whole-arm movement
- Experiments with finger paint
- Uses a paintbrush
- Engages in multisensory art activities
- Shows interest in a piece of art



## Creative Expression continued

### DRAMATIC PLAY

---

- Engages in dress-up activities
- Mimics transportation noises and behaviors



## Social-Emotional Learning

### SELF-HELP SKILLS

---

- Drinks from an open cup
- Feeds self with spoon
- Recognizes self in mirror
- Shows preferences, likes, and dislikes
- Retrieves personal items from cubby
- Focuses on an interesting activity or interaction shared with adults for a short period of time
- Seeks caregiver when help is required

### SOCIAL INTERACTION

---

- Begins to offer toys or materials to peers
- Engages in give-and-take play (e.g., rolling a ball back and forth)
- Pays attention to other children
- Shows awareness of others' feelings
- Attempts to comfort a peer who is upset
- Shows varied emotions
- Shows pleasure at the arrival of classmates/teachers
- Engages in parallel play
- Mirrors the tone and action of others when interacting



## Wellness

### GROSS MOTOR SKILLS AND BALANCE

---

- Dumps large containers
- Catches a ball rolled from a short distance
- Walks backward
- Turns around
- Attempts to kick a ball
- Uses body to explore space
- Experiments with different ways of balancing



## Wellness continued

### FINE MOTOR SKILLS

---

- Pulls apart and pushes pop beads back together
- Uses a large cup to scoop material
- Manipulates playdough through squeezing and pounding
- Imitates motions of a fingerplay
- Uses hands and eyes together to build and take apart toys/materials (e.g., stacking blocks, pulling apart pop beads)
- Makes scribbles or marks to convey a message
- Uses fingers and whole-arm movements to manipulate and explore objects
  - Pulls up large zippers
- Holds writing utensils (e.g., crayon, marker, pencil) with fist grip
- Builds a tower with three to four blocks

### HEALTH, SAFETY, AND NUTRITION

---

- Holds railing going up or down stairs
- Gets a tissue when prompted
- Stops in response to “no”