# Developmental Milestones

ave you ever wondered how your child is growing and developing compared to other children of the same age? How do you know if your child is "on the right track"?

Your child is going through many physical and mental changes. Although no two children grow at the same rate, experts agree there are "typical" signs of development. This fact sheet provides a checklist of important milestones in your child's development during the fifth year of life.

It is a simple tool you can use to become aware of and appreciate the dramatic changes that are occurring in your child.

Watch for these signs in your child over a one-month period. (Even children have "bad days.")
Remember, each child is different and may learn and grow at a different rate. However, if your child cannot do many of the skills listed for his or her age group, you should consult your pediatrician.
Several additional sources of information are listed in the next column.

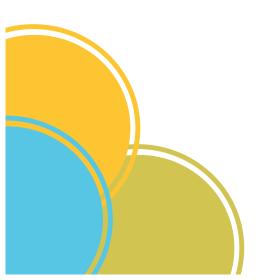


You are the most important observer of your child's development. If your child has special needs, early help can make a difference.

If you have questions about your child's development or want to have your child tested,

- » call your pediatrician
- » call the local health department
- » contact the Make-A-Difference Information Network (They can help you find a testing locations near your community.) 1-800-332-6262, or visit http://kskits.org/resources/ MakeADifference.shtml
- » contact the Parent Helpline (through Kansas Children's Service League, https://www.kcsl. org/ParentHelpLine.aspx) (They can help you with questions about childrearing.) 1-800-CHILDREN (1-800-245-3736)

Contact your county or district extension office to obtain other publications in this series. Additional resources on parenting are also available.





The developmental information provided in this bulletin has been synthesized from a variety of professional resources to help you appreciate your child's progress. It is not a formal, standardized measurement tool.

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

## 5 YEARS OF AGE, DOES YOUR CHILD:

#### **MOTOR SKILLS**

use a knife and fork well
use scissors to cut paper on a line
color pictures more carefully
draw simple figures of things she has imagined
fold paper diagonally if shown how
place clips on paper
wash and dry his face by himself
dress and undress by himself (although you may need to supervise)
hang up clothes when expected to
brush teeth by himself
catch a tossed ball
open a small padlock with key
hammer nails
walk downstairs, alternating feet without using a handrail
balance on one foot for 5 seconds
jump over a very low and narrow object
climb a ladder

### SENSORY AND THINKING SKILLS

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	know red, yellow, blue, green
	want to know what words mean
	recite her address and phone number
	understand stories and perhaps create stories of his own
	know the sequence of reading a book, from left to right and top to bottom
	arrange three pictures to tell a story
	define ball or car, telling you how it is used
	draw pictures that represent animals, people, and objects
	add a trunk and arms to drawing of a person
	draw a cross
	copy a square and triangle
	copy her own name in large irregular letters
	place objects in order from shortest to tallest
	sort objects by size
	identify common coins
	identify some letters of the alphabet (if she has been in daycare or
	preschool, or if you have taught this at home)
	recognize categories ("these are all toys, these are all food")
	understand "more," "less," and "same"
	understand "first"
	know front and back of clothes
	count up to 10 objects
	identify names and numbers
	think you had more if you ate both halves of one broken cookie than if

you ate a whole cookie

#### LANGUAGE AND SOCIAL SKILLS

	use six words in a sentence
	sing jingles and rhymes
	enjoy riddles and jokes
	use "and," "but," and "then" to make longer sentences
	use past tense ("I ran") and future tense ("I will run")
	understand "before" and "after"
	understand "above," "below," and "at the bottom"
	change the volume of her voice by whispering or shouting
	modify language when talking to a younger child
	protect younger children
	show concern and sympathy for others in a group
	invent make-believe games with simple rules
	organize other children and props for pretend play
	explore his immediate neighborhood unattended
	talk about emotions and preferences

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