

PLAYER TIPS

UNIT 5:

Brain Development pg 419

1. Brain development is still rapid and specialization allows for new abilities.
2. Myelination speeds connections and pruning aids efficiency.
3. Preschoolers do not always have to use trial and error to solve problems.
4. The most important cognitive advance is *symbolic thought*.
5. Preschoolers are in the preoperational stage, a developmental stage in which they solve problems first by using only their present perceptions.
6. Symbolic thought is the ability to use symbols to represent objects, actions or events from a person's world of experiences.

Pretend Play pg 419

7. Pretend play is also called symbolic play where the child makes associations between their real worlds and the symbols they use.
- 8, Your preschooler has the ability now to model a person who is no longer present which is called deferred imitation.
9. Your preschooler likes to engage in pretend play with realistic symbols that closely represent the intended object which is called symbol realism.
10. Your preschooler can form a concept of objects and actions which is called conceptualize.
11. Pretend play changes in 5 ways during the preschool years.
 - A)Symbol realism is when children engaging in early pretend play prefer realistic symbols that closely represent the intended object but as they develop their pretend play may Include objects that stand for anything they want.
 - B) context since as children develop they may choose less realistic contexts.
 - C) Roles-- early pretend play involves children role-playing themselves but later they take on a greater variety of roles like animals or adults.
 - D) Number of actions--- early pretend play experiences often involve one action such as combing hair but later children may pretend play a sequence of actions like several grooming tasks.
 - E) Involvement of others---early pretend play is usually done alone but later with other children or adults.

NOTES:

PLAYER TIPS

UNIT 5:

Mental Images pg 420

- 12. Mental images are symbols of objects and past experiences that are stored in the mind.
- 13. Preschoolers use mental images in: A)storing memories B)comprehending language
C) reasoning spatially D)thinking creatively
- 14. Working memory or short-term memory is critical for executive functioning.
- 15. Working memory is closely related to Galinsky's essential life skills.
- 16. Your preschooler's explicit and implicit memories are also called long-term memories.
- 17. Your preschooler has a type of explicit memory where they remember personal experiences and events with the emotion which is called episodic memory.
- 18. Mental capacity is what a person does with his or her memory not how much is remembered.
- 19. Episodic memories are not crystallized or clear and fully formed in the mind until 10 years of Age.
- 20 Your preschooler does not remember events before 3 or 4 years of age which is called infantile amnesia.
- 21.Your preschooler knows facts and concepts along with associated word meanings which is called semantic memories.

Preconceptual Substage pg 423

- 22.Piaget's preoperational stage spans 6 years of childhood and is divided into 2 stages called the preconceptual substage and the intuitive substage.
- 23. The preconceptual substage is also known as the symbolic substage.
- 24. The symbolic substage in when children 2 to 4 years of age begin to develop some concepts.
- 25. Piaget's preoperational substage 2 is called the Intuitive substage.
- 26. The intuitive substage lasts from 4 years of age until around 7 years of age.
- 27. The natural ability to know something without evidence is known as intuition.
- 28. Your preschooler believes that everyone thinks in the same way and has the same ideas as he or she does which is called egocentrism.

NOTES:

PLAYER TIPS

UNIT 5:

Obstacles to Logical Thought pg 425

29. There are 5 obstacles to logical thought which include: A) egocentrism B) centration
C) problems with transformation and reversibility D) transductive reasoning
E) problems with cause and effect reasoning
30. Centration is when preschooler's try to solve problems through perception and they may center their attention on only one part of an object or event instead of seeing all parts at the same time.
31. Preschoolers tend to focus on single steps, stages or events and may have difficulty following transformations.
32. Preoperational children also struggle to trace actions in reverse or reverse the transformations. 33.
- Transductive reasoning which is mentally linking events without using logic.
34. When your preschooler says "Because I'm wearing my raincoat, it is raining." This is called Transpotion.

Vygotsky's Sociocultural Theory pg 427

35. Vygotsky saw preschool abilities as laying the foundation for more abstract thinking.
36. Vygotsky identified 3 important origins of abstract thought in the preschool years.
- A) Pretend play props are objects used in children's pretend play and serve as foundations for imaginative thinking and abstract concepts.
- B) Language for preschoolers becomes more than a means to express knowledge or communicate with others. Language becomes a tool for thinking.
- C) Imitation for preschoolers is used in pretend play as a means of learning new skills.

Concept Learning pg 430

37. Existing concepts continue to develop during the preschool years.
38. New concepts emerge, including: A) physical attributes B) physical knowledge and
C) logical thinking concept such as sorting, classifying ordering by attributes, seeing cause and effect understanding spatial and number concepts and noting time concepts.

Understanding Physical Knowledge pg 431

39. Physical knowledge is knowledge acquired through observations of the physical world.
40. Children have some illogical ideas including A) animism B) artificialism C) finalism
41. Animism is the attribution of living qualities to inanimate objects.
42. Artificialism is when preschoolers believe that everything is made by a real or imaginary Person.
43. Finalism is when preschoolers see everything as having an identifiable and understandable purpose.

NOTES:

PLAYER TIPS

UNIT 5:

Logical Thinking Concepts pb 431

- 44. Sorting and classifying objects—Preschoolers sort more easily than they classify.
- 45. Classifying involves choosing an attribute, selecting all objects that contain the given attribute which is called the class.
- 46. Objects that don't contain the attribute you are sorting is called the class complement.
- 47. *Seriation* is arranging objects in order by the increasing or decreasing magnitude of one of the object's attributes such as shade of color.
- 48. Seeing cause and effect—Children begin to understand observable cause and effect, but are not logical.
- 49. Mental mapping is mental construction of spatial relationships.
- 50. Numerosity or numerousness is difficult since unlike names which refer to one object, numbers refer to the entire group.
- 51. At school when preschoolers learn by repetition this is also called rote memorization.

Communication pg 436

- 52. Preschoolers use egocentric speech which means preschoolers talk as though the listener will understand what they are trying to communicate in the same way as they do.
- 53. Sometimes children speak in monologue by talking to themselves as though thinking aloud.
- 54. Collective monologue is talking to another person but not listening to what the other person is saying.

Expanding Vocabulary pg 437

- 55. Preschoolers expand their vocabularies as they learn words and their meanings.
- 56. Preschoolers label concrete items like people before learning words that symbolize abstract ideas like emotions.
- 57. The window of opportunity for vocabulary growth is always open.
- 58. At three years of age, children know about 900 words in English.
- 59. At four years of age, children know about 1,500 words.
- 60. At five years of age, children know about 2,000 words.
- 61. Tag questions are formed by making a statement and then adding yes or no to ask the question.

Grammar at Three Years of Age pg 438

- 62. Children have some ideas about rules of grammar.
- 63. When rules are learned, they are applied in every instance.
- 64. Questions are difficult because word order is different.
- 65. Children often use double negatives.

NOTES:

PLAYER TIPS

UNIT 5:

Grammar at Four and Five Years of Age pg 438

- 66. Longer, more complex sentences are the norm.
- 67. Children lengthen sentences by using clauses, conjunctions, and prepositions.
- 68 Children may still find the order of words in questions difficult.
- 69. Children use tag questions (for example, “The baby is small, yes?”).
- 70. *At what age can children rationally count 10 or more objects?* **Five years**
- 71. *At what age can children solve some problems correctly through intuition?* **Four years**
- 72. *At what age do children give illogical “reasons” for events?* **Three years**

Motor and Memory Activities pg 443

- 73. Motor activities improve in conjunction with other lessons and activities that involve physical movement.
- 74. Memory activities such as memory games, stories, leading questions, directions, photos, and frequent repetition.
- 75. Noting physical attributes and inviting children to analyze attributes
- 76. Understanding physical knowledge and conversing about natural events and illogical reasons.

Using Logical Thinking Concepts pg 446

- 77. Preschoolers can benefit from activities that do the following:
 - A) Sorting and classifying items like toys or clothing or groceries.
 - B) Ordering by attributes like arranging items shortest to tallest.
 - C) Seeing cause and effect like draining the bathtub or turning on water for a glass of water
 - D) Understanding spatial concepts like “put your hat on your head”.
 - E) Understanding number concepts and that numerals are names for how many.
 - F) Noting time concepts like using words before, after, then, yesterday, tomorrow, soon morning or night.

Reading Readiness pg 451

- 78. Reading readiness is a belief that children should be formally taught reading and writing when developmentally ready for instruction.
- 79. Emergent literacy is defined by theorists as all aspects of literacy, including reading and writing are developmental and learned in interactive ways, beginning in infancy as children learn to understand spoken words.

NOTES:

PLAYER TIPS

UNIT 5:

Reading Readiness pg 451

80. Adults can support language and literacy development in 5 ways :

- A) Make language and literacy a part of all activities.
- B) Read to children every day.
- C) After reading a book, talk about story plots with preschooler.
- D) Monitor television viewing including types of programs and total length of time.
- E) Provide opportunities for preschoolers to observe adults reading and writing.

81. Maturational theory of child development holds to the belief that children mature on a genetic timetable upon which the environment has little impact and that skills and concepts should only be taught when children are biologically ready to learn them.

82. Reading readiness programs teach 3 basic skills

- A) Phonemic awareness which is being able to distinguish sounds in words
- B) Letter recognition which is being able to see differences in letter shapes and knowing letter names
- C) Phonics which is the relationship between letters and sounds

83. Emergent Literacy is supported by parents in the following 3 ways:

- A) Being a speaking, reading and writing model.
- B) Reading daily to their child. Hearing parents read motivates the child to be a reader.
- C) Having books, digital devices and traditional writing materials available for the child to use as literacy emerges.

Electronic Media Activities pg 452

84. Interactive media refers to media systems such as computers that respond to the user's actions.

85. Noninteractive media or passive media refers to media systems such as television programs over which the user has only a limited amount of control.

86. Technology devices are ubiquitous or found everywhere.

87. Parents and caregivers can follow some basic principles suggested by experts below:

- A). Screen time should be monitored. Total daily screen time should be under 2 hours.
- B). Caregivers should assess effect on children.
- C). Media should always be used for learning and not just for technology's sake..
- D). Interactive media should be used to foster active and creative use by the child.
- E). Content should be developmentally appropriate for the child.
- F). Media should emphasize co-participation between children and adults.
- G). Media should be inclusive and available to a variety of people.

88. Experts have identified some possible negative outcomes from too much media which include: A) behavioral issues B) problems focusing on tasks C) irregular sleep patterns

- D) negative effects on socialization and language skills

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