

CHAPTER 2
Teaching and Learning in Developmentally Appropriate Programs

Multiple Choice

Circle the best answer.

1. Jack and Jerome are both five years old. Jack's language development is more advanced than Jerome's. Jerome is more physically coordinated and stronger than Jack. These children illustrate which developmental principle?
 - a. Normative sequence
 - b. Holistic development
 - c. Variation of rates
 - d. Cumulative and delayed effects

2. Which of the following children is demonstrating active learning?
 1. Tom is talking to himself as he tries to solve a problem.
 2. LaTasha is counting each jump as she jumps rope.
 3. Raymond is wandering around the room, looking for something to do.
 - a. Tom, LaTasha and Raymond
 - b. Tom only
 - c. Tom and LaTasha, but not Raymond
 - d. LaTasha and Raymond only

3. Why should the level of skills required for activities vary if all the children in the group are the same age?
 - a. The children will be at different developmental levels.
 - b. The children will be coming from different cultural backgrounds.
 - c. Different children will be interested in different subjects.
 - d. The children will use the activities to learn more than one skill at a time.

4. Why do teachers offer a variety of small group activities for children every day?
 1. The children will be at different developmental levels.
 2. The children will be coming from different cultural backgrounds.
 3. Different children will be interested in different subjects.
 4. The children will use the activities to learn more than one skill at a time.
 - a. 1, 2, 3 and 4
 - b. 1 and 2
 - c. 3
 - d. 1, 2 and 3

5. Which of the following statements is the best reason for studying child development as an early childhood educator?
 - a. To keep current with changes in mathematics and literacy expectations for children
 - b. To have a sound basis for deciding which children should go to kindergarten and which children should spend another year in preschool
 - c. To better understand how to sequence children's experiences in the classroom
 - d. To be better prepared to pass the Praxis 2 exam

6. A person's learning profile refers to:
 - a. The way a person forms letters and numerals.
 - b. The speed with which a person learns to read and write.
 - c. The amount of creativity a person brings to routine learning tasks.
 - d. The way a person processes information and experiences.

7. What intelligence fits this description? "Grace is reflective and sensitive to her inner moods."
 - a. Musical learner
 - b. Intrapersonal learner
 - c. Logical-mathematical learner
 - d. Interpersonal learner

8. What intelligence fits this description? "Gary learns best by doing experiments and exploring patterns/relationships."
 - a. Musical learner
 - b. Interpersonal learner
 - c. Logical-mathematical learner
 - d. Intrapersonal learner

9. Two children are playing a card game. Your book describes a teaching strategy called behavior reflections. Which of the following is an example of a behavior reflection?
 - a. It's great how you're cooperating.
 - b. I like the way you are working together.
 - c. You each have five cards left to play.
 - d. Is this your favorite card game?

10. Which of the following ideas is most closely related to the teaching strategy of scaffolding?
 - a. Children learn best through indirect instruction.
 - b. If children are taught specific cognitive skills, their intellectual development accelerates.
 - c. Children learn best through direct instruction.
 - d. There is a point in children learning when the help of a more experienced child or an adult is useful.

11. Which of the following is a characteristic of effective praise?
 - a. Children are told that they did a good job.
 - b. Using a child's name personalizes the praise statement.
 - c. Children's actions are compared to previous performance.
 - d. Children who have been praised get to stand out from their peers.

12. Four-year-old Maureen points to a blue block and calls it green. According to your text, an appropriate response would be which of the following?
 - a. "No, that's not right. Try it again."
 - b. "You think that block is green. That color is blue. Let's find some other things colored blue. "
 - c. You should say nothing to the child.
 - d. "You really need help with your colors."

13. The teacher asks the children, "What do you think will happen if we add this block to the top of the tower?" What should the teacher do next?
 - a. Ask a follow-up question immediately.
 - b. Wait several seconds before saying anything else.
 - c. Put the block on top so children can see what will happen as they answer.
 - d. Offer his own idea -- "I think it might fall down. Is that what you think?"

14. Which of the following statements is an appropriate challenge?
 - a. I bet you can't find 10 words that start with "R" on the next page.
 - b. Would you like to try?
 - c. Why do sheep have such thick coats?
 - d. Let's figure out how many different ways there are to put these blocks together.

15. The teacher says, "Corey, I'm so glad to see you. Here's a place for you next to Austin." This is an example of which teaching strategy?
 - a. Scaffolding
 - b. Guided Practice
 - c. Invitation
 - d. Behavior reflection

16. Which of the following is a "do it signal"?
 - a. Let's all look at the pictures now.
 - b. Here is what you have to do first.
 - c. Show me something that is not a circle.
 - d. What will happen if we put 5 on this side and 5 on that side?

17. Which of the following scenarios provides an example of scaffolding?
 - a. A teacher reading a story book to a group of children.
 - b. Two three-year-olds playing side by side in the water table.
 - c. A kindergartner rolling out balls of modeling dough.
 - d. A first-grade child encouraging a three-year-old to name farm animals in a picture book.

18. Wanda pulls a lotto game off the shelf. She says to another child, "This is a lot like my memory game at home. Let's try it." Wanda is entering what phase of the Cycle of Learning?
 - a. Exploration
 - b. Practice
 - c. Acquisition
 - d. Generalization

19. Roy is examining the plastic tubing that is available in the water table. He tries many different ways to move the water through it – squeezing it, blowing into it, and holding it in different ways. William is demonstrating what phase of the Cycle of Learning?
 - a. Exploration
 - b. Practice
 - c. Acquisition
 - d. Generalization

20. The teachers at Elliott school are consulting their district's performance standards. What are these standards telling them?
- What the preschool age children should be learning each day.
 - The difference between the second grade and third grade math goals.
 - What the National Council for the Social Studies says children need to know within the social studies curriculum.
 - Which mathematics outcomes are being adopted nationwide.

Short Answer Questions

Give a short, concise answer to each statement.

21. Based on your readings, name two classroom practices that support the developmental principle, variation of rates.
22. Rodney and Sarah are playing with some tabletop blocks. Identify four areas of development and what the children might be learning as they play in relation to their development.
23. Jack has finished reading his first chapter book. Give an example of ineffective praise. Give an example of effective praise.
24. Jack and Jill, two four-year-olds, are building a road with blocks. Give an example of an open-ended question. Give an example of a behavior reflection.
25. Who develops the standards that describe what children might be reasonably expected to know and do at different ages or in different grades? Provide at least three sources.

Essay Questions

Give complete responses to each statement.

26. Name and define 4 of the 8 intelligences according to Howard Garner. Discuss the implication these have for teachers in early childhood classrooms.
27. The children are interested in learning about rocks. Describe three different activity types that you might use to address this content and provide a brief example of each.
28. Draw a diagram depicting the phases in the Cycle of Learning. Describe each phase and the implications that these phases have in terms of early childhood practices.

Chapter 2

Multiple Choice

1. C
2. C
3. A
4. D
5. C
6. D
7. B
8. C
9. C
10. D
11. C
12. B
13. B
14. D
15. C
16. C
17. D
18. D
19. A
20. B

Short Answer: Give a short, concise answer to each statement.

21. Based on your readings, name two classroom practices that support the developmental principle, variation of rates.

Teachers expect a wide range of abilities in children.

Teachers individualize their instruction rather than expecting all children to learn the same thing in the same way at the same time.

Teachers create daily schedules in which children have opportunities to pursue activities at their own paces.

Classroom activities have multiple learning objectives, not just one.

Teachers repeat activities more than once during the year so that children can gain different benefits from the activity according their changing needs and capabilities.

22. Rodney and Sarah are playing with some tabletop blocks. Identify four areas of development and what the children might be learning as they play in relation to their development.

Aesthetic – making patterns, comparing colors, developing a structure that is pleasing to them

Affective – working independently, feeling a sense of accomplishment

Cognitive – sorting, ordering, counting, patterning, spatial relations

Language – vocabulary, listening skills, opportunities to state ideas in words, could involve writing in some way such as making signs for a highway

Physical – fine motor skills, eye-hand coordination

Social – sharing, asking for things, listening to others' ideas

23. Jack has finished reading his first chapter book. Give an example of ineffective praise.
Good job
Nice work

Give an example of effective praise

You worked hard to get through all the chapters.

This fall you were reading picture books. Now you are reading chapter books too.

24. Jack and Jill, two four-year-olds, are building a road with blocks. Give an example of an open-ended question

How did you decide where to make the bridge?

Why did the road turn here?

Give an example of a behavior reflection.

You're stacking the blocks to make a bridge.

You each are working on a different part of the road.

25. Who develops the standards that describe what children might be reasonably expected to know and do at different ages or in different grades? Provide at least three sources.

State Departments of Education

Professional societies

School districts

Early Childhood Programs

Essay: Give complete responses to each statement.

26. Name and define 4 of the 8 intelligences according to Howard Garner. Discuss the implication these have for teachers in early childhood classrooms.
27. The children are interested in learning about rocks. Describe three different activity types you might use to address this content and provide a brief example of each.
28. Draw a diagram depicting the phases in the Cycle of Learning. Describe each phase and the implications these phases have in terms of early childhood practices.