

# PLAYER TIPS

## UNIT 2:

### Intellectual Development of Toddlers Chapter 12 pg 333

#### Brain Development pg 333

1. The brain undergoes a growth spurt, increasing synaptic \_\_\_\_\_ and myelination.
2. \_\_\_\_\_ for toddlers is experience-dependent.
3. Toddlers begin to make sensory \_\_\_\_\_.
4. Brain development allows for \_\_\_\_\_ imagery.
5. \_\_\_\_\_ and memory development aid toddlers' thinking.
6. Various windows of opportunity for \_\_\_\_\_ open.
7. Toddlerhood is a period of \_\_\_\_\_ if environmental conditions are not optimal.
8. Optimal conditions for brain growth include \_\_\_\_\_ adequate to support the fast growing brain.
9. Optimal conditions for brain growth also include a rich \_\_\_\_\_ environment surrounded by quality language exposure.
10. Optimal conditions for brain growth also need an emotionally supportive, \_\_\_\_\_-free world.

#### Piaget's Substage 5 pg 334

11. Piaget called children in substage 5 "\_\_\_\_\_ " because they are so busy exploring and discovering the possibilities in their world.
12. Piaget's \_\_\_\_\_ has children discovering one way to use an object and then they vary their actions to see what else they can do with the same object.
13. Piaget's substage 5 is called \_\_\_\_\_ circular reactions.
14. Piaget's substage 5 is for toddlers around 12 to \_\_\_\_\_ months of age.
15. Piaget's substage 5 is called tertiary since it is the \_\_\_\_\_ major intellectual development.
16. Piaget's substage 5 is called \_\_\_\_\_ since toddlers love to repeat their actions.
17. In Piaget's substage 5, children's learning is characterized by working toward a \_\_\_\_\_.
18. Your toddler hunts for objects in every \_\_\_\_\_ place in Piaget's substage 5.
19. \_\_\_\_\_ are symbolic actions seen in play that mimic real situations.
20. \_\_\_\_\_ symbolic play is when young toddlers pretend using either real objects or realistic toys.

#### NOTES:

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### **Piaget's Substage 6 Mental Imagery or Representation pg 335**

21. Around ages 18 to \_\_\_\_\_ months, toddlers intellectual abilities change again as they enter Piaget's substage 6.
22. The three main characteristics that describe substage 6 are identified by \_\_\_\_\_.
23. The 3 characteristics of substage 6 include A) toddlers think to achieve \_\_\_\_\_  
B) \_\_\_\_\_ and engage in pretense and C) locate \_\_\_\_\_ objects
24. The ability for a toddler to reach their \_\_\_\_\_ of reaching a toy on a high shelf using a stool  
Is a good example of Piaget's substage 6.
25. During Substage 6, children's understanding of object \_\_\_\_\_ is complete.
26. Older toddlers may demonstrate this understanding by searching for \_\_\_\_\_ objects.
27. The ability for a toddler to recall and later \_\_\_\_\_ someone's behavior is called deferred imitation.
28. Older toddlers enter Piaget's second level of pretense called \_\_\_\_\_ symbolism.
29. Collective symbolism is when a toddler can use one set of objects to \_\_\_\_\_ another set of objects.

### **Vygotsky's Sociocultural Theory pg 337**

30. The teaching of children is a basic \_\_\_\_\_ activity according to Vygotsky.
31. Starting in the toddler years, adults should \_\_\_\_\_ or help the child learn within his or her zone of proximal development or ZPD.
32. What children are taught is influenced by \_\_\_\_\_ norms according to Vygotsky.
33. Some cultures like to show \_\_\_\_\_ more than other cultures like in giving hugs and kisses.
34. In a \_\_\_\_\_-oriented culture, scaffolding is often done by parents, extended family members and siblings.
35. In an \_\_\_\_\_-oriented culture, parents are the primary teachers.
36. According to Vygotsky, children are also taught cultural values of \_\_\_\_\_ too.

### **Concept Learning pg 340**

37. Concepts from infancy become more \_\_\_\_\_ during toddlerhood, but do not fully mature.
38. Distinguishing attributes of objects involves knowing attributes based on \_\_\_\_\_ and perceiving differences.
39. Toddlers note cause and \_\_\_\_\_ by manipulating objects and testing actions like throwing, rolling, shaking or moving objects .
40. Toddlers will note cause and effect that round objects will \_\_\_\_\_ and flat objects will slide.

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### Concept Learning pg 341

- 41. Toddlers use \_\_\_\_\_ relationships fitting objects together and moving through spaces.
- 42. Toddlers solve problems using \_\_\_\_\_ and error.
- 43. Toddlers understand quantity by counting by \_\_\_\_\_, but not truly comprehending quantity.

### Articulation pg342

- 44. \_\_\_\_\_ refers to a person's ability to pronounce words that can be understood by others.
- 45. A child that is fluent in two languages is called \_\_\_\_\_.
- 46. \_\_\_\_\_ is the skill needed to understand others and be understood by them.
- 47. Your toddler is being raised in a \_\_\_\_\_-oriented culture and so his/her vocabulary is using more of expressive words than referential words.
- 48. Your toddler is being raised in an \_\_\_\_\_I-oriented culture and so his/her vocabulary is using more of referential words than expressive words.
- 49. Your toddler is using words to name people and places and action verbs to talk about their world which is called \_\_\_\_\_ speech.
- 50. Your toddler is using affective words like hug and kiss to create social bonds with others which is called \_\_\_\_\_ speech.
- 51. \_\_\_\_\_ is the study of word usage and order in a given language.
- 52. \_\_\_\_\_ are speakers of one language.

### Vocabulary pg 344

- 53. The fastest growth in vocabulary occurs around \_\_\_\_\_ months of age.
- 54. Variances in vocabulary may be due to A) \_\_\_\_\_ influences  
B) bilingualism C) \_\_\_\_\_ usage D) \_\_\_\_\_ of word usage
- 55. Cultural \_\_\_\_\_ affect words children learn.

### Grammar pg 345

- 56. \_\_\_\_\_ is the study of word usage and order in a given language.
- 57. Knowledge develops in stages, including: A) learning single-word sentences 12 to \_\_\_\_ months  
B) forming multi-word sentences after \_\_\_\_ months C) using three-word sentences 24 to \_\_\_\_ months

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### Factors Influencing Rates of Learning to Talk pg 346

58. There are several factors that influence the rate a toddler learns to \_\_\_\_\_ including  
A)Hearing B) Interest C)\_\_\_\_\_abilities D)Gender E) Need for \_\_\_\_\_  
F) \_\_\_\_\_ environment G)Bilingualism H) Autism
59. Your toddler's vocabulary by age 3 has a major impact on their \_\_\_\_\_ achievement.
60. As children learn a language, they develop both \_\_\_\_\_ and grammar.
61. *At what age do children say 3 words?* \_\_\_\_\_ months
62. *At what age do children say up to 500 words?* \_\_\_\_\_ to \_\_\_\_\_ months
63. *At what age do children begin to repeat the actions of others?* \_\_\_\_\_ to \_\_\_\_\_ months

### Motor Activities pg 350

- 64.Children need activities to encourage \_\_\_\_\_-motor and fine-motor skills.
65. Many \_\_\_\_\_-motor activities also encourage other areas of learning like symbol making.
66. \_\_\_\_\_-motor activities includes jumping, running, climbing and crawling.
67. \_\_\_\_\_-motor activities include drawing a picture or building a tower of blocks.

### Sensory Stimulation Activities pg 351

68. \_\_\_\_\_ stimulation activities help children learn about the properties of items through the  
\_\_\_\_\_ use of all of the senses and are best when \_\_\_\_\_-guided and hands-on.
69. Basic \_\_\_\_\_ activities encourage toddlers to try out ideas and should involve physical trial  
\_\_\_\_\_ and error.
70. Sensory stimulation like \_\_\_\_\_ teaches toddlers whether objects are rough,smooth, hard or  
\_\_\_\_\_ soft.
71. Through \_\_\_\_\_ toddlers learn the sounds of language.
72. \_\_\_\_\_ teaches about different flavors like sweet, sour, salty and bitter.
73. \_\_\_\_\_ lets toddlers recognize familiar aromas in foods.

### Symbolic Learning Activities pg 352

74. Provide \_\_\_\_\_ that have realistic purposes.
75. Initiate \_\_\_\_\_ play.
76. Play along when toddler \_\_\_\_\_ the idea.
77. Do not \_\_\_\_\_ the playing toddler.

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### **Symbolic Learning Activities pg 352**

- 78. Include play objects during story time like \_\_\_\_\_ puppets.
- 79. Encourage the toddler to make \_\_\_\_\_ like pop, fizz or buzz.
- 80. When the toddler makes \_\_\_\_\_ sounds or machine sounds this is called onomatopoeic.
- 81. Encourage the toddler to read a \_\_\_\_\_ to objects like favorite doll or teddy bear.
- 82. Initiate some \_\_\_\_\_ when toddler enters second level of pretense.

### **Talking With Toddlers pg 353**

- 83. Talk \_\_\_\_\_ the toddler.
- 84. Describe items, \_\_\_\_\_, and feelings.
- 85. Discuss past experiences in \_\_\_\_\_ detail.
- 86. Add \_\_\_\_\_ words to toddlers' sentences.
- 87. Use various \_\_\_\_\_ of speech.
- 88. Make a \_\_\_\_\_ of sounds.
- 89. Match sentences to the child's level and \_\_\_\_\_ correctly,
- 90. When talking with a toddler, ask \_\_\_\_\_-ended questions.
- 91. An open-ended question requires a \_\_\_\_\_ response for an answer.
- 92. Questions that only require a one- or two-word response can \_\_\_\_\_ conversation.
- 93. A \_\_\_\_\_-ended question only requires a one or two word response.

### **Reading and Singing with Toddlers pg 354**

- 94. When reading with toddlers: A)turn pages and \_\_\_\_\_ at pictures  
B)name and \_\_\_\_\_ at objects C) \_\_\_\_\_ enjoyable stories
- 95. When singing with toddlers use songs with words and \_\_\_\_\_.

### **Electronic Media Activities pg 355**

- 96. The AAP recommends \_\_\_\_\_ hours of screen time for children younger than two years of age.
- 97. The AAP recommends no more than \_\_\_\_\_ hours a day for children between two and three years of age.

### **NOTES:**