

Your Child at 3 Years

Child's Name

Child's Age

Today's Date

10/6/20



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 3. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children Do by this Age:

Social/Emotional

- ☒ Copies adults and friends
- ☒ Shows affection for friends without prompting
- ☒ Takes turns in games
- ☒ Shows concern for a crying friend
- ☒ Understands the idea of "mine" and "his" or "hers"
- ☒ Shows a wide range of emotions
- ☒ Separates easily from mom and dad
- ☒ May get upset with major changes in routine
- ☐ Dresses and undresses self

Language/Communication

- ☒ Follows instructions with 2 or 3 steps
- ☒ Can name most familiar things
- ☒ Understands words like "in," "on," and "under"
- ☒ Says first name, age, and sex
- ☒ Names a friend
- ☒ Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- ☒ Talks well enough for strangers to understand most of the time
- ☒ Carries on a conversation using 2 to 3 sentences

Cognitive (learning, thinking, problem-solving)

- ☒ Can work toys with buttons, levers, and moving parts
- ☒ Plays make-believe with dolls, animals, and people
- ☒ Does puzzles with 3 or 4 pieces
- ☒ Understands what "two" means
- ☒ Copies a circle with pencil or crayon
- ☒ Turns book pages one at a time
- ☒ Builds towers of more than 6 blocks
- ☒ Screws and unscrews jar lids or turns door handle

Movement/Physical Development

- ☒ Climbs well
- ☒ Runs easily
- ☒ Pedals a tricycle (3-wheel bike)
- ☒ Walks up and down stairs, one foot on each step

You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- ☐ Is missing milestones
- ☐ Falls down a lot or has trouble with stairs
- ☐ Drools or has very unclear speech
- ☐ Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- ☐ Doesn't speak in sentences
- ☐ Doesn't understand simple instructions
- ☐ Doesn't play pretend or make-believe
- ☐ Doesn't want to play with other children or with toys
- ☐ Doesn't make eye contact
- ☐ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.

Acting early can make a real difference!



www.cdc.gov/ActEarly
1-800-CDC-INFO (1-800-232-4636)



Download CDC's
Milestone Tracker App



Learn the Signs. Act Early.

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Classroom Schedule

7:30-8:20 Drop off/Self Selected Centers

8:20-8:30 Potty & Handwashing

8:30-8:50 Breakfast

8:50-9:00 Potty & Handwashing

9:00-10:00 Out-side Time

10:00-10:15 Group Time

10:15-11:15 Small Group and selected centers

11:15-11:20 Clean- up time

11:20- 12:20 Lunch Time/Potty and Handwashing

12:20-12:30 Laying on mats and settling down

12:30- 2:30 Nap Time

2:30-3:00 Potty& Handwashing/ Snack Time

3:00- 3:15 Dental Hygiene

3:15-3:50 Self Selected Centers

3:50-4:00 Clean up Time/Potty & Handwashing

4:00-5:00 Outside Time

5:00-5:15 Afternoon Snack

5:15-5:30 Self Selected Centers/ Pickup

Developmental Milestones Assessment

Case Study 2

Classroom: Gertha

Children: 13

Adults: 2

Age group: 2 ½ - 3

Classroom Environment:

- Learning through play
- Engaging peers
- Learning centers for math, science, etc

Adrian (3)

- Male
- 2 parents, same household, 2 older sisters
- Jewish family, also speaks Russian & Hebrew at home
- Healthy, vegetarian & kosher diet
- Recently has been mouthing words to peers and teachers with no sounds.
Only using real words at home with family (now no longer speaking at home)
- Has a smaller group of close friends
- Likes to play rough/ wrestle with friends
- Mostly respectful and listens to teachers

Olivia (3)

- Female
- 2 parents, same household, 1 younger sister
- Allergic to Pollen, tubes in ears, shy but helpful, observant of surroundings, somber in the mornings and sad to leave her parents
- Teacher will encourage her with morning greetings and peer engagement
- Reserved in the morning times
- Relatively new to the school so she is still adjusting but does play well with others when she becomes warmed up to them