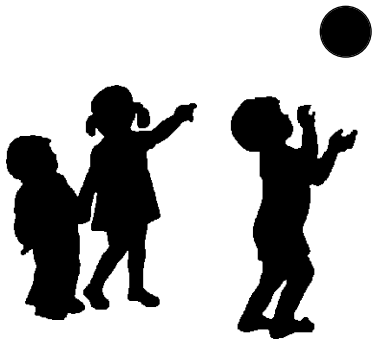


# 4-Year-Olds



# AGES & STAGES

Energetic and imaginative best describes the four-year-old. They are able to learn new words quickly, and use them in chatting with you, telling you jokes and wild stories.

## IDEAS FOR PARENTS

### Physical development

- weight: 27-50 pounds
- height: 37-46 inches
- uses a spoon, fork, and dinner knife skillfully
- needs 10-12 hours sleep each night
- dresses self without much help
- walks a straight line
- hops on 1 foot
- pedals and steers a tricycle skillfully
- jumps over objects 5-6 inches high
- runs, jumps, hops, skips around obstacles with ease
- stacks 10 or more blocks
- forms shapes and objects out of clay or play dough
- threads small beads on a string
- catches, bounces, and throws a ball easily

- Read aloud each day and encourage your child to help you tell the story.
- Talk about reading. Show your child that words are everywhere: grocery labels, restaurant menus, department store signs, etc.
- Encourage your child to play with words by providing old coupons, junk mail, newspaper ads, and old cereal boxes.
- Ask your child to deliver short messages to family members.
- Say nursery rhymes and fingerplays together.
- Make playdough, play follow the leader.
- Cut out magazine pictures of different shapes, colors, or animals.
- Talk about things being in, on, under, behind, beside, etc.
- Pretend to walk like various animals.
- Sort and count everything in sight like silverware, socks, rocks.
- Teach your child the correct use of the telephone.
- Let your child help you plan activities and make lists for groceries, errands, etc.

### Mental development

- can place objects in a line from largest to smallest
- can recognize some letters if taught and may be able to print name
- recognizes familiar words in simple books or signs (STOP sign)
- understands the concepts of tallest, biggest, same, more, on, in, under, and above
- counts 1-7 objects out loud
- understands the order of daily routines (breakfast before lunch, lunch before dinner, dinner before bedtime)



- speaks fairly complex sentences. “The baby ate the cookie before I could put it on the table.”
- enjoys singing simple songs, rhymes, and nonsense words
- adapts language to listener’s level of understanding. To baby sister: “Daddy go bye bye.” To Mother: “Daddy went to the store to buy food.”
- learns name, address, and phone number if taught
- asks and answers who, what, when, why, where questions
- continues 1 activity for 10-15 minutes
- names 6-8 colors and 3 shapes
- follows two unrelated directions: “Put your milk on the table and get your coat on”

## Social and emotional development

- takes turns and shares (most of the time); may still be bossy
- understands and obeys simple rules (most of the time)
- changes the rules of a game as she goes along
- likes to talk and carries on elaborate conversations
- persistently asks why; may name call, tattler freely
- enjoys showing off and bragging about possessions
- fearful of the dark and monsters
- begins to understand danger — at times can become quite fearful
- has difficulty separating make-believe from reality
- lies sometimes to protect self and friends, but doesn’t truly understand the concept of lying — imagination often gets in the way
- likes to shock others by using “forbidden” words
- still throws tantrums over minor frustrations

# BOOKS

## Books for children

*May I Bring a Friend?*, De Regniers and Beatrice Schenk  
*Blackboard Bear*, Martha Alexander  
*Imogene’s Antlers*, David Small  
*Bedtime for Frances*, Russell Hoban and Lillian Hoban  
*No Ducks in Our Bathtub*, Martha Alexander  
*I Want To Paint My Bathroom Blue*, Ruth Kraus  
*If You Give A Mouse A Cookie* By Laura Joffe Numeroff  
*What Do You Do With A Kangaroo?*, Mercer Mayer



- expresses anger verbally rather than physically (most of the time)
- pretending goes far beyond “playing house” to more elaborate settings like fire station, school, shoe store, ice cream shop
- loves to tell jokes that may not make any sense at all to adults

## Toys

- matching games, puzzles 12-15 pieces, board games, dominoes, play money, pretend cash register
- plastic blocks, balls (all sizes)
- glue, crayons, paint, scissors and paper, washable markers, colored chalk, play dough
- trucks and cars, bicycle with training wheels, dress-up clothes
- puppets, books, bean bags, doll with clothes

## A word on development

Your child is unique. Her learning and growth rates differ from other children her age. If, however, your child is unable to do many of the skills listed for his age group, you may wish to talk to an early childhood specialist.

You are the best person to notice developmental problems, if any, because of the time you spend with your child. If your child has special needs, early help can make a difference.

If you have questions about your child’s development or want to have your child assessed, contact:

- Your pediatrician or health care professional
- Area Education Agency—Early Childhood Special Education Department
- Iowa Compass 1-800-779-2001.

Contact your county Extension office to obtain other publications about children, parenting, and family life.

The developmental information provided in this bulletin has been synthesized from a variety of professional resources to help you understand your child’s overall growth. It is not a standardized measurement tool.