

Chapter 2: The Tasks of the Toddler

TRUE/FALSE

1. Toddlers 'brains are as active as adults'.

ANS: T PTS: 1 DIF: Easy

2. To understand the grammar in a language, one must understand both spoken and written utterances.

ANS: T PTS: 1 DIF: Easy

3. A child who speaks her first word at 20 months of age is not considered within the normal range for first words.

ANS: F PTS: 1 DIF: Easy

4. Toddlers are good at cooperative play.

ANS: F PTS: 1 DIF: Easy

5. If a toddler points to objects in picture books, the best professional response would be to nod or smile, indicating your approval.

ANS: F PTS: 1 DIF: Easy

6. It is a good idea to establish a special reading time during the toddler's day and rarely read at other times.

ANS: F PTS: 1 DIF: Easy

7. Large, chunky crayons may be hard for toddlers to hold, so provide standard-sized ones.

ANS: F PTS: 1 DIF: Easy

8. Crayon use is developmentally appropriate for most toddlers but may need supervision.

ANS: T PTS: 1 DIF: Easy

9. Large group story time for toddler care centers is recommended.

ANS: F PTS: 1 DIF: Easy

10. Freedom to explore during toddlerhood promotes much more than seeing and deciphering patterns.

ANS: T PTS: 1 DIF: Easy

11. Toddler silliness and pie-in-the-face behavior indicate a need for firmer handling.

ANS: F PTS: 1 DIF: Easy

12. Adults can speak to toddlers emphasizing certain words, which may increase children's focus on these words.
ANS: T PTS: 1 DIF: Easy
13. A home full of unpredictability, violence, and chaos may affect toddler brain structure.
ANS: T PTS: 1 DIF: Easy
14. Parents' attitudes about literary activities may affect toddlers adversely.
ANS: T PTS: 1 DIF: Easy
15. Toddlers' mistakes in speech are usually evidence of intelligent growth.
ANS: T PTS: 1 DIF: Easy
16. A toddler raising her voice at a sentence's ending may indicate that she is asking a question.
ANS: T PTS: 1 DIF: Easy
17. Language is a means of directing others to construct similar thoughts from their own experience.
ANS: T PTS: 1 DIF: Easy
18. Language grows as real, firsthand experience with social companions grows.
ANS: T PTS: 1 DIF: Easy
19. When presenting songs to a group of toddlers, try to limit creativeness and focus on toddlers using the right actions and words.
ANS: F PTS: 1 DIF: Easy
20. Toddler picture books should have few words on each page.
ANS: T PTS: 1 DIF: Easy
21. One reason why offering musical experiences to toddlers works so well is that they are fascinated by sounds.
ANS: T PTS: 1 DIF: Easy
22. Research has provided proof that toddlers acquire linguistic and intellectual benefits from musical activities.
ANS: F PTS: 1 DIF: Easy
23. Accepting and reinforcing toddler language promotes more toddler language.
ANS: T PTS: 1 DIF: Easy
24. Orderly, soothing, loving experiences in toddlers' lives may support optimal brain growth.

- ANS: T PTS: 1 DIF: Easy
25. High stress may affect children's brain development.
- ANS: T PTS: 1 DIF: Easy
26. Toddlers exhibit symbolic play.
- ANS: T PTS: 1 DIF: Easy
27. The primary developmental need of toddlers other than food and shelter is toys and playmates.
- ANS: F PTS: 1 DIF: Easy
28. Toddlers have an innate predisposition for learning to communicate.
- ANS: T PTS: 1 DIF: Easy
29. Low nonrounded vowels are difficult for toddlers to articulate.
- ANS: F PTS: 1 DIF: Easy
30. Toddlers sense what to fear by watching others.
- ANS: T PTS: 1 DIF: Easy
31. Toddlers get a "sense of self" from others.
- ANS: T PTS: 1 DIF: Easy
32. Toddler teachers step in when toddlers are safely exploring so that toddlers will learn from them.
- ANS: F PTS: 1 DIF: Easy
33. Teachers seldom do word modeling with toddlers.
- ANS: F PTS: 1 DIF: Easy
34. Teachers do not encourage toddlers to communicate through gestures because they want toddlers to learn through using their words.
- ANS: F PTS: 1 DIF: Easy
35. Teachers may ask toddlers to look at them if they want to communicate with words.
- ANS: T PTS: 1 DIF: Easy
36. A word is a sign that signifies a referent.
- ANS: T PTS: 2 DIF: Moderate
37. In a few words, the relationship between a word and a referent is not arbitrary.
- ANS: T PTS: 2 DIF: Moderate

38. The best time to read a picture book to a toddler is when she is out of control.

ANS: F PTS: 2 DIF: Moderate

39. When children age, they change their private meanings of what words mean to conform to public meanings.

ANS: T PTS: 1 DIF: Easy

40. Toddlers unconsciously discover and formulate the rules of their native language.

ANS: T PTS: 1 DIF: Easy

41. A child's mastery of phonology is gradual but the child's master of the correct syntax of his native language is even slower.

ANS: F PTS: 1 DIF: Easy

42. Early childhood educators are urged to use adjectives and adverbs in their conversations with toddlers.

ANS: T PTS: 1 DIF: Easy

43. Teachers should not encourage toddlers to use gestures for this slows vocabulary growth.

ANS: F PTS: 1 DIF: Easy

44. Toddlers should be exposed to a variety of classic American tunes and music rather than multicultural selections.

ANS: F PTS: 1 DIF: Easy

45. Nonfiction books do not appeal to toddlers.

ANS: F PTS: 1 DIF: Easy

46. One usually does not observe many 'reading-like' behaviors in toddlers.

ANS: F PTS: 1 DIF: Easy

47. Families whose cultural origins differ from the American culture may offer their children more experiences and activities associated with drawing and writing.

ANS: T PTS: 1 DIF: Easy

48. Young toddlers act on their surroundings in a sensory-motor fashion but as they age they begin to think about their actions first.

ANS: T PTS: 1 DIF: Easy

49. Most human languages are learned without much effort by young children.

ANS: F PTS: 1 DIF: Easy

50. Morphemes can be divided into smaller units with recognized meaning.

ANS: F PTS: 1 DIF: Easy

51. The order of verbs in a sentence might be confused in second language learners.

ANS: T PTS: 1 DIF: Easy

52. One example of an over-regulation of the word put is “I putted the toy away.”

ANS: T PTS: 1 DIF: Easy

53. The arbitrary signs (symbols) used in the English language are the alphabet letters.

ANS: T PTS: 2 DIF: Moderate

54. All the sounds used in Spanish are used in English.

ANS: F PTS: 2 DIF: Moderate

55. The word beautiful is a modifier.

ANS: T PTS: 2 DIF: Moderate

MULTIPLE CHOICE

1. Toddler group times are
- a. short.
 - b. full of active child participation.
 - c. planned to promote child speech.
 - d. all of these answers.

ANS: D PTS: 2 DIF: Moderate

2. Considering story books with electronic features, educators believe that
- a. they may be more educative than human read-alouds.
 - b. they are not worth the money.
 - c. they attract but do not hold toddlers’ attention for long.
 - d. reading with a responsive adult is best.

ANS: D PTS: 2 DIF: Moderate

3. When using a block as a baby bottle, the toddler is engaging in
- a. cooperative play.
 - c. sensory play.

- b. symbolic play. d. elaborative play.

ANS: B PTS: 2 DIF: Moderate

4. Parents who believe reading is a source of enjoyment usually have children who
- have positive attitudes about reading.
 - avoid books when play is available.
 - collect books and handle them gently.
 - use books for informational purposes.

ANS: A PTS: 2 DIF: Moderate

5. Prudent advice to parents about book sharing with a toddler is to
- concentrate on the book's content.
 - pass on the information in the book.
 - emphasize important words.
 - relax and enjoy.

ANS: D PTS: 2 DIF: Moderate

6. One can expect toddlers to use crayons
- without attempting to chew them.
 - with a scrubbing motion.
 - and make scribbles and enclosed shapes.
 - and make recognizable forms.

ANS: B PTS: 2 DIF: Moderate

7. Phonology is connected to
- intellectual learning.
 - using words as symbols.
 - the sounds of speech.
 - the meanings of words.

ANS: C PTS: 2 DIF: Moderate

8. The smallest unit of speech that distinguishes one utterance from another is called a
- morpheme.
 - symbol.
 - syntax unit.
 - phoneme.

ANS: D PTS: 2 DIF: Moderate

9. A toddler who says "peas" for *please*
- lacks the ability to say "please" but may hear it as "please."
 - has an inability to hear precisely or is lazy.
 - should feel warmly toward adults who say "peas" for *please*.
 - none of these answers

ANS: A PTS: 2 DIF: Moderate

10. Toddlers learning the grammar of their native language
- use correct forms of words and later use incorrect ones.
 - understand general rules before exceptions.
 - learn how sounds are organized to communicate meaning.
 - all of these answers

ANS: D PTS: 2 DIF: Moderate

11. Syntax involves
- the sounds of symbols.
 - prefixes and suffixes.

- b. rules and word order. d. phonemes and morphemes.

ANS: B PTS: 2 DIF: Moderate

12. When a child says, "It falled down," it is a
a. pronunciation error. c. symbolic error.
b. syntactic error. d. overregulation error.

ANS: D PTS: 2 DIF: Moderate

13. A toddler who calls a melon a ball is displaying
a. knowledge of balls. c. faulty thinking.
b. illogical thinking. d. a sense of humor.

ANS: A PTS: 2 DIF: Moderate

14. Which of the following is a useful pivot word?
a. car c. where
b. kitty d. cookie

ANS: C PTS: 2 DIF: Moderate

15. If you were planning a toddler story time with a group of 12 toddlers,
a. invite their mothers. c. plan for 20 to 30 minutes.
b. choose three to four good books. d. place chairs in a circle.

ANS: A PTS: 2 DIF: Moderate

16. The toddler who uses the word *no* in speech is
a. displaying a negative attitude.
b. wants to be cooperative.
c. may be testing to see if there is a choice.
d. needs firm handling.

ANS: C PTS: 2 DIF: Moderate

17. Pragmatics involve
a. toddlers' learning to ask questions.
b. toddlers' use of social speech conventions.
c. toddlers' use of logic and language.
d. toddlers' tendency to be polite.

ANS: B PTS: 2 DIF: Moderate

18. Each human language has
a. common sounds or gestures very similar to another language.
b. flexible rules rather than fixed ones.
c. grammar and spelling similar to English.
d. blended sounds that create meaning.

ANS: D PTS: 2 DIF: Moderate

19. A common deterrent that happens in some centers that may take away exposure to adult words and ideas is
a. high noise level.

- b. inadequate sound proofing.
- c. frequent adult to adult conversations.
- d. second language speakers.

ANS: C PTS: 2 DIF: Moderate

20. Adults probably have
- a. just as much inner speech as children.
 - b. learned to inhibit self talk.
 - c. sometimes used inner speech for problem solving.
 - d. all the above.

ANS: D PTS: 2 DIF: Moderate

21. Most toddlers can understand nonverbal signs used in the past with familiar adults. A good example of one is
- a. a hand over the mouth when smiling.
 - b. a smile when a toddler exhibits poor behavior.
 - c. a fist raised in the air.
 - d. a stretched straight forward arm with an opened hand palm out and fanned fingers facing the toddler.

ANS: D PTS:2 DIF: Moderate

22. One task of a toddler who wants to speak and be heard is
- a. to gain the attention of a listener.
 - b. to use correct grammar from the beginning.
 - c. become a clear articulated speaker.
 - d. none of the above

ANS: A PTS: 2 DIF: Moderate

23. Characteristic toddler speech includes
- a. whispering.
 - b. stuttering.
 - c. telegraphic speech.
 - d. anti-social speech.

ANS: C PTS: 2 DIF: Moderate

24. It is best to say the following to a toddler when you want him to go to the snack table
- a. "Are you hungry?"
 - b. "Do you want to see me eat an apple slice?"
 - c. "It is time to finish and have a snack. It's snack time."
 - d. "Follow me to the snack table."

ANS: C PTS: 2 DIF: Moderate

MATCHING

1. Match a word in Column A to its logical pair in Column B

Column A

- 1.brain cells
- 2.pretend play
- 3.ethnic music
- 4.finding a buddy
- 5.toddler books
- 6.toddler behavior
- 7.short circle time
- 8.book feature
- 9.electronic books
- 10.scribbling
- 11.exciting music
- 12.symbolic reasoning

Column B

- 1.older toddler
- 2.naming book illustration objects
- 3.washing a doll
- 4.using a routine signal
- 5.imitation possibilities
- 6.gourd shaking
- 7.uniquely human
- 8.washable page
- 9.chunky crayons
- 10.drum beats
- 11.second best
- 12.more the better

ANS:

- | | |
|--------|---------|
| A1-12B | A7-4B |
| A2-3B | A8-5B |
| A3-6B | A9-11B |
| A4-1B | A10-9B |
| A5-8B | A11-10B |
| A6-2B | A12-7B |

PTS: 3

DIF: Difficult

2. Sort the following sentences concerning advice to give to families concerning their toddler's language development. Sort into would recommend (WR) or not recommend (NR).

1. Toddlers don't display their strong feelings so ignore outbursts.
2. If your young toddler doesn't make friends worry.
3. Toddlers sometimes may not know poking someone hurts.
4. Pretending is developmentally appropriate
5. Toddlers should display multiple social graces.
6. Music is developmental.
7. Sing and clap to music often
8. Name kitchen objects when using them.
9. Call attention to sensory features such as seeing, hearing, smelling, tasting, etc.
10. Ignore children's unclear speech.
11. No said by the toddler can indicate awareness of nonexistence.
12. Use speech slightly above what child can handle
13. Remember negative reinforcement is more powerful than positive.
14. Wait if a toddler pauses in a conversation.

15. Talk about the birthday present not the wrapping paper that interests him.
16. A toddler is too young to learn adjectives.
17. Expect your toddler to be very interested in books.
18. Don't stop a book because he's not interested.
19. Talk a great deal to your toddler about what is going on around him.
20. Provide access to many objects and diverse situations.

ANS

1.NR	6.WR	11. WR	16.NR
2. NR	7. WR	12. WR	17. NR
3. WR	8. WR	13. NR	18. NR
4. WR	9. WR	14. WR	19. WR
5. NR	10. NR	15. NR	20. WR

PTS: 3

DIF: Difficult

SHORT ANSWER

1. Discuss the relationships among object, word, sign, and referent.

ANS:

The meaning of a word resides in speakers of a common language. The word is a sign (symbol) that signifies a referent, often an object or action. This is an arbitrary relationship. In a few words the relationship is not arbitrary because the word resembles a sound connected to the referent.

PTS: 3

DIF: Difficult

2. Identify the earliest and latest age that would be in the normal range for a child's first word appearance.

ANS:

Sometime between 10 and 22 months.

PTS: 3

DIF: Difficult

3. What is the difference between the study of semantics and the study of pragmatics?

ANS:

Semantics is the study of word meanings and acquisition of vocabulary. Pragmatics focuses on how language is used in social situations and what is appropriate.

PTS: 3

DIF: Difficult

4. Give four examples of toddlers' symbolic play.

ANS:

Many answers are possible and might include spanking a doll, using a block for a baby bottle, pretending to be an animal by crawling, saying “honk-honk” while playing with a toy car, rocking a stuffed toy, and eating a cookie-shaped piece of play dough.

PTS: 3 DIF: Difficult

5. How do synaptic connections happen during the toddler period?

ANS:

Brain synapses are formed as the child encounters her world. Repeated experiences and/or related experiences are believed to reinforce these neural pathways. Talking with toddlers and naming objects and actions and providing a loving, caring environment where toddlers can explore, handle, and manipulate in different ways is suggested. Literary activities during the toddler period can help form synaptic connections related to the toddler’s attitudes and knowledge of speech and its use.

PTS: 3 DIF: Difficult

6. List five common behaviors that toddlers display during adult-child book sharing.

ANS:

Lack of interest after a short time, turning pages, pointing, naming objects, watching the adult’s mouth, wiggling, sitting absorbed for a short period, touching the book, falling asleep, trying to put the book in her mouth, asking simple questions, making noises, mimicking, repeating the adult’s words. Other answers are possible.

PTS: 3 DIF: Difficult

7. List five typical toddler speech characteristics.

ANS:

- * uses telegraphic speech
- * uses prosodic speech
- * uses two- to five-word sentences
- * uses verbs
- * uses prepositions
- * adds plurals
- * uses pronouns
- * uses conjunctions
- * uses negatives
- * runs words together
- * asks questions
- * mispronounces
- * omits letter sounds
- * sings songs
- * tells simple stories
- * repeats words and phrases
- * may use signing or nonverbal communication
- * grunts, giggles, or makes numerous nonword noises
- * imitates others

PTS: 3 DIF: Difficult

8. If you were to create a brand new language to use with others on a desert island, what decisions would you have to make to do so?

- ANS: 1. which sounds and gestures would be used.
2. what rules would be necessary.
3. what arbitrary signs (symbols) would be selected for what sounds.
4. what sounds blended together would create meaning.

PTS: 3 DIF: Difficult

9. Provide two examples of a word and a referent that is not arbitrary.

ANS: hiss, tick-tock, tinkle, woof, clang, or any other word that resembles its sound.

PTS: 2 DIF: Difficult

10. What teacher strategies did the text suggest when working with shy toddlers?

- ANS: 1. Don't stare into their eyes when speaking
2. Get to eye level
3. Watch for acceptance or wariness
4. Be a companion with attentive and appreciative feedback
5. Explain what is happening between yourself and the toddler regarding the environment and happenings around you both.

PTS: 3 DIF: Difficult

11. If you could predict a child's first words, what words or kinds of words might these be? Name at least four words or four types of words or a combination of these.

- ANS: 1. nouns and content words
2. verbs with considerable meaning
3. important familiar people
4. important daily objects
5. functional words used in a social context.
6. easy to pronounce words
7. words that stand for or represent a whole idea.

PTS: 3 DIF: Difficult

12. In selecting music for toddlers the book suggested?

ANS: short selections, repetitive phrases, reasonable range, simple rhythms, playful ones, ones promoting creative expression or listening pleasure, and diversity.

PTS: 3 DIF: Difficult