



# Child Development Stages

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For all students to excel,  
teachers must learn about  
them and connect with  
each child.

This is not just about  
finding out how they  
learn, but it is finding out  
who they are.

george couros



How old are they?



6

# Social Developmental Characteristics of 6 Year Olds

1. Self-centered and has need for praise.
2. Likes to be first.
3. Enjoys group play when groups tend to be small.
4. The majority enjoy school associations and have a desire to learn.
5. Boys like to fight and wrestle with peers to prove masculinity.
6. A sense of property is to developing and fighting over things may result
7. Competition is often very keen, with everyone wanting to be first in line or to be chosen for special jobs.
8. Likes to sing, dance, and act
9. Interested in games with rules and action but lacks skill



# Physical Developmental Characteristics of 6 Year Olds

1. Good supply of energy.
2. Muscular control becoming more effective with large objects.
3. There is a noticeable change in the eye-hand behavior.
4. Legs lengthening rapidly.
5. Big muscles crave activity.

# Emotional Developmental Characteristics of 6 Year Olds

1. Restless and may have difficulty in making decisions.
2. Emotional pattern of anger may be difficult to control at times.
3. Behavior patterns may often be explosive and unpredictable.
4. Jealousy toward siblings at times; at other times takes pride in siblings.
5. Greatly excited by anything new.
6. They are eager to please the adults that they love.
7. Tattling can be a real problem with this age.
8. Making decisions is difficult for many children at this age. Having clear cut rules and routines will help to eliminate some of these decisions
9. Seeks to be center of attention

# Intellectual Developmental Characteristics of 5-6 Year Olds

1. Knows number combinations up to ten.
2. Can define objects in terms of what they are used for.
3. Knows right and left side of body.
4. Will contribute to guided group planning.
5. Conversation usually concerns own experience and interests.
6. Curiosity is active and memory is strong.
7. Identifies with imaginary characters.
8. Activity with a purpose needs to be balanced with periods of rest and quiet activity
9. Learning to write letters and numbers, often backward

How old are they?



7

# Physical Developmental Characteristics of 7 Year Olds

1. More improvement in eye-hand coordination.
2. Tires easily and shows fatigue in the afternoon.
3. Has slow reaction time.
4. Endurance relatively low.
5. Coordination is improving with throwing and catching becoming more accurate.
6. Whole-body movements are under better control.

# Social Developmental Characteristics of 7 Year Olds

1. Wants recognition for individual achievements.
2. Not always a good loser.
3. Conversation often centers around family.
4. Learning to stand up for own rights.
5. Interested in friends and is not influenced by their social or economic status.
6. May have nervous habits such as nail biting, tongue sucking, scratching or pulling at ear.
7. Gets greater enjoyment from group play.
8. Likes to know rules
9. Usually a period in which children like their families and enjoy doing things with them.

# Emotional Developmental Characteristics of 7 Year Olds

1. Curiosity and creativity desires may condition responses.
2. May be difficult to take criticism from adults.
3. Wants to be more independent.
4. Overanxious to reach goals set by parents and teachers.
5. Critical of himself/herself and sensitive to failure.
6. Emotional pattern of anger is more controlled.
7. Worries about being liked.
8. Very sensitive to reactions of others
9. Wants to do things right — erases and tries again and again
10. They usually like their teachers and accept authority without much question as long as it is fair and firm, but not too strict.

# Intellectual Developmental Characteristics of 7 Year Olds

1. Is able to listen longer.
2. Reads some books by himself/herself.
3. Reaction time is still slow.
4. Learning to evaluate the achievements of self and others.
5. Concerned with own lack of skill and achievement.
6. Becoming more realistic and less imaginative.
7. Is beginning to enjoy reading as a pastime if there has been success learning this skill
8. Learning is most effective for many children through developing and constructing projects, especially in groups.
9. How things work is a major area of curiosity.

# How old are they?



8



# Physical Developmental Characteristics of 8 Year Olds

1. These children are caught between being little children and older children. They resent being treated like a “little kid,” but still need to be reminded of responsibilities and acknowledged for good behavior.
2. Arms are lengthening and hands are growing larger.
3. Interested in games requiring coordination of small muscles.
4. Accidents appear to occur more frequently.

# Emotional Developmental Characteristics of 8 Year Olds

1. Dislikes taking much criticism from adults.
2. Can give and take criticism in his own group.
3. May develop enemies.
4. Does not like to be treated as a child.
5. First impulse is to blame others.
6. Sportsmanship begins to develop and they can learn about winning and losing gracefully.
7. Role playing or open-ended stories can help to develop understanding of others' feelings or motives.
8. They are beginning to show a capacity for self-evaluation and can laugh at themselves

# Social Developmental Characteristics of 8 Year Olds

1. Girls are careful of their clothes, but boys are not.
2. Leaves many things uncompleted.
3. Has longer periods of peaceful play.
4. Does not like playing alone.
5. Starts collections.
6. Enjoys school and dislikes staying home.
7. Responds well to group activity.
8. Interest will focus on friends of own sex.
9. Enjoys dramatic play
10. Curious about nature, things and people
11. Particularly enjoy table games, construction toys & involved games using action figures or dolls.

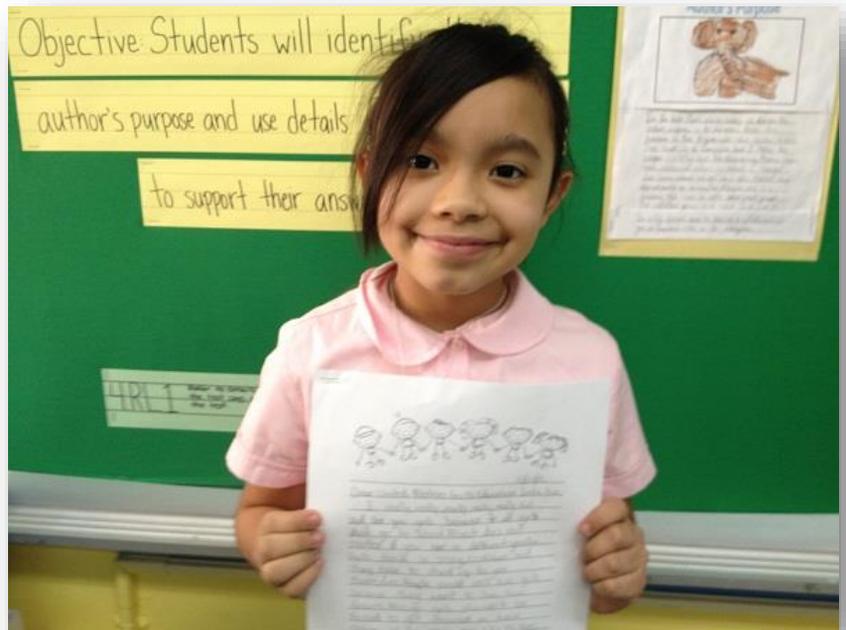
# Intellectual Developmental Characteristics of 8 Year Olds

1. Can tell day of month and year.
2. Becoming more aware of adult world and his place in it.
3. Ready to tackle almost anything.
4. Like to memorize.
5. Not always good at telling time, but very much aware of it.
6. Concerned about the reasons behind things.
7. Curiosity about how things work expands to how they are made.
8. They can tell time fairly consistently and relate it to daily events.

# How old are they?



9



# Physical Developmental Characteristics of 9 Year Olds

1. Increasing strength in arms, hands and fingers.
2. Endurance improving.
3. Needs and enjoys much activity; boys like to shout, wrestle, and tussle with each other.
4. A few girls near puberty.
5. May tend to over-exercise.
6. Many children enjoy rough-and-tumble play.
7. Girls generally ahead of boys in physical maturity

# Social Developmental Characteristics of 9 Year Olds

1. Wants to be like others, talk like others, and look like them.
2. Girls are becoming more interested in their clothes.
3. Is generally a conformist and may be afraid of that which is different.
4. Able to be on his/her own.
5. Able to be fairly responsible and dependable.
6. Some firm and loyal friendships develop.
7. Increasing interest in activities involving challenges and adventures.
8. They enjoy competitive games and team sports but winning is very important and they may turn on the child who “made” their team lose.
9. They are often willing to take on responsibilities around the center for fixing things or helping with younger children.
10. Need to be in control of some choices

# Emotional Developmental Characteristics of 9 Year Olds

1. May sometimes be outspoken and critical of the adults he knows, although he/she has a genuine fondness for them.
2. Responds best to adults who treat him/her as an individual and approach him/her in an adult way.
3. Likes recognition for what he/she has done and responds well to deserved praise.
4. Does not mind criticism or punishment if he/she thinks it is fair, but is indignant if he/she thinks it is unfair.
5. They may be quite shy in public performances.
6. They will accept criticism or punishment if they think it's justified and protest loudly if they think it's not.
7. Sensitive and embarrassed by correction

# Intellectual Developmental Characteristics of 9 Year Olds

1. Beginning to have a strong sense of right and wrong.
2. Understands explanations.
3. Attention span is greatly increased.
4. Able to make up his/her own minds and come to decisions.
5. Range of interest in reading in that many are great readers while others may be barely interested in books.
6. Attention span has greatly increased, particularly with activities of their own choosing.
7. They have original ideas & are able to carry them out, often making plans & going ahead without adults.
8. May be less imaginative than at earlier grades
9. Age of negatives: "I can't," "boring"
10. May have problems with increased homework demands
11. Interested in many different types of reading
12. Appreciate being trusted

How old are they?



10



# Physical Developmental Characteristics of 10 Year Olds

1. Individuality is well-defined, and insights are more mature.
2. Physically active and likes to rush around and be busy.
3. Interested in the development of more skills.
4. Reaction time is improving.
5. Muscular strength does not seem to keep pace with growth.
6. Handwriting often sloppier than at nine
7. Desperately need outdoor time and physical challenge

# Emotional Developmental Characteristics of 10 Year Olds

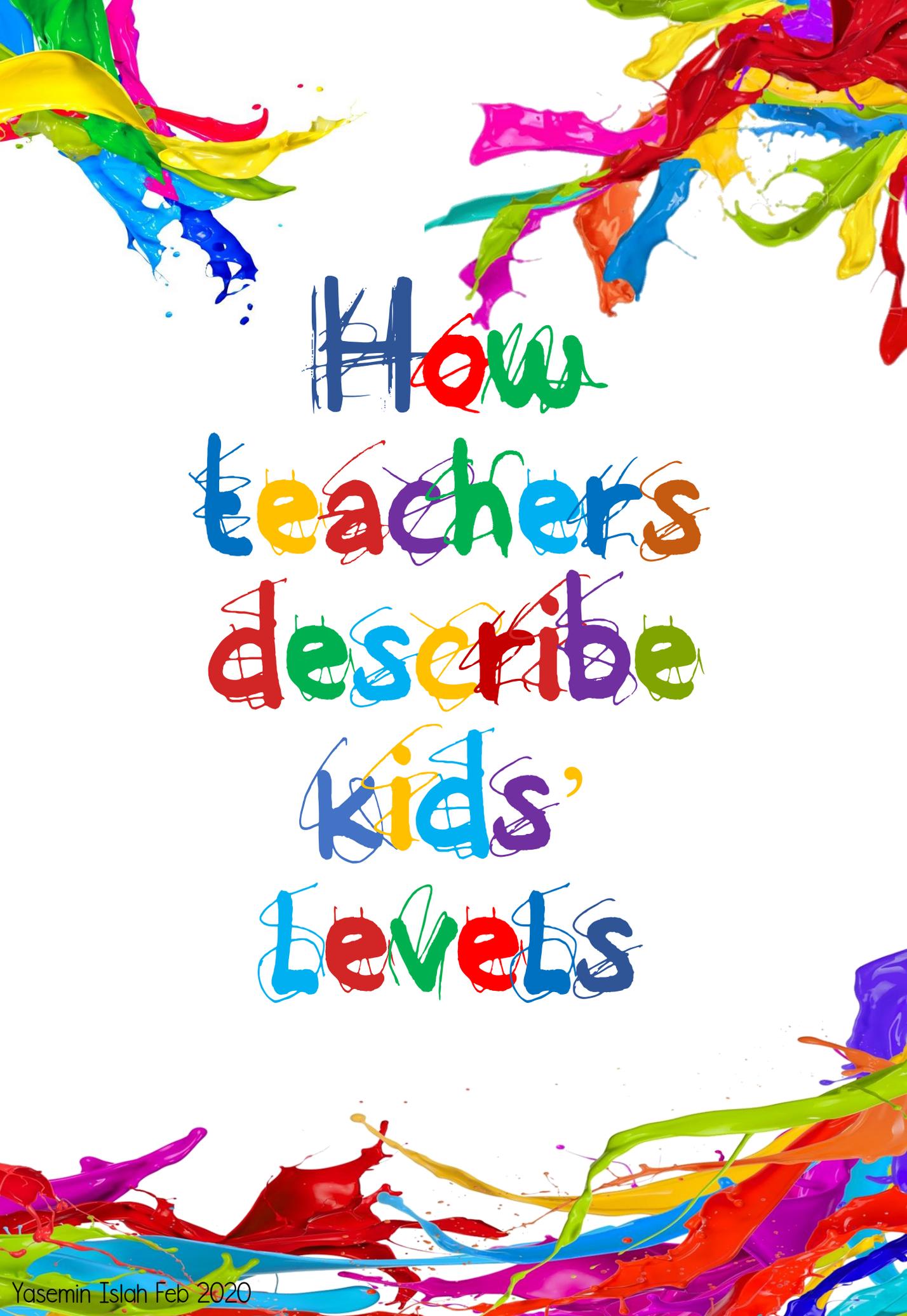
1. Can be readily inspired to group loyalties in his club organization.
2. Each sex has an increasing tendency to show lack of sympathy and understanding with the other.
3. Boys' and girls' behavior and interest becoming increasingly different.

# Social Developmental Characteristics of 10 Year Olds

1. Moving more into a peer-centered society.
2. Both boys and girls are amazingly self-dependent.
3. Great team loyalties are developing.
4. Boys show their friendship with other boys by wrestling and jostling with each other, while girls walk around with arms around each other as friends.
5. Interested in social problems in an elementary way and likes to take part in discussions.
6. Humor is broad, labored, and usually not funny to adults
7. Talkative; likes to tell stories about something they have seen, heard, or read about; can talk something “into the ground”
8. Note passing

# Intellectual Developmental Characteristics of 10 Year Olds

1. Shows a capacity to budget time and energy.
2. Can attend to a visual task and at the same time maintain conversation.
3. Some become discouraged and may give up trying when unsuccessful.
4. The attention span has lengthened considerably, with the child able to listen and to follow directions and retain knowledge more easily.
5. Developing a scientific approach.
6. Ready to plan his day and accept responsibility for getting things done on time.
7. Good problem solvers
8. Like to complete a task but doesn't usually wish to enlarge or elaborate on it; wish to try everything
9. Interest span is short
10. Generally love to memorize, but don't generalize or correlate facts, or care what to do with the knowledge
11. Not able to plan own work, need schedules



How  
teachers  
describe  
kids'  
levels

# Prep

Joel Swanson, Mounds Park Academy, St. Paul, Minnesota  
Patty Ryerson Hans, The Wellington School, Columbus, Ohio

**Patty:** “My students need to know that there will be daily opportunities for moving, wiggling, manipulating objects, and using songs and/or rhythm. They love to share their favorites (favorite color, animal, fruit, etc.). It is crucial for them to “have a turn.” When playing games, they are most comfortable when they can see the system for assuring that everyone will have a turn (cards or Popsicle sticks with each child’s name).”

**Joel:** These kids are a lot of fun. They will tell you what they are thinking and will not hold back. If you’ve gone too long someone will ask when the class is over. If they need to move, they will. When I am planning for my students, I shoot for 9 to 10 activities in 35 minutes. Of course the “new” activity might just be a slight variation. You can throw in a twist on your song, or start making mistakes in a poem, but you have to plan ahead to keep them where you want them.

# Grade 1

Patty Ryerson Hans, The Wellington School, Columbus, Ohio  
Hildegard Merkle, Bethesda, Maryland

**Hildegard:** They need to feel successful. They like to take things home, tell endlessly about themselves, move, make things (crafts), draw, and label. They are interested in almost everything—holiday celebrations, fairy tales, themselves. Play, play, play! It is a good age to introduce and practice partner work and cooperative learning. Have a take-home folder for the parents to see.

**Patty:** A system for turn taking is also still important. My students enjoy creating and playing games that reinforce whatever language elements we are working on. Games that involve closing eyes and hiding objects are especially successful. I generally have one bulletin board dedicated to whatever they are learning about and they love seeing mysterious changes on the board and trying to figure out what caused them (i.e., What animal broke the branch off our apple tree?). Pretending is still very well received as well.

# Grade 2

Patty Ryerson Hans, The Wellington School, Columbus, Ohio  
Jessica Haxhi, Maloney Magnet School, Waterbury, Connecticut

**Petty:** They enjoy silly, surprise endings and having the opportunity to pretend that they are in a variety of situations. They also like to get specific when learning about various animals and enjoy a scientific twist to a lesson whenever possible.

**Jessica:** The energy of my students must be cherished! They are most willing to participate in story-form pretending, physical acting out of adventures [TPR], and even repetitive dialogues. As with each grade, though, units must be meaningful and have a driving purpose. Since they get so excited, it is helpful to have a “cool-down” song or chant that leaves them quiet at the end of class.

# Grade 3

Hildegard Merkle, Bethesda, Maryland

Jessica Haxhi, Maloney Magnet School, Waterbury, Connecticut

**Jessica:** They always seem more settled down and academic than the previous year. They enjoy more complicated story-based themes but still love pretending. They can also handle more independent activities, such as making charts and illustrative pictures for presentations, surveying others, and working in pairs or groups.

**Hildegard:** They like to collect, create with language, write their own texts with the help of word banks, work with a partner (help each other, “proofread” and correct for each other, create together).

Competitive games! They love humor, riddles, jokes. They are interested in everything about the country [of] the language they are learning—geography, foods, and climate.

# Grade 4

Vicki Alvis, Fulton County Public Schools, Georgia

Jessica Haxhi, Maloney Magnet School, Waterbury, Connecticut

**Jessica:** You have a new kind of learner in this grade. They are getting into a new developmental level. Abstract thought is coming into play. So are hormones and a new kind of peer pressure. In many schools there is pressure to start “dating.” Try to push yourself to see what the kids are really capable of. They will surprise you.

**Vicki:** They are eager to serve as school and classroom leaders so it makes sense to involve them in leadership roles where they can show off their skills in the target language. They enjoy using fun props to report the weather and give the lunch menu in Spanish for the school’s daily newscast. My students read books from the school media center in Spanish or about Spanish language cultures. A good way to wrap up the school year is to have them write letters to tell incoming students what to expect in Spanish class. The next year’s crop of new students loved receiving the letters, and writing them gave my students a chance to reflect on their journey as language students.



# Multiple Intelligences Activity Ideas



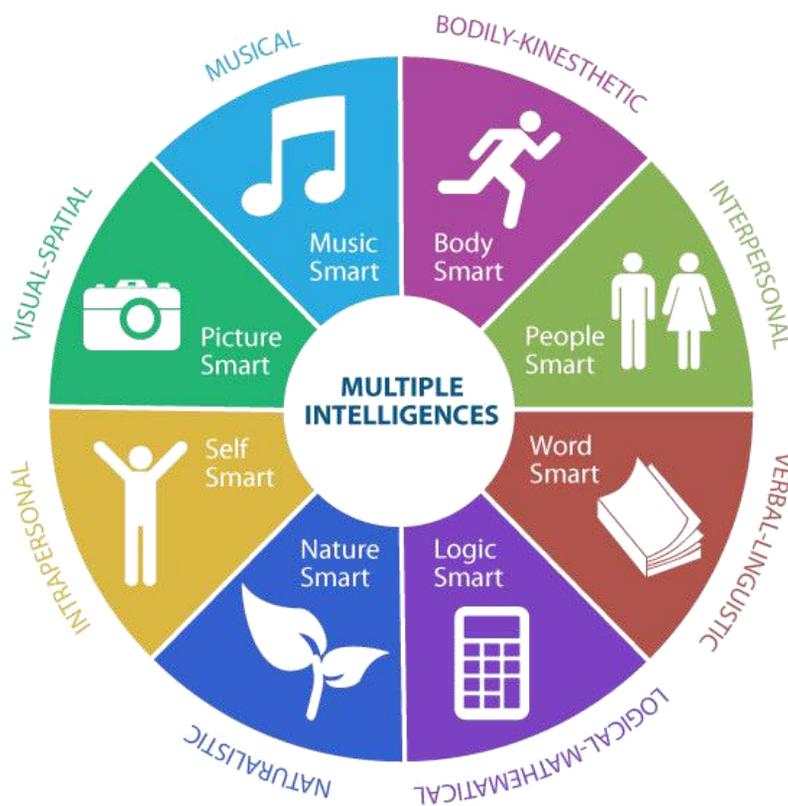
The biggest mistake of past centuries in teaching has been to treat all students as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects the same way.

— *Howard Gardner* —

AZ QUOTES



# Gardner's Multiple Intelligences Theory



# Word Smart

Book reporting  
Telling jokes  
Writing words  
Reading  
Journal writing  
Speaking  
Letter writing  
Storytelling

Discussing  
Creative writing  
Debating  
Persuading  
Blogging/journaling, reading  
Writing, telling stories and doing  
crossword puzzles



# Logic Smart

Analyzing  
Categorizing  
Formulas  
Logic Games  
Numbers  
Outlining  
Patterns  
Problem Solving  
Reasoning

Time Lines  
Synthesis  
Sequencing  
Rational Thinking  
Scientific Thinking  
Venn Diagrams  
Statistics

States and Capitals	Basic Math	Computer Info	History	Science
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50
Final Question				
Score Board				

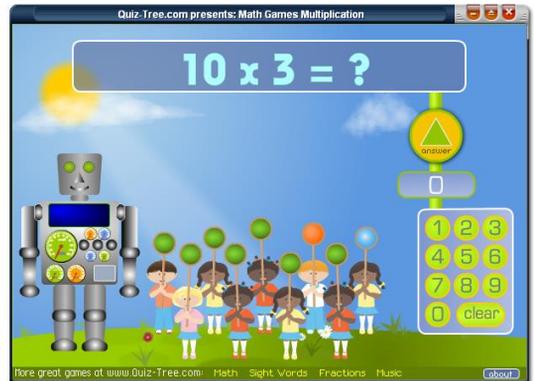
White board problem solving, jeopardy, math centers, workbooks, math games, sorting blocks  
Flashcard apps, calculators, excel spreadsheets/ graphs  
Homework, flashcards, graphs and charts, workbooks



# Picture Smart

Brochures  
Collages  
Designs  
Drawings  
Flow Charts  
Mapping  
Molding Clay  
Patterns

Painting  
Photography  
Posters  
Pretending  
Sculpting  
Visualization  
Idea Sketching  
Labeling



Power points, online games, videos  
Puzzles, word searches

# Body Smart

Acting  
Charades  
Collections  
Demonstrations  
Experiments  
Field Trips  
Gymnastics

Impersonations  
Inventing  
Martial Arts  
Miming  
Puppetry  
Visiting  
Exercise



Group activities, lectures, demonstrations



# Music Smart

Singing  
Create Chants  
Create Concept Songs  
Environmental Sounds  
Humming  
Illustrate With Sounds  
Rhythms  
Instrumental sounds  
Vocal Sounds and Tonal Pattern  
Programs combining music and stories  
Music Composition or creation  
Musical concepts  
Musical Performance



Percussion and Raps  
Reproduce sounds and rhythms  
Associating letters with music

# People Smart

Giving feedback  
Understanding other's feelings  
Person-to-person communication  
Cooperative learning strategies  
Receiving feedback  
Group projects  
Teaching someone else something new  
Learning from someone outside of school



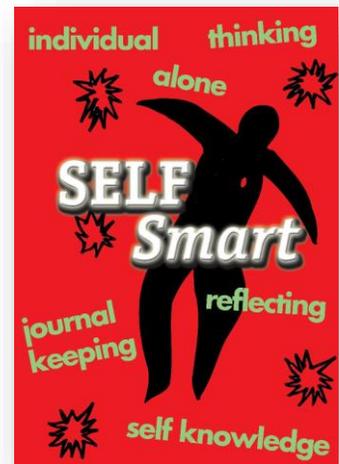
Other points of view  
Creating group rules  
Acting in a play or simulation  
Conducting an interview  
Creating "phone buddies" for homework  
Sensing others' motives  
Creating group rules



# Self Smart

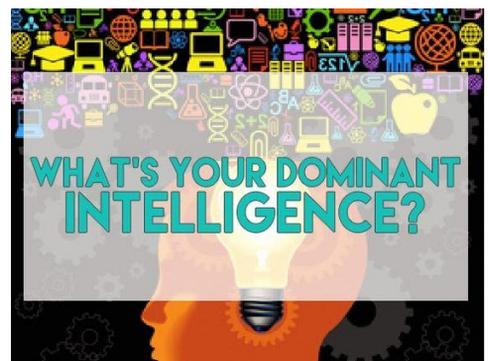
Autobiography  
Concentration  
Focusing  
Goal Setting  
Reasoning  
Independent Studies Projects  
Self –Identification

Awareness of Personal Feelings  
Expression of Feelings  
Free-Choice Time  
Higher-Order Thinking and  
Mood Awareness and Shifting  
Personal Projection  
Thinking Strategies



# Nature Smart

Caring for classroom plants  
Caring for classroom pets  
Sorting and classifying natural objects,  
such as leaves and rocks  
Researching animal habitats  
Observing natural surroundings  
Organizing or participating in  
park/playground clean-ups, recycling  
drives, and beautification projects



<http://www.playbuzz.com/>



# About the Trainer

Yasemin Islah is an English teacher, teacher trainer, consultant and blogger. She currently works as a foreign languages coordinator of a private school in Istanbul, Turkey. She has held many webinars and face to face trainings both for teachers and parents and runs a 12-hour teaching English to young learners online course. She is particularly interested in curriculum design and material development. She blogs at [teachaboo.com](http://teachaboo.com), a blog dedicated to resources and other educational materials in the classroom.



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 [Teachaboo.com](http://Teachaboo.com)

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Child Development Through Sports  
[James H Humphrey](#) Routledge

