

Developmental Project Grades 3-5

Developmental stages for ages 8-11

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Overview: 8 year olds

“8-year-olds wake up with a plan for adventure percolating before their feet hit the floor” (C. Wood, 2017)



Strengths

- Growing sense of confidence and competence
- Energy, imagination, curiosity, adventure
- Little sense of their own limits
- Exploring their world & their own potential
- Tackle assignments with industrious verve
- Talkative, social, humor
- Make friends easily

Challenges

- Impatient
- Easily frustrated (if task doesn't come easily)
- “I'm bored” often means *this is too hard*
- Sometimes lack of focus
- Like more privacy

- Scavenger hunt **field trips** are especially suited for 8-year-olds
- Need **appreciation, encouragement** and sometimes need **re-direction** when frustrated
- Enjoy positive **surprises** (novelty and change)
- Display **work**

Developmental Overview: 8 year olds

Physical Development	Cognitive Development	Language & Literacy Development	Self Concept & Identity Development	Peer Relations, Social, & Moral Development
<ul style="list-style-type: none"> • Restless, full of energy • Busy, often in a hurry • Need physical release of energy • Love outdoor play (tag, capture the flag) • Growth spurts → awkwardness in coordination • Eyes focus well on both near & far • Better control of hands (can learn cursive) • Many using adult pencil grasp (some still may need pencil grip) 	<ul style="list-style-type: none"> • Full of ideas • Likes to share & explain ideas • Tends to exaggerate • Very industrious, engrossed • Short attention span → short exercise breaks • Often take on more than they can handle → short assignments build confidence • Beginning to master handcrafts, computers, drawing • Enjoys responsibility, but doesn't always complete • Usually organizes work well with some help → color coding, due dates • Can handle increasingly complex tasks • Care about work process and product, but not revision 	<ul style="list-style-type: none"> • Expanding vocabularies • Generally able to pay attention • Sometimes forgets what they are supposed to do • “Direction Partners” can help record assignment and homework expectations • Sometimes forgets homework expectations • Likes working in groups • Like reading related to interests and abilities • Begin reading independently • Begin simple independent assignments • Like projects that spur interest in reading & research • Like being “experts” and present what they've learned • Increasing length of stories (with themes) • Increasing ability to spell correctly 	<ul style="list-style-type: none"> • Awareness of fairness beyond themselves • Like being “experts” on a topic 	<ul style="list-style-type: none"> • Like to socialize • Often in middle of group • Love to share humor • Love group activities • Love cooperative work (when groups change often) • Adjusts well to change • Prefers some classmates over others • Likes activities that build unity and cohesion • Growing sense of moral responsibility • Awareness of fairness beyond themselves • Groups can rally around an issue that does not seem fair

Overview: 9 year olds

“Sometimes the deep seriousness of nine-year-old’s social concerns bring a twinkle to the adult eye - as with the nine-year old who worked diligently on her poster one Saturday morning: “Save the Elephants - Ban Ivory Soap.” (C. Wood, 2017)



Strengths

- Inner stirring (awareness of world around them)
- Intellectual stretching, wondering, arguing, doubting, curiosity
- Maturing moral character
- Capacity of independent thought
- Fairness on local and global levels
- Increasing self-definition
- Peer solidarity

Challenges

- Impatience
- Sees gloomy side of life
- Worry (physical and emotional tension)
- Complaints
- Very competitive
- Frustration
- Anxious (prefer caution to risk)

- Club activities, drama, role-plays
- Challenging & purposeful assignments and projects
- Practice fine motor skills through printing, drawing, and crafts that require fine motor coordination
- Support with modeling, role-playing, opportunities for practice, positive language, encouragement

Developmental Overview: 9 year olds

Physical Development	Cognitive Development	Language & Literacy Development	Self Concept & Identity Development	Peer Relations, Social, & Moral Development
<ul style="list-style-type: none"> • Better coordination • Push physical limits • Tire easily • Restless (can't sit for long) • Better fine motor skills • Benefit from practice • May twist hair, bite nails as an outlet for anxiety 	<ul style="list-style-type: none"> • Industrious • Intellectually curious • Focus on the “real world” • Look for explanation of facts, how things work, why things happen • Difficulties understanding abstractions (ex. Large numbers, long periods of time, vastness of space) • More aware, wondering, exploring bigger world ideas • Aware of fairness and justice • Reading to learn • Impatient • Easily frustrated • Worried or anxious • Pride in attention to details and finished work • Jump between interests • Able to copy from board, recopy assignments, and produce visually attractive final drafts 	<ul style="list-style-type: none"> • Loves descriptive language, word play, new vocabulary, short dramatic skits, role-play • Sometimes reverts to baby talk when anxious or silly • Likes exaggeration, inappropriate jokes, graffiti • Sometimes talks of marginalized people (stereotypes) • Enjoys use of technology and social media to express ideas and thoughts • Reading for information from books, newspapers, websites • Work in reading groups focusing on comprehension and interpretation • Assignments with beginning research tasks and use of related reading materials • Voluntary reading aloud • Explore poetry as readers and writers 	<ul style="list-style-type: none"> • Individualistic • Try new ways of dressing and grooming • Try different personas • Exaggerated expression of physical hurt • More comfortable volunteering to read aloud 	<ul style="list-style-type: none"> • Peer solidarity • Need adult lightheartedness and humor to relieve anxiety • critical of self and others • Sullen, moody, aloof • Like to work with partner of choice • Sense of who is in and who is out in lunchroom/playground • Cliques may be problematic • Very competitive • Likes to negotiate, age of “Let’s make a deal” • Needs adults to be patient • Self of fairness and justice

Overview: 10 year olds

“Can we stay in today and finish the book? Please! Will you read more this afternoon, Mrs. Goodwin? We promise to do our math homework if you would. This story is so awesome! ... the golden end of childhood.” (C. Wood, 2017)



Strengths	Challenges
<ul style="list-style-type: none">● Take on anything and delight in every minute● Love to play, learn, and relate to others● Find comfort in themselves, friends, teachers, parents, siblings● Happy and easy going● Boys & girls play well together● Good at memorizing (facts, math tables, spelling)● Great at organizing & classifying	<ul style="list-style-type: none">● Beginning signs of puberty● Mood swings● Stress● Flashes of anger● Cliques (especially with girls)● Possessiveness & jealousy in friendships● Peer pressure
<ul style="list-style-type: none">➤ Collaborative, project-based learning➤ Large group efforts (ex. class trips, plays, community service projects, outdoor learning)➤ Introduce human body, sex, reproduction (before self-consciousness of adolescence sets in)➤ Produce tangible products (book reports, essays, writing, scientific documentation)	

Developmental Overview: 10 year olds

Physical Development	Cognitive Development	Language & Literacy Development	Self Concept & Identity Development	Peer Relations, Social, & Moral Development
<ul style="list-style-type: none"> • Changing bodies • large leg muscle groups for jumping, running • undeveloped upper bodies • Write sloppier than 9 (rushing) • Better fine motor control (tracing, copying maps) • Can use compass, protractors, rulers, and template • Frequent snacks and rest • Need lots of exercise 	<ul style="list-style-type: none"> • Eager to learn • Like organizing their world • classifying, seriation, collecting • Collaborative problem solving • Can appreciate others perspectives • Good at memorizing poetry, songs, times tables, geography, mathematical steps & formulas • Increasing ability to think abstractly • Pleasure in collecting, classifying, organizing • Can concentrate for longer periods of time • Enjoys rules and logic • Good problem solvers • Better attention to spelling, dictations, and penmanship BUT often sloppy as they learn to integrate skills 	<ul style="list-style-type: none"> • Read voraciously • Enjoy talking and explaining • Benefits from daily scheduled time for independent reading • Enjoy choral reading, singing, poetry, and plays • Like reading trade books centered on themes • Enjoy comic books and appropriate graphic novels • Readiness to write lengthy stories, longer poems, research papers • More frequent use of humor and dialogue in writing • More realistic description of interaction between characters • Writing themes: friends, friends, and more friends in adventures, time travel, letters to request information, notes to friends, reports 	<ul style="list-style-type: none"> • Appreciate being noticed and rewarded for efforts • Take pride in their work • Conscientious with homework 	<ul style="list-style-type: none"> • Generally happy & friendly • Enjoy family, peers, teacher • Quick to anger/forgiveness • Usually truthful • More mature sense of right/wrong • Able to learn peer mediation • Highly sensitive to friendship and fairness issues • Mostly cooperative & flexible • Do well in group activities, collaborative learning, building whole-class cohesion • Class-problem solving, committee work, conducting school surveys • Eager to help others through volunteering or tutoring

Overview: 11 year olds

“It’s past time for recess. We’re missing our recess! Same teams as yesterday? No way! The arguments continue. They use up ten full minutes of their precious recess time making up teams. No one seems to mind.” (C. Wood, 2017)



Strengths	Challenges
<ul style="list-style-type: none">● Electrified, lots of energy● Engage new experiences with outward boldness yet inward tentativeness● Devoted to classmates and peer groups● Practice art of social debate and negotiation● Love being physically active, especially outdoors● Focusing on improving skills, especially in sports	<ul style="list-style-type: none">● Adolescence begins● Self-conscious about changing bodies● Bones grow faster than muscles → aches & pains● Emotional sensitivity● Relationships with peers and adults → topsy-turvy● Cliques and bullying● Staying up late & difficulties waking in the morning
<ul style="list-style-type: none">➤ More collaborative work related to real-life experiences➤ Projects and service learning activities incorporated into assignments➤ Addition of footnoting, creating bibliographies using scientific notation➤ Rather learn new skills than improve old skills➤ Need solid connections to trusted adults	

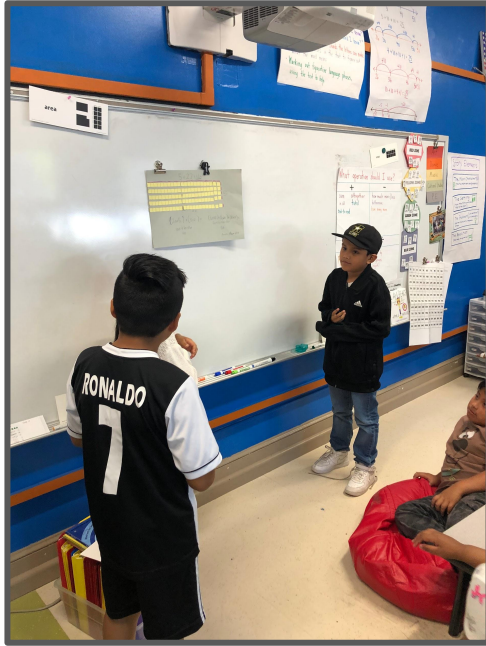
Developmental Overview: 11 year olds

Physical Development	Cognitive Development	Language & Literacy Development	Self Concept & Identity Development	Peer Relations, Social, & Moral Development
<ul style="list-style-type: none"> • Restless and energetic • Need lots of food, physical activity, and sleep • Need quiet breaks during day • Girls may experience early adolescent growth spurt and sexual maturation • Boys begin rapidly growing taller • May struggle with clumsiness • Motor skills such as throwing, catching, and kicking improve • Like to measure their individual bests • 	<ul style="list-style-type: none"> • Rather learn new skill than improve old skill • Difficulties making decisions • Defensive about mistakes • Better at abstract thinking and deductive reasoning • Enjoy challenge of reasonably hard work • Better able to write about plot, character development, and style • Provide opportunities for writing • Can solve complicated math word problems • Use probability and statistics with real-world problems • Use calculators and computers as problem-solving tools 	<ul style="list-style-type: none"> • Imitate adult language • Show interest in language, music, mechanics → need opportunities to explore new interests • Can do week-long reading assignments • More interest in nonfiction books related to interests • Reading bibliographies and scientific history → make timelines • Read to younger children • Willingness to practice writing, although revisions often a struggle • Like journaling, cartooning, poetry writing • Favorite writing topics: blood and gore, fantasy, science fiction, love and romance 	<ul style="list-style-type: none"> • Like independence • Self-absorbed • Imaging self in adult roles • Sensitive • Enjoys arguing and debating others • View self as either “in” or “out” in peer groups • Adults need to respect independence • Adults need to be close, but not too close • Communication at a distance 	<ul style="list-style-type: none"> • Impulsive • Often talk before thinking • Need time to talk with peers • Heavy social media use • Behaves best when away from home • Need adult empathy, humor, and sensitivity about body changes • test limits and rules • Moody • Inclusion/exclusion issues important • Worry about who is in/out • Prefer team sports • See world from different points of view • Use of class meeting, peer mediation, and cross-age tutoring can be very effective

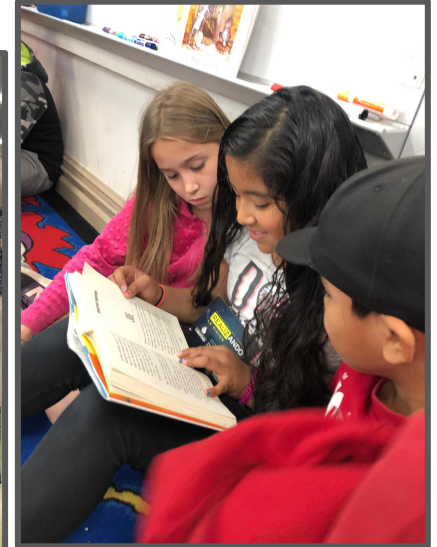
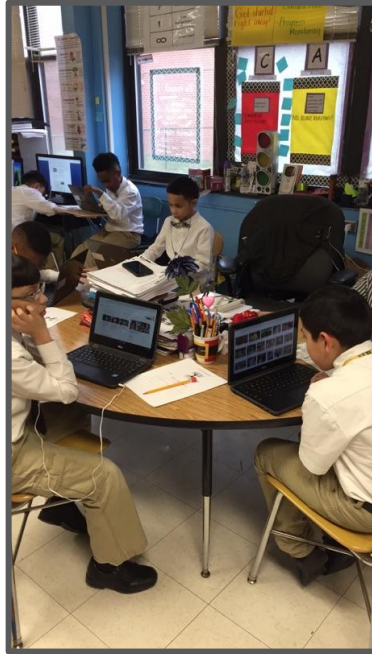
Physical Development Examples



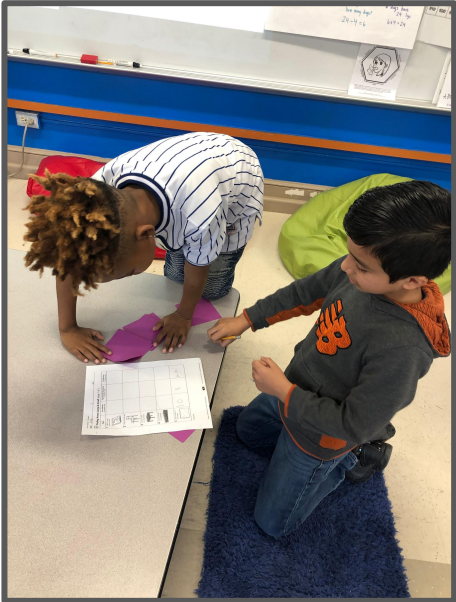
Cognitive Development Examples



Language and Literacy Development Examples



Peer Relations, Social, and Moral Development Examples



References

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