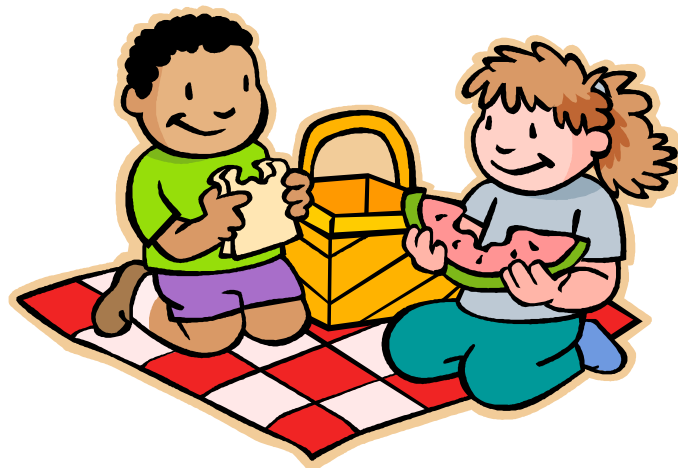


## 5 Years Old:



### ***Social and Emotional Development***

- Enjoys friendships, often has one or two special playmates.
- Shares toys, takes turns, plays cooperatively (with occasional lapses); is often quite generous.
- Participates in group play and shared activities with other children; suggests imaginative and elaborate play ideas.
- Is usually affectionate and caring, especially toward younger or injured children and animals.
- Follows directions and carries out assignment most of the time; generally does what parent or teacher requests.
- Continues to need adult comfort and reassurance but might be less open in seeking and accepting comfort.
- Has better self-control; experiences fewer dramatic swings of emotions.
- Likes to tell jokes, entertain and make people laugh
- Takes pride in accomplishments; boasts at times and seeks adult acknowledgement and approval.



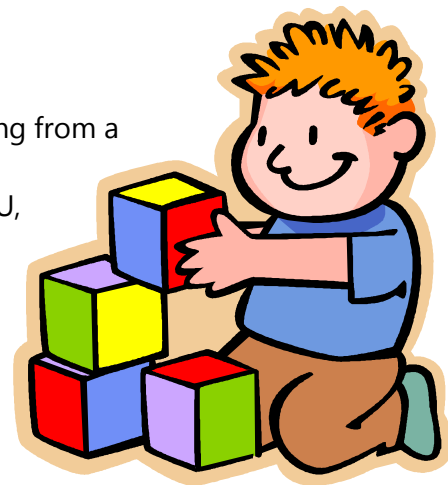
### ***Growth and Physical Characteristics***

- Gains 4-5 pounds (1.8-2.3 kg) per year; weighs an average of 38-45 pounds (17.3-20.5 kg).
- Grows an average of 2-2.5 inches (5.1-6.4 cm) per year; is approximately 42-46 inches (106.7-116.8 cm tall.)
- Heart rate (pulse) is approximately 90-110 beats per minute.
- Respiratory rate ranges from 20-30, depending on activity and emotional status.
- Body temperature is stabilized at 98F-99.4F.
- Head size is approximately that of an adult's.
- Begins to lose baby (deciduous) teeth.
- Body is adult-like in proportion.
- Requires approximately 1800 calories daily.
- Visual acuity is approximately 20/20 on the Snellen E chart.
- Visual tracking and binocular vision are well developed.



## Motor Development

- Walks backward, toe to heel.
- Walks unassisted up and down stairs, alternating feet.
- Learns to turn somersaults (should be taught the right way to avoid injury).
- Touches toes without flexing knees.
- Walks a balance beam.
- Learns to skip using alternative feet.
- Catches a ball thrown from 3 feet away.
- Rides a tricycle or wheeled toy with speed and skillful steering; some children learn to ride bicycles, usually with training wheels.
- Jumps or hops forward 10 times in a row without falling.
- Balances on either foot for 10 seconds with good control.
- Builds three-dimensional structures with small cubes by copying from a picture or model.
- Reproduces many shapes and letters (square, triangle, A, I, O, U, C, H, L, T).
- Demonstrates fair control of a pencil or marker; begins to color within the lines.
- Cuts on the line with scissors (but not perfectly).
- Establishes hand dominance for the most part.



## Speech and Language Development

- Has vocabulary of 1500 words or more.
- Tells a familiar story while looking at pictures in a book.
- Uses functional definitions (a ball is to bounce; a bed is to sleep in; a book is to read).
- Identifies and names four to eight colors.
- Recognizes the humor in simple jokes; makes up jokes and riddles.
- Produces sentences with five to seven words; much longer sentences are not unusual.
- States own birthday, name of home town, and names of family members.
- Answers telephone appropriately; calls an adult to the telephone or takes a brief message.
- Produces speech that is almost entirely intelligible.
- Uses *would*, *could*, and *should* appropriately.
- Uses past tense of irregular verbs consistently (*went*, *caught*, *swam*).
- Uses past-tense inflection (-ed) appropriately to mark regular verbs (*jumped*, *rained*, *washed*).



## **Perceptual-Cognitive Development**

- Forms rectangle from two triangular pieces.
- Builds steps with set of small blocks.
- Understands and demonstrates concept of *same* shape, *same* size.
- Sorts objects on the basis of two dimensions, such as color and form.
- Sorts a variety of objects so that all things in the group have a single common feature (classification skill: all are food items or boats or animals).
- Understands the concepts of smallest and shortest; places objects in order from shortest to tallest, smallest to largest.
- Identifies objects with specified serial position: first, second, last.
- Rote counts to 20 and above; many children can count to 100.
- Recognizes numerals from 1 to 10.
- Understands the concepts of more/less than: "which bowl has less water?"
- Understands the terms *dark*, *light*, and *early*: "I got up early, before anyone else. It was still dark."
- Relates clock time to daily schedule: "Time to go to bed when the little hand points to 8."
- Some children can tell time on the hour: five o'clock, two o'clock.
- Knows what a calendar is for.
- Recognizes and identifies penny, nickel, and dime; beginning to count and show interest in saving money.
- Knows alphabet; many children can name uppercase and lowercase letters and some letter sounds.
- Understands the concept of half; can say how many pieces an object has when it has been cut in half.
- Asks innumerable questions: Why? What? Where? When?
- Eager to learn new things.

### References:

Marotz, L. & Allen K. (2013) *Developmental profiles: Pre-birth through adolescence* (Instructor's Edition). Belmont, CA: Wadsworth, Cengage Learning.

