1.Symbolic thought --Ability to use symbols to represent objects, actions, or events from a person's world of experiences.

2. Mental images--Symbols of objects and past experiences that are stored in the mind.

3. Memory capacity --What a person does with his or her memory (not how *much* is remembered).

4. Episodic memory--Memory of personal experiences and events, including emotion and context of the event.

5. Preoperational stage --Second of Piaget's stages of cognitive development in which children begin to think through problems rather than solve all their problems through physical actions.

6. Preconceptual substage--Substage of the preoperational stage in which children two to four years of age begin to develop and understand some concepts; also known as the *symbolic substage*.

7. Intuitive substage --Substage of the preoperational stage during which children rely on their mental imagery rather than logical reasoning to grasp a problem's solution.

8. Egocentrism --Child's belief that everyone thinks in the same way and has the same ideas as he or she does.

9. Centration -- Focusing on only one part of an object or event instead of seeing all parts at the same time.

10. Transformations --Sequences of changes.

11. Transductive reasoning --Mentally linking events without using logic.

12. Physical knowledge -- Knowledge acquired through observations of the physical world, such as attributes of objects (color, shape) and observable phenomenon (how gravity works and the comparative speed of balls rolled on flat surfaces and inclines).

13. Logical thinking concepts --Concepts that are not directly experienced through the senses, but are developed through thought, such as noting similarities and differences in objects and coordinating simple relationships (classifying, ordering by attributes, counting).

14. Classifying--Ability to choose an attribute and group all the objects from a set (either physically or mentally) that possess that attribute.

15. Seriation --Arranging objects in order by the increasing or decreasing magnitude of one of the object's attributes, such as length, shade of color, texture, or pitch.

16. Mental maps --Remembered mental constructions (seen in the 1cmind's eye 1d) that organize spatial relationships from an individual's perspective.

17. Egocentric speech -- Way in which preschoolers talk as though the listener will understand what they are trying to communicate.

18. Monologue -- Children talking to themselves as though thinking aloud.

19. Collective monologue --Talking to another person, but not listening to what the other person has said.

20. Tag questions --Making a statement and then adding *yes* or *no* to ask a question.

21. Animism -- Preschool children may assign human qualities to nonhumans, such as plants, animals, and objects. (431)

22. Artificialism -- Preschoolers may believe that everything is made by a real or imaginary person.

 (431) For example, a preschooler may say that the sun was rolled into a ball by giants.

23. Finalism-- Preschoolers may see everything as having an identifiable and understandable purpose.

23.Reading readiness -- Belief that children should be formally taught reading and writing when developmentally ready for instruction; also refers to pre-reading programs taught through direct instruction.

24. Maturational theory of child development -- Based on the premise 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 for them.

25. Emergent literacy -- Conceived as all aspects of literacy, including reading and writing, are developmental and acquired in interactive ways, beginning in infancy as children learn to understand spoken words.

26.Interactive media -- Media systems, such as computers, that respond to the user's actions.

27. Noninteractive media --Media systems, such as television programs, over which the user has only a limited amount of control; also called *passive media*.