

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

## 20 – 24 MONTHS

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### Language & Literacy

#### COMMUNICATION

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- Shows steady increase in words used when speaking and words understood when listening
- Uses two to four word sentences
- 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
- Shows recognition of peers and teachers verbally and emotionally
- Knows and uses names of some classmates and teacher
- Names simple facial features and body parts
- Responds to simple two-step directions with visual cues
- Responds to questions and statements about pictures, people, and recent events
  - Uses “me” and “my” to refer to self and possessions
- Displays the expectation to be verbally understood by peers and caregiver
  - Asks simple questions
- Initiates and responds with dialogue with another person
- Refers to self by name
- Follows simple verbal requests (with minimal gestures or visual cues)

#### LITERACY

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- Listens to repetitive books, stories and songs for brief period of time
- Answers questions about familiar objects and events in books
- Begins to engage in reading behaviors (e.g., pretends to read a book, repeats familiar phrases while looking at a book)
- Asks to be read to
- Fills in words in familiar stories
- Makes appropriate sounds when looking at pictures in books (e.g., “choo-choo” for a picture of a train)
- Identifies familiar environmental print and logos (e.g., familiar snack)
- Shows a preference for a familiar book

## Mathematical Thinking

### NUMBERS AND NUMBER SENSE

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- Begins to understand the number concept of one, two, and more
- Verbally attempts to count, not always in the correct order
- Tells which is one and which is many
- Begins to name and recognize a few numerals

### GEOMETRY AND RELATIONSHIPS

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- Names simple shapes and common colors
- Matches a picture of an object to an object
- Sorts by color and begins to sort by size
- 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

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- Uses size words to describe an object (e.g., big, little)
- Completes one to three piece puzzles through trial and error
- Uses toys for intended purpose, including stacking blocks, simple puzzles, and interlocking blocks
- Notices and responds to changes in familiar objects, places, or events
- Notices and shows interest in patterns occurring in the environment

## Scientific Exploration

- Engages in focused observations of objects and events in the environment (indoor and outdoor)
- Engage in sustained and complex manipulation of objects
- Uses simple tools to explore the environment with modeling and support
- Asks questions about objects and events in the environment
- Demonstrates understanding that events are caused by someone or something

## Creative Expression

### MUSIC, MUSICIANS, AND MOVEMENT

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- Sing simple songs and rhymes
- Claps along with the beat and rhythm of music
- Dances in response to music
- Plays simple musical instruments with purpose
- Shows interest in a variety of musical genres by dancing and singing along



## Creative Expression continued

### ART AND ARTISTS

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- Experiments with crayons and markers
- Imitates vertical crayon stroke
- Uses a paintbrush
- Engages in multisensory art activities
- Finger paints with some control
- Participates in and explores art materials (e.g., finger paint, glue, paper scraps)
- Shows interest in a piece of art

### DRAMATIC PLAY

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- Acts out familiar routines and events, and imitates familiar adult behavior
- Engages in symbolic play, such as calling someone with a block (cellphone)
- Uses dress-up props to pretend to be characters, animals, or people



## Social-Emotional Learning

### SELF-HELP SKILLS

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- Recognizes self in photographs
- Engages in cleanup routines (e.g., clears spot after eating)
- Feeds self with spoon and fork
- Indicates need for diaper change
- Washes hands with minimal support
- Attempts to put on shoes
- Chooses a complex activity and remains engaged
- Seeks caregiver when help is required
- Drinks small amounts of liquid from an open cup

### SOCIAL INTERACTION

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- Engages in close parallel play
- Mirrors the tone of an action of others with interacting
- Follows classroom routine and schedule with minimal prompting
- Plays with a toy independently for a short span of time
- Shows varied emotions
- Says “please”
- Shows awareness of others’ feelings
- Attempts to comfort a peer who is upset
- Shows pleasure at the arrival of classmates/teachers



## Wellness

### GROSS MOTOR SKILLS AND BALANCE

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- Jumps in place with two feet
- Runs
- Climbs steps independently
- Throws a ball forward
- Sits upright on floor with legs crisscrossed
- Fills and dumps containers
- Uses body to explore space
- Experiments with different ways of balancing

### FINE MOTOR SKILLS

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- Puts large pegs in a peg board
- Places blocks in a row
- Turns large knobs
- Builds a tower of four or more blocks
- Lifts lids from large containers
- 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
- Begins to transition from making dots and marks on paper to drawing a vertical line
- Uses fingers and whole-arm movements to manipulate and explore objects
- Holds writing utensils (e.g., crayon, marker, pencil) with fist grip

### HEALTH, SAFETY, AND NUTRITION

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- Climbs playground stairs holding the railing
- Asks for or gets a tissue
- Stops in response to “no”