

Frog Street Toddler Developmental Checklist

While toddlers develop skills in a predictable sequence (e.g., walk before they run), the timeline for achieving developmental milestones varies from child to child. The following developmental milestones typically emerge between 15 and 36 months. Observe children routinely and keep this record of their progress in their portfolios.

Child's Name: _____ Teacher: _____

Birth Date: ____ / ____ / ____ Class/Group: _____

Learning Goals	Language and Literacy (15-24 months)	Date	Date	Date	Date
C.1.b.	Points to familiar objects and pictures				
C.3.a. C.3.c.	Points to a picture in a book				
C.1.c.	Makes non-verbal requests (points to soiled diaper, pulls on caregiver's clothing, hold hands up to be picked up, uses sign language)				
C.1.c.	Responds to non-verbal requests (uses sign language, shakes head "no")				
C.1.c. C.1.d	Shows one or more body parts				
C.1.d.	Uses identification words correctly ("eye")				
C.1.f. C.2.a.	Uses one-word sentences ("Mine")				
C.1.b. C.2.a. C.2.b.	Responds to speech with speech				
C.2.a.	Uses 5-20 words				
C.1.b.	Hands items to someone when asked ("Hand me the diaper.")				
C.1.d. C.1.e.	Understands simple questions ("Do you want water?")				
C.3.a.	Attempts to sing a song				
C.1.a.	Enjoys listening to nursery rhymes				
C.1.a.	Understands simple one-step directions ("Put it in the trash can.")				
C.2.a. C.2.c.	Begins to ask for things by name ("cookie")				
C.1.f. C.2.b. C.2.c.	Begins to put two words together ("see it")				
C.2.a.	Labels actions ("Do," "Stop," "Go")				
C.1.d. C.1.f.	Recognizes names of familiar people and objects (peers, balls)				
C.3.c.	Turns two or three pages of a book at a time				
C.1.d. C.2.a. C.2.c.	Uses expressive vocabulary of 60 words by 24 months				

Learning Goals	Language and Literacy (24-36 months)	Date	Date	Date	Date
C.1.a.	Uses words that tell what an object does				
C.1.a. C.2.d. C.3.c.	Listens to a short story				
C.2.d.	Participates in songs, stories, and finger plays				
C.2.a. C.2.c.	Identifies objects (brush, toothbrush, soap)				
C.2.c.	Identifies the function of objects (toothbrush for brushing teeth)				
C.1.f. C.2.c.	Uses noun with a verb ("I go," "Me do it")				
C.3.b.	Chimes in on predictable lines, rhymes, and alliterative text				
C.3.d.	Sings songs, retells stories, or repeats rhymes to family members or peers				
C.3.e.	Matches real objects to photographs				
C.2.e.	Answers simple questions				
C.1.f. C.2.c.	Uses a few pronouns (me, you, I)				
C.3.g.	Understands that symbols or photos can be read (imitates reading)				
C.1.b.	Can provide first name				
A.1.a.	Asks for things by name				
C.2.e.	Uses language for complex purposes (e.g., playing guessing games, talking for a puppet, negotiating, asking questions) 30-36 months				
C.3.h. C.3.i	Begins to understand how print works (e.g., recognizes environmental print, such as fast-food restaurant names, pretends to write letters) 36 months				
C.3.a. C.3.f.	Enjoys clapping to songs and rhythmic games				

Learning Goals	Cognitive Development (15-24 months)	Date	Date	Date	Date
D.1.a.	Enjoys looking at a book				
D.1.d.	Solicits attention and responds appropriately (e.g., calls caregiver's name, shows how he can slide, points to a puzzle she has completed)				
D.1.f.	Turns an object right side up (e.g., book, animal)				
D.3.d.	Remembers where things belong (toys, books, trash)				
D.3.a.	Recognizes familiar people and objects				
D.2.b. D.2.e.	Retrieves ball that has rolled out of sight				
D.1.b.	Notes differences in temperature, smell, and taste (e.g., tells caregiver when she is hot or calls attention to a new smell)				
D.1.a.	Focuses on a task for a minimum of two minutes				
D.1.f.	Assembles simple puzzles (2-4 pieces)				
D.1.b. D.1.h.	Matches pairs (e.g., colors, shapes, animal mommy and baby)				
D.3.a.	Points to parts on a stuffed animal or doll				
D.1.a. D.1.b.	Responds to sounds (e.g., whistles, bells, claps)				
D.1.a.	Demonstrates curiosity (e.g., animals, people, objects)				
D.3.c.	Imitates actions (e.g., clapping, dancing, pretending to sweep)				
D.3.c.	Follows simple directions (e.g., "Put the ball in the box.")				
D.5.c.	Enjoys songs and attempts to sing along				
D.1.a. D.1.b.	Shows interest in small things (e.g., rocks, bugs, scrap of paper, flower)				
D.3.b.	Finds simply hidden objects				
D.1.c.	Begins to sort objects by shape and color (20 to 24 months)				
D.4.b.	Begins make-believe play (e.g., "I'll be the mommy.") (20 to 24 months)				
D.5.a. D.5.b.	Enjoys finger painting, coloring, and manipulating play dough				
D.1.g.	Participates in outdoor activities				

Learning Goals	Cognitive Development (24-36 months)	Date	Date	Date	Date
D.1.b. D.1.h.	Matches sounds to animals				
D.1.c. D.3.c. D.1.h.	Matches shapes				
D.1.c. D.3.c. D.1.h.	Matches colors				
D.1.b. D.1.f. D.2.e.	Assembles 4-8 piece puzzles				
D.3.d. D.2.c.	Discriminates size (e.g., arranges items from smallest to largest)				
D.1.b.	Matches items that go together				
D.1.b.	Demonstrates one-to-one correspondence				
D.1.b.	Participates in water play				
D.5.e.	Participates in dancing and moving to music				
D.4.a. D.2.a.	Uses materials in creative new ways (e.g., uses block for airplane)				
D.2.g.	Uses math in daily routines (e.g., counting absent children, setting table)				
D.2.c.	Repeats numbers correctly				
D.2.f.	Begins to count (e.g., blocks, absent children, finger plays)				
D.2.d.	Makes a choice when offered options (e.g., "Do you want the red paint or the yellow paint?")				
D.4.b. D.5.b.	Engages in pretend play (e.g., "Can I be the monkey?")				
D.5.a. D.5.c.	Participates in creative art activities (draws, colors, pastes, shapes dough)				
D.5.d.	Participates in a variety of music activities (e.g., Hokey Pokey, London Bridge)				

Learning Goals	Social-Emotional Development (15-24 months)	Date	Date	Date	Date
B.4.a.	Plays beside others				
B.1.a.	Attaches to primary caregiver (e.g., comes to caregiver when upset)				
C.2.a.	Expresses needs and wants with sounds, gestures, or facial expressions				
B.4.a.	Asks for help (e.g., pulls on caregiver for attention)				
B.4.b. B.4.a.	Imitates behaviors of others (e.g., copies peer picking up blocks)				
B.2.c.	Demonstrates increasing independence (e.g., feeds self, selects toys)				
B.4.b. B.4.d.	Displays enthusiasm about company of peers (e.g., smiles, involves peer in activity, shares materials)				
B.2.a.	Displays emotions (e.g., fear, joy, surprise)				
B.4.b.	Enjoys imitating (e.g., makes a face, attempts to blow nose)				

B.4.b.	Hugs and kisses				
B.2.b.	Recognizes self in mirror				
B.2.b.	Recognizes self in photograph				
B.2.f.	Plays simple pretend games (e.g., pretends to be a cat)				
B.1.f.	Expresses emotions (e.g., anger, sadness, joy)				
B.1.a. B.1.c.	Separates from parent with minimal frustration				
B.1.b. B.1.d.	Recognizes familiar and unfamiliar adults (e.g., shies away from strangers)				
B.1.d.	Engages with familiar adults				
B.2.h.	Understands role in school family (e.g., class member, caregiver's helper)				
B.1.c.	Attempts to accomplish task alone but accepts assistance from caregiver (e.g., accepts help when putting on a coat or feeding self after trying tasks independently)				
B.2.g.	Handles confrontation with others with increasing control				
B.1.e.	Tolerates with some ease changes in routine or activities. (late lunch, different spot for outdoor play, new adult or new child in the room)				
B.3.b.	Begins to internalize rules and routines (e.g., walking, lunch time)				
B.2.f.	Shows ability to interact with others for a minimum of two minutes				

Learning Goals	Social-Emotional Development (24-36 months)	Date	Date	Date	Date
B.1.f.	Express a wide range of emotions				
B.2.c.	Shows confidence in abilities (e.g., "I can do it.")				
B.4.a.	Calls caregiver by name				
B.2.i. B.4.e. B.4.f.	Takes turns and helps others				
B.4.a.	Participates in group activities				
B.4.c. B.4.g.	Demonstrates empathy				
B.4.c. B.4.f.	Begins to develop relationships with peers (e.g., plays with one or two children on a consistent basis)				
B.2.d. B.2.e.	Shows awareness of self in relationship to others (e.g., family, culture)				
B.3.c.	Understands consequences of actions				
B.3.f.	Listens and responds to others appropriately				
B.4.b.	Shows ability to interact with others for 2 to 3 minutes				
B.4.f.	Makes appropriate response (e.g., offers help when friend falls)				
B.4.a. B.4.b.	Attempts to interact with others. (30-36 months)				
B.2.g. B.3.d. B.3.a.	Begins to control emotions (36 months) (e.g., seeks caregiver's help when child takes toy away, calms down quickly after falling)				
B.1.a.	Consistently separates easily from parents (36 months)				

Learning Goals	Physical Well Being and Motor Development (15-24 months)	Date	Date	Date	Date
A.1.b.	Responds when physical needs are met (e.g., stops crying when caregiver soothes)				
A.1.c.	Expresses physical needs nonverbally or verbally (e.g., comes to caregiver for help)				
A.1.a.	Shows signs of healthy development (e.g., energy, eats well, sleeps well)				
A.1.d.	Participates in hand washing, tooth brushing and other care routines				
A.1.e.	Demonstrates self-care skills (dressing and undressing)				
A.1.i.	Shows positive attitude towards eating, sleeping, and active movement				
A.2.a. A.2.b. A.2.d.	Moves around the room				
A.2.d.	Walks with feet wide				
A.2.a. A.2.e. A.2.d.	Jumps in place				
A.2.a.	Runs stiffly				
A.2.b. A.2.f.	Moves to the beat of the music				
A.2.b.	Plays simple music instruments				
A.2.b. A.2.d.	Kicks a large ball				
A.2.b. A.2.d.	Rolls a ball				
A.2.b. A.2.d.	Throws a ball				
A.2.b. A.2.d. A.2.e.	Walks upstairs and downstairs with help				
A.2.b. A.2.d. A.2.c.	Pushes, pulls, or carries a toy while walking				
A.2.b. A.2.d. A.2.e.	Walks a few steps sideways and backwards				

A.3.c. A.3. d.	Places pegs in holes				
A.3.a. A.3.c .	Stacks two or more blocks				
A.3.c. A.3.d.	Uses a spoon to scoop				
A.3.c.	Puts items in and takes them out of a container				
A.3.c.	Strings large beads				
A.3.a. A.3.b.	Shapes play dough				
A.3.a. A.3.c. A.3.d.	Uses finger paint				
A.3.a. A.3.c. A.3.d.	Scribbles in circular motion				
A.3.a.	Holds two objects in one hand				
A.3.c. A.3.d.	Fits two objects together (e.g., nesting cups, puzzles)				
A.3.a.	Can carry one item in each hand				
A.3.c.	Demonstrates eye-hand coordination (e.g., stacking, drawing)				

Learning Goals	Physical Well Being and Motor Development (24-36 months)	Date	Date	Date	Date
A.1.f. B.3.e.	Begins to understand safe and unsafe behaviors (e.g., pays attention to the location of others when sliding or riding on a tricycle)				
A.1.g. B.3.e.	Begins to determine what is harmful (e.g., stops putting paint or glue in mouth)				
A.2.b.	Recovers standing position from stooping				
A.2.a. A.2.b.	Walks forward and backwards				
A.2.b.	Walks up stairs				
A.2.b.	Walks on wide balance board				
A.2.a.	Runs				
A.2.b.	Balances on one foot				
A.2.a. A.2.b.	Walks on tip toes				
A.2.b. A.2.c.	Rides a small riding toy				
A.3.d.	Maneuvers riding toy				
A.3.b.	Unwraps packages with a little starter help				
A.3.c.	Stacks five or more blocks				
A.3.d.	Rolls and pounds play dough				
A.1.h. B.3.e.	Demonstrates understanding of safe and healthy habits (36 months) (e.g., look before crossing street)				

Learning Goals	Physical Self-Help (15-24 months)	Date	Date	Date	Date
A.3.c. A.3.d.	Handles a spoon				
A.1.e.	Unzips and zips				
A.1.c. C.2.a.	Asks for food or drink				
A.1.e. A.1.d.	Washes and dries hands with help				
B.4.f. C.1.b.	Helps pick up and put away toys with adult guidance				
A.1.i. A.1.e.	Sits on potty chair or low toilet				
A.1.a. A.1.e. B.1.c.	Helps dress and undress self				

Learning Goals	Physical Self-Help (24-36 months)	Date	Date	Date	Date
A.3.c.	Pours water from one cup to another (spills OK)				
A.1.d.	Undresses without help				
A.1.a. A.1.e.	Wants to do things for self ("I can do it.")				
A.1.a. A.1.e.	Holds cup with one hand				
A.1.a. A.1.e.	Feeds self				
C.1.b. B.4.f.	Picks up toys with verbal command				
A.1.d. B.1.c.	Washes and dries hands with little assistance				

Learning Goals	Approaches Toward Learning (24-36 months)	Date	Date	Date	Date
E.1.a. D.1.e.	Curiosity: Shows interest, curiosity, and eagerness in exploration				
E.2.a. D.1.e.	Persistence: Stays on task to completion				
E.3.a.	Attention: Follows through on task				
E.4.a. D.1.e.	Communication: Uses words to describe thinking and doing				