

The Developing Child

Homework Activities



Glencoe



The McGraw-Hill Companies

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce the material contained herein on the condition that such materials be reproduced only for classroom use; be provided to students, teachers, and families without charge; and be used solely in conjunction with the *The Developing Child* program. Any other reproduction, for sale or other use, is expressly prohibited.

Send all inquiries to:
Glencoe/McGraw-Hill
21600 Oxnard Street, Suite 500
Woodland Hills, CA 91367

ISBN 0-07-868970-8 (Homework Activities)

1 2 3 4 5 6 7 8 9 13 12 11 10 09

TABLE OF CONTENTS

Unit 1: Children and Parenting

Chapter 1: Learn About Children

Chapter 1 Study Guide	7
Section 1-1: Make a Difference in Children's Lives.....	12
Section 1-2: Studying Children	14
Section 1-3: Observing Young Children.....	16

Chapter 2: The Responsibilities of Parenting

Chapter 2 Study Guide	17
Section 2-1: Parenting and Families.....	21
Section 2-2: Teen Parenthood.....	23

Chapter 3: Building Strong Families

Chapter 3 Study Guide	25
Section 3-1: Family Characteristics	30
Section 3-2: Parenting Skills	31

Unit 2: Pregnancy and Childbirth

Chapter 4: Prenatal Development

Chapter 4 Study Guide	33
Section 4-1: The Developing Baby	38
Section 4-2: Problems in Prenatal Development	41
Section 4-3: Avoiding Dangers to the Baby.....	42

Chapter 5: Preparing for Birth

Chapter 5 Study Guide	43
Section 5-1: A Healthy Pregnancy	48
Section 5-2: Preparing for the Baby's Arrival	50
Section 5-3: Childbirth Options	52

Chapter 6: The Baby's Arrival

Chapter 6 Study Guide	53
Section 6-1: Labor and Birth	58
Section 6-2: The Newborn	59
Section 6-3: The Postnatal Period.....	60

TABLE OF CONTENTS

Unit 3: The Baby's First Year

Chapter 7: Physical Development of Infants

Chapter 7 Study Guide	61
Section 7-1: Infant Growth and Development	66
Section 7-2: Caring for an Infant	67
Section 7-3: Infant Health and Wellness	68

Chapter 8: Emotional and Social Development of Infants

Chapter 8 Study Guide	69
Section 8-1: Understanding Emotional Development of Infants	73
Section 8-2: Understanding Social Development of Infants	74

Chapter 9: Intellectual Development of Infants

Chapter 9 Study Guide	75
Section 9-1: Early Brain Development	80
Section 9-2: Intellectual Development During the First Year	82
Section 9-3: Helping Infants Learn	83

Unit 4: The Child from One to Three

Chapter 10: Physical Development from One to Three

Chapter 10 Study Guide	85
Section 10-1: Growth and Development from One to Three	89
Section 10-2: Caring for Children from One to Three	91

Chapter 11: Emotional and Social Development from One to Three

Chapter 11 Study Guide	93
Section 11-1: Emotional Development from One to Three	98
Section 11-2: Social Development from One to Three	100

Chapter 12: Intellectual Development from One to Three

Chapter 12 Study Guide	101
Section 12-1: Brain Development from One to Three	105
Section 12-2: Encouraging Learning from One to Three	106

TABLE OF CONTENTS

Unit 5: The Child from Four to Six

Chapter 13: Physical Development from Four to Six

Chapter 13 Study Guide	107
Section 13-1: Growth and Development from Four to Six	112
Section 13-2: Caring for Children from Four to Six	113

Chapter 14: Emotional and Social Development from Four to Six

Chapter 14 Study Guide	115
Section 14-1: Emotional Development from Four to Six	120
Section 14-2: Social and Moral Development from Four to Six	121

Chapter 15: Intellectual Development from Four to Six

Chapter 15 Study Guide	123
Section 15-1: Brain Development from Four to Six	128
Section 15-2: Learning from Four to Six	129

Unit 6: The Child from Seven to Twelve

Chapter 16: Physical Development from Seven to Twelve

Chapter 16 Study Guide	131
Section 16-1: Growth and Development from Seven to Twelve	135
Section 16-2: Caring for Children from Seven to Twelve	136

Chapter 17: Emotional and Social Development from Seven to Twelve

Chapter 17 Study Guide	137
Section 17-1: Emotional Development from Seven to Twelve	141
Section 17-2: Social and Moral Development from Seven to Twelve	142

Chapter 18: Intellectual Development from Seven to Twelve

Chapter 18 Study Guide	143
Section 18-1: Brain Development from Seven to Twelve	147
Section 18-2: Learning from Seven to Twelve	148

TABLE OF CONTENTS

Unit 7: Additional Topics of Study

Chapter 19: Adolescence

Chapter 19 Study Guide	149
Section 19-1: Physical Development of Adolescents	154
Section 19-2: Emotional, Social, and Moral Development of Adolescents	155
Section 19-3: Intellectual Development of Adolescents	158

Chapter 20: Children's Health and Safety

Chapter 20 Study Guide	159
Section 20-1: Childhood Illnesses	164
Section 20-2: Accidents and Emergencies	165

Chapter 21: Family Challenges

Chapter 21 Study Guide	167
Section 21-1: Family Stresses	172
Section 21-2: Children with Special Needs	174
Section 21-3: Child Abuse and Neglect	175

Chapter 22: Child Care and Early Education

Chapter 22 Study Guide	177
Section 22-1: Child Care Options	182
Section 22-2: Participating in Early Childhood Education	184

Chapter 23: Careers Working with Children

Chapter 23 Study Guide	185
Section 23-1: Preparing for a Career	190
Section 23-2: Beginning Your Career	191

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 1-1: Make a Difference in Children's Lives

1. Identify four ways you can benefit from studying children. _____

2. What are typical behaviors? How can knowing about them help you better understand children's behavior?

3. Identify four things that caregivers provide to children, in addition to food and clothes. _____

4. Compare the lives of children today with those in the 1800s in the areas of health, education, and work.

5. Why is play important to children? _____

6. How might studying about children affect your views of childhood? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Section 1-2: Studying Children

7. How developed is a baby's brain at birth? How does it change by age three? _____

8. How does stimulation help a baby develop? _____

9. How does living in a stimulating environment affect neural pathways in the brain as a child matures?

10. Briefly summarize the main findings of each of the following child development theorists.

A. Freud: _____

B. Piaget: _____

C. Vygotsky: _____

D. Erikson: _____

E. Skinner: _____

F. Bandura: _____

G. Bronfenbrenner: _____

Learn About Children

Chapter 1 continued

11. Explain in your own words what the following characteristics of development mean.

- A. Development is similar for each individual. _____

- B. Development builds on earlier learning. _____

- C. Development proceeds at an individual rate. _____

- D. The different areas of development are interrelated. _____

- E. Development is a lifelong process. _____

12. Name two major influences on development and give an example of each. _____

13. What are typical developmental tasks of the following stages of the human life cycle?

- A. Adolescence: _____

- B. Young adulthood: _____

- C. The Thirties: _____

- D. Middle age: _____

- E. Late adulthood: _____

- F. Very late adulthood: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Learn About Children

Chapter 1 continued

14. Describe how self-esteem affects development. _____

15. Give three examples of ways parents and other caregivers can help children develop self-esteem.

Section 1-3: Observing Young Children

16. What are the benefits of observing children? _____

17. How are objective observations different from subjective observations? _____

18. Which type of observation do you think is more useful—objective or subjective? Why?

19. Describe each type of observation record, and explain when to use it.

A. Running record: _____

B. Anecdotal record: _____

Learning About Children

Chapter 1 continued

C. Frequency count: _____

D. Developmental checklist: _____

20. When doing a frequency count, why is it important to first establish a baseline count?

21. How should you position yourself and interact with children when observing? _____

22. Derrick is observing a specific child. What kinds of data about the child should he record in his notes?

23. What is the difference between observation and interpretation? _____

24. Explain the importance of confidentiality in connection with observation records. _____

Make a Difference in Children's Lives

SECTION 1-1

Thinking About Children

Directions: Complete the following sentences about children. There are no right answers. When you complete all questions, reread your answers. What do they tell you about your attitudes toward children?

1. Studying about children can help me ... _____

2. What I like most about children is ... _____

3. What I like least about children is ... _____

4. My favorite activity as a child was ... _____

5. Children learn best by ... _____

6. Children need parents or other caregivers because ... _____

7. If I were a parent, I would ... _____

8. Most of my knowledge of children has come from ... _____

9. All children are alike in that they ... _____

10. All children are different in that they ... _____

11. One of the hardest things for a child to learn is ... _____

12. The greatest challenge in caring for a child is ... _____

13. I do not understand why children ... _____

14. The first thing that comes to mind when I think of a newborn is ... _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Make a Difference in Children's Lives

Section 1-1 continued

15. My favorite age of children is ... _____

16. When I am with children, I am surprised by... _____

17. A major goal of a child care center should be ... _____

18. One thing I hope to learn in this class is ... _____

19. Reread your answers in this activity. Then describe what your answers reveal about your attitudes toward children.

20. Do you think a career related to children might interest you? Why or why not?

Describing Development

Directions: Review the characteristics of development in the box below. Then read each situation and identify the characteristic(s) of development. Write the appropriate characteristic or characteristics in the answer spaces.

Characteristics of Development

- Development is similar for everyone.
- Development builds on earlier learning.
- Development proceeds at an individual rate.
- The different areas of development are interrelated.
- Development continues throughout life.

1. Sarah lives in a home with her parents, a brother and sister, and her grandparents. Her grandparents are now retired from working. They help watch the younger children while Sarah’s parents are at work.

2. In school, Michael did poorly on tests and was seldom able to answer the teacher’s question. Other children teased him and called him names. As a result, he was shy and had little self-confidence. He recently started wearing glasses and, since he can see the board more clearly, is doing better in school. He feels more positive about himself and is now getting along better with the other children.

3. Josh and Nicole are cousins. Although Josh is two months older, Nicole began to sit and stand at about the same time he did.

4. Chris was looking at the pictures in the family photo album. He saw photos of his daughter Ally when she was an infant and started lifting herself on her arms and legs. About a month later, she began crawling, and then stood up while holding on to furniture. Now Ally moves about the room by “cruising”—walking while touching furniture.

Studying Children

Section 1–2 continued

5. Erin and her family spent the summer visiting relatives in Toronto. Erin helped the parents by watching her sister Michelle and cousin Brian, both two years old. She noticed that both children could run fairly well, stand on one foot, and climb stairs. They both enjoyed playing with sand and liked finger painting.

6. Emma, Rachel, and Juan all attend the same child care center. Emma is slightly shorter than the other two. She enjoys being with others and plays well with others. Rachel is the tallest and most coordinated. She tends to stay near the center’s workers and spends little time with the children. Juan is of average size. He plays quietly by himself although he joins in group activities when they are scheduled.

7. Jessica is an active three-year-old. Lately, she has started choosing her clothes each morning. Her parents are amazed at her eagerness to learn new things—it seems she never stops wanting to learn.

8. Luke is helping his younger brother Drew learn the alphabet. Drew seems to be catching on very quickly. Yesterday, he called out some of the letters on a store sign as he and Luke walked down the street. Luke knows that soon Drew will be able to point out a few simple words and not long after that he will be reading sentences.

9. Jeremy is observing the activities of a group of two-year-olds at a child care center. He notes that Heather can now stack six blocks before her tower collapses. Last month, her maximum was five blocks. Joey’s tower tends to topple after the fourth block.

10. Sam was not very good at kickball. He was smaller than other children his age and not as strong. When he failed to kick the ball well, he often lost interest and left the game. He preferred to sit quietly with a book instead of playing outside. Soon, his reading skills surpassed those of the other children in his class.

Copyright © by the McGraw-Hill Companies. All rights reserved.

Interpreting Observations

Directions: Read the following notes that one student wrote while observing children in a preschool. In the space below, write your interpretation of children’s behavior, based on the notes.

Brett alone in block area. Putting blocks together on the floor. Object he’s making gets wider, taller.
Tomas comes to area, asked what **Brett** was doing.
Brett: “I’m making a space station.”
Tomas picks up some stray blocks. Begins to place them in new combination to right of **Brett**. “Here’s a ship from Mars.”
Brett: “No, that’s not where it comes in.” Stopped working and stood with hands on hips.
Tomas: “This is the Mars space mission coming back to report. There’s a big meeting on the station ‘cuz... ‘cuz...there’s a monster in space that’s gonna eat the Mars colony.”
Colin arrives. Watches others. “What’re you playing?”
Brett doesn’t answer. Shakes head at **Tomas** “No monsters. They can’t live in space.” Kneels, looking at a block. “It’s an asteroid that’s heading to Mars.”
Tomas nods. Speaks quickly. “Yeah. It’s a big asteroid that’s going to hit the colony on Mars. It’s going to destroy everything. They need help.”
Brett picks up other block. Moves it through air, making engine sounds. Walks around area. Steps over and around blocks that are part of game. “Here’s the president of the earth. He’s coming to the meeting to decide what to do.”
Colin: “Can I play?”
Brett: “You can be the Admiral. You command the space force. Come to the meeting too.”
Tomas moves to other area. Clears stray blocks off floor. Puts blocks together making buildings. “Here’s the Mars colony.” Takes smaller blocks. Moves them from ground to air. “People are leaving. They’re afraid.”
Colin takes block and moves it through air. “The scout goes out to watch the asteroid. The crew has to see what it looks like.”

Copyright © by the McGraw-Hill Companies. All rights reserved.

The Responsibilities of Parenting

CHAPTER 2

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 2–1: Parenting and Families

1. Give a brief definition of parenting. _____

2. Describe three actions you could take to make a positive difference in a child’s life. _____

3. How can it help parents to learn about child development? _____

4. Describe four actions you could take to help build your parenting skills. _____

5. For the parenting tasks described below, indicate the correct order and then identify the stage and time period (ages of children) for each, according to Galinsky’s model.
 - _____ A. Determine rules: _____
 - _____ B. Establish boundaries: _____
 - _____ C. Begin to imagine yourself as a parent: _____
 - _____ D. Evaluate your parenting: _____
 - _____ E. Become emotionally attached to your child: _____
 - _____ F. Decide what knowledge, skills, and values your child needs: _____

The Responsibilities of Parenting

Chapter 2 continued

6. Describe at least three ways new parents' lifestyles often change. _____

7. Why might a new parent experience some negative emotions? _____

8. When new parents feel overwhelmed, they may argue with one another. Describe how they can get past such trouble spots.

9. What are some of the rewards of parenthood? _____

10. Explain in your own words why each of the following considerations is important to the decision of whether to have children.

A. Emotional maturity: _____

B. Desire for parenthood: _____

C. Health: _____

The Responsibilities of Parenting

Chapter 2 continued

D. Financial concerns: _____

E. Resource management: _____

11. Give an example of a family goal that would require parents to use good resource management skills.

Section 2–2: Teen Parenthood

12. What is sexuality? _____

13. How do hormones affect teens? _____

14. What personal values might a teen use to help make responsible decisions about sexual activity?

15. What is a sexually transmitted disease (STD)? Identify three possible serious effects of STDs.

16. What is the only guaranteed way to prevent STDs and pregnancy? _____

17. Identify four medical problems for which teen mothers are at high risk. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

The Responsibilities of Parenting

Chapter 2 continued

18. Why should teen parents make graduating from high school a high-priority goal? _____

19. Why is it especially important to establish paternity when parents do not marry? _____

20. How might relationships with friends change for teens who become parents? _____

21. When teens marry because of pregnancy, what challenge do they face in addition to the challenges of marriage?

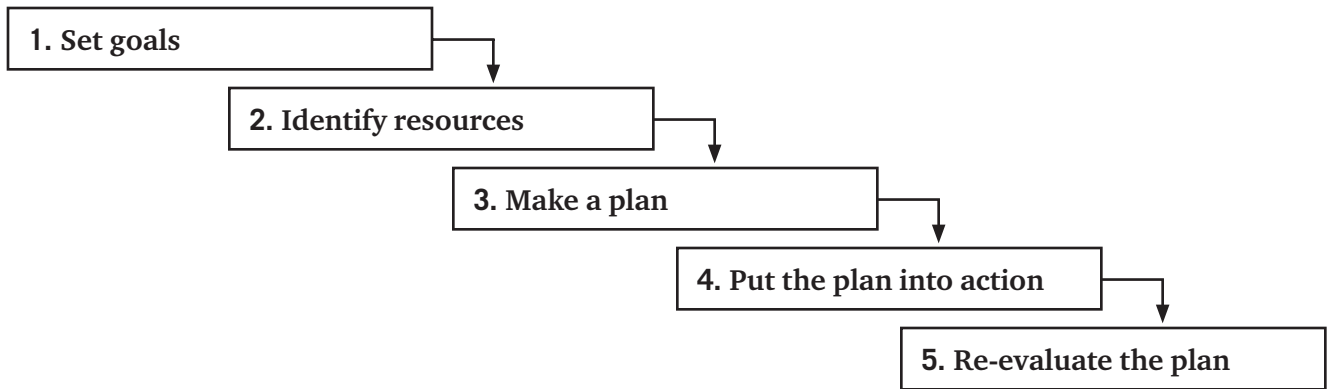
22. What special challenges do teens who are single parents face? _____

23. Describe two types of adoption. _____

Resource Management Skills

Directions: Good resource management involves five key steps. Read each situation described below. In the middle column, indicate which step in the management process the situation involves. In the right column, indicate whether or not you think the person is acting wisely and explain your reasoning. After analyzing these situations, answer Question 7.

Steps in Resource Management



Situation	Step Involved	Your Evaluation
1. When Sarah discovers she is pregnant, she promises herself that she will complete high school with the rest of her class.		
2. Todd is having difficulty with math. He thinks he can get help from his older brother or from his mother, who is an engineer.		

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

The Responsibilities of Parenting

Chapter 2 continued

Situation	Step Involved	Your Evaluation
<p>3. Brandon decided to leave school when his girlfriend became pregnant. His new job, though, pays too little to support his new family. He is looking into other options, such as taking classes at night to get his diploma.</p>		
<p>4. Courtney wants to develop her parenting skills. She plans to read about parenting, but she decides to wait until after her baby is born. She thinks she will have more time then.</p>		
<p>5. Tim and Jan plan to save \$100 a month so they can buy a house in five years. At the end of each month, though, they usually have no money left over to save. "That's okay. We'll make up for it next month," Tim says.</p>		
<p>6. Kelly wants to find the right child care center for her son. She checks the phone book for centers in her area and asks for recommendations from friends.</p>		

7. Describe a situation in which a teen might improve the situation by using these steps.

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Adjusting to Parenthood

Directions: Read the following situation, and then answer the questions that follow. Write your answers in the spaces provided.

Cassie had trouble keeping her attention on her driving. Her stomach was still tight, something she always felt after dropping off her month-old baby Nathan at her mother’s house. Cassie desperately needed the income from her job, but she felt it was still too soon to leave her son in someone else’s care, even her mother’s. She was miserable.

Cassie discovered she was pregnant in March of her senior year in high school. She graduated, then married Tim in June. Their life had been stressful. Tim was working two part-time minimum wage jobs, but it just was not enough. Cassie’s doctor was concerned about both Cassie and the baby and told her she had to stay in bed most of the time. Nathan was born three weeks early, small but healthy.

Without medical insurance, the bills for prenatal care and the baby’s birth seemed overwhelming. Cassie knew she needed to get a job. When her mother volunteered to care for Nathan, it was a big relief. She knew he would be well cared for and they would not have to pay child care fees. Her job as a receptionist did not pay a lot, but it did come with medical insurance.

Cassie worried constantly about missing Nathan and about their debts. She and Tim hardly seemed to see each other because of their work schedules. She found herself making silly mistakes at work because she had difficulty concentrating. Now she was afraid she might be fired. “Pull yourself together,” she whispered to herself as she pulled into the parking lot at work.

1. How may Cassie’s relationship with her mother be changing? _____
- _____
- _____
- _____
- _____
- _____
- _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Teen Parenthood

Section 2-2 continued

2. What impact is the birth of her baby having on Cassie's career? _____

3. Why do you think Cassie is experiencing so much doubt and anxiety? _____

4. How do you think their financial situation may affect Cassie and Tim's marriage?

5. Both Tim and Cassie had planned to continue their education. What are the chances of doing so now? What are likely to be the consequences of not doing so?

Copyright © by the McGraw-Hill Companies. All rights reserved.

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 3–1: Family Characteristics

1. What are two main functions that families perform? _____

2. For each basic need listed below, give one example of how families meet that need for their children.
 - A. Physical: _____

 - B. Emotional: _____

 - C. Social: _____

 - D. Intellectual: _____

3. How do families pass on values? _____

4. Give an example of each of the following types of family structures.
 - A. Nuclear family: _____
 - B. Single-parent family: _____
 - C. Blended family: _____
 - D. Extended family: _____

5. After his parents divorced, Ryan lived with his mother. In this case, who was Ryan’s custodial parent—his father or his mother?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Building Strong Families

Chapter 3 continued

6. Name and describe three ways that a child may join a family other than as the family's biological child.

7. Describe the following stages of the family life cycle.

A. Couple Stage: _____

B. Expanding Stage: _____

C. Developing Stage: _____

D. Launching Stage: _____

E. Middle Stage: _____

F. Retirement Stage: _____

Building Strong Families

Chapter 3 continued

8. Read the following account of one family. Then, in the lines that follow, identify at least four trends that are affecting this family. Describe what consequences each trend might have on their lives.

Jack and Amber Henderson just moved from the West Coast to the East. All other family members still live in the West, except Jack's mother, who has come to live with them. The family moved because Jack's company transferred him. The transfer came with a promotion and raise. Amber is pregnant with their third child. She works at home, communicating with her customers by e-mail and fax.

9. Identify three sources of support available to families under stress. _____

10. How does spending time together help to build strong families? _____

11. Name one value that a family may share. _____

12. Identify three ways families can handle conflict. _____

Section 3–2: Parenting Skills

13. Name and describe three categories of children's needs. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Building Strong Families

Chapter 3 continued

14. How are children affected by deprivation? _____

15. Identify the parenting style described in each situation below.

A. Zoe was playing ball in the house, which was against the rules. When she broke a lamp, her mother asked Zoe what punishment she should receive.

B. Shauna did not take out the trash as she was instructed to do, and her father scolded her quickly and firmly.

C. When Jeff drew pictures on his bedroom wall, his parents ignored it. _____

16. Describe three outcomes of effective guidance. _____

17. Identify and give an example of three basic ways that parents can encourage appropriate behavior.

18. How does setting limits help children grow into responsible adults? _____

19. What three questions should parents consider in setting limits? _____

Building Strong Families

Chapter 3 continued

20. When thinking about how to respond to misbehavior, what three questions should caregivers consider?

21. What message should caregivers convey when they punish a child? _____

22. For each situation described below, identify the method of negative reinforcement used.

A. Sam loved to go to the park. When he continued to break the rule about not riding his scooter in the street, his father told him that they would not go to the park that day.

B. In spite of her mother’s warning, Carley jumped on her favorite toy and broke it. Her mother did not replace the toy. Carley had to do without it.

C. When Joey continued to hit other children after repeated warnings, the preschool teacher instructed him to sit in the “quiet chair” for five minutes.

D. Jacob’s mother told Jacob to stop running his toy truck into his sister. When he continued, she told him that she was taking his truck away for the day.

23. Name a poor disciplinary method and explain why it is not effective. _____

24. Why is consistency important when guiding children’s behavior? _____

Family Characteristics

SECTION 3-1

Families Today

Directions: Read each description of a family. Then identify the family structure and the trend affecting the family by writing your responses in the appropriate box.

Description	Family Structure	Trend
<p>The Michelsons family includes a father, a mother, and one child from the mother’s previous marriage. Both parents work from offices in the family home.</p>		
<p>Pete Washburn won custody of his two children when he and his wife divorced. He works two jobs to earn extra money.</p>		
<p>Alberto and Anamaria Nuñez have two children. They have moved three times over a 20-year period.</p>		
<p>The Iversons married when they were 20 and have three children. Recently, they brought Erik Iverson’s mother to live with them because she is no longer able to care for herself.</p>		
<p>Sue Watson is raising her daughter on her own. She and her daughter had to move to another town so she could keep her job.</p>		

Copyright © by the McGraw-Hill Companies. All rights reserved.

Evaluating Guidance Techniques

Directions: Effective guidance helps children learn to get along with others and deal with their own feelings. The following situations show caregivers trying to guide children’s behavior. If the method they used was effective, write **Yes** in the right-hand column. If not, write **No**. In the space below each situation, explain why or why not.

Situation	Effective?
<p>1. Seth described to his father how he and his friends had made fun of a new student. His father laughed at the names they had called the new girl. Then he said, “You really should be nicer to her.”</p>	
<p>2. Jasmine and Kiesha were playing in the living room. As their voices grew louder, Kiesha’s mother came to the door of the room and said, “Girls, I’m glad you’re having a good time, but you are so loud you are going to wake the baby up. Would you like to play outside, where you can be noisy, or do you want to play more quietly in here?”</p>	
<p>3. When Chase’s father got home from work, he discovered the crayon drawings that Chase had made all over his bedroom walls. The father made Chase promise to “never do anything like this again.”</p>	

Effective Parenting Skills

Section 3–2 continued

Situation	Effective?
<p>4. Amy Wong saw her eleven-month-old reaching for the electric socket. Amy said “No!” very sharply and came over to the baby. She pointed to the socket and said, “That’s a no-no. You cannot touch that.” Then she picked the baby up, saying “Let’s look at a book now.”</p>	
<p>5. Tommy was pushing his vegetable around on his plate. His mother said, “Look, if you eat your broccoli, you can have some ice cream.”</p>	
<p>6. It was a rainy day. Damen and Brooke, both preschoolers, had been bickering. When Damen objected to something Brooke called him, he smacked her on the arm. When Brooke complained, he did it again. Brooke hit Damen back just as their mother entered the room. She quickly gave Brooke time-out for hitting.</p>	
<p>7. Tory found three-year-old Jake digging in the flower bed. He had already dug up one plant and was walking with his shovel toward another. Tory grasped his hand and began to lead him to the sandbox, saying, “We dig in the sandbox, not in the garden. If we dig up the plants, we won’t have any flowers. If you want to dig, you can dig in the sand.”</p>	

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 4–1: The Developing Baby

1. Briefly summarize the process of conception. Use the following terms in your summary: Fallopian tube, uterus, sperm, ovum.

2. Complete the following chart about the stages of prenatal development.

Stage	Time Span	Development That Occurs
	Conception to two weeks	
	Third through eighth week	
	Eighth or ninth week through birth	

3. Explain what each of the following is and describe the functions each performs.

A. Amniotic fluid: _____

B. Placenta: _____

C. Umbilical cord: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Prenatal Development

Chapter 4 continued

4. Briefly summarize the changes that commonly occur in a woman during the first two months of pregnancy.

5. What is “lightening” and when does it occur? _____

6. What is heredity? Name three characteristics that can be hereditary. _____

7. Summarize the relationship between chromosomes, genes, genomes, and *DNA*. _____

8. Explain the difference between dominant genes and recessive genes. _____

9. Which parent can provide either an X or Y chromosome to the baby? Which chromosome must come from this parent for the child to be female?

10. Explain how each of the following occurs:

A. Identical twins: _____

B. Fraternal twins: _____

11. What is the only guaranteed way to avoid pregnancy? _____

Prenatal Development

Chapter 4 continued

12. Complete the following chart about options for infertility.

Options	Description
Adoption	
	Sperm is injected into a woman's uterus.
	An egg from the woman is removed and fertilized with sperm from the man and then placed in the woman's uterus.
Ovum transfer	
Surrogate mother	

13. What are two reasons a couple who want children might not use these options? _____

Section 4–2: Problems in Prenatal Development

14. Explain the difference between a miscarriage and a stillbirth. _____

15. Identify each birth defect described below.

- A. Inability of body to process a common protein: _____
- B. Malformed red blood cells interfere with oxygen supply: _____
- C. Lack of a certain blood chemical makes body unable to process certain fats in the brain and nerve cells:

- D. Extra chromosome 21 typically results in mental retardation: _____

16. Describe the causes of birth defects within each category listed below.

- A. Environment: _____

- B. Heredity: _____

- C. Errors in chromosomes: _____

- D. Interaction of heredity and environment: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Prenatal Development

Chapter 4 continued

17. What does a genetic counselor do? _____

18. Complete the following chart about prenatal tests.

Prenatal Test	Description	Risk
Alpha-fetoprotein (AFP)		No known risk
	Sound waves are used to make a video image of the unborn baby.	
Amniocentesis		
Chorionic villi sampling		

Section 4–3: Avoiding Dangers to the Baby

19. Compare fetal alcohol syndrome (FAS) and fetal alcohol effects. How are they similar? How are they different?

20. Why is it critical to avoid taking medications in the first three months of pregnancy unless specifically prescribed?

21. Describe the possible effects on a baby of each hazard listed below.

A. Caffeine: _____

B. Tobacco: _____

C. Cocaine: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Prenatal Development

Chapter 4 continued

22. What is SIDS? _____

23. If an expectant mother needs X-rays because of an accident, why should she tell the doctors that she is pregnant?

24. Give three examples of hazardous substances pregnant women should avoid. _____

25. Complete the following chart about infections during pregnancy.

Infection	Possible Effects on Baby	Prevention
Rubella		
Toxoplasmosis		
Chicken pox		
STDs	Serious illnesses, physical disabilities, death	
AIDS		

Stages of Prenatal Development

Directions: Each letter in the lists below describes what happens at a particular time during a baby’s prenatal development or a mother’s pregnancy. For each description, write the month of pregnancy in which it typically occurs.

Developing Baby

- A. Moves into head-down position.
- B. Internal organs begin to form.
- C. Fetus is about 3 inches long.
- D. All organs are present but immature.
- E. Breathing movements begin.
- F. Fetus acquires antibodies from mother.
- G. Bones begin to form.

Mother

- H. Breasts begin to swell.
- I. Lightening felt.
- J. Strong fetal movements.
- K. Appetite increases.
- L. Missed menstrual period.
- M. Possible backache, shortness of breath, fatigue.
- N. Uterus is about the size of an orange.

Directions: Use the answers above to complete the time lines on the next page. Arrange the descriptions of a baby’s prenatal development and a mother’s pregnancy in the correct sequence from conception to birth. Write the letter of the earliest event in the circle in the top box and note the event. Continue until the time lines for both the baby and mother are completed.

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Development and Pregnancy Time Line

BABY	MOTHER
CONCEPTION	
○	○
○	○
END OF MONTH 2	
○	○
○	○
END OF MONTH 4	
○	○
END OF MONTH 6	
○	○
END OF MONTH 8	
○	○

Copyright © by the McGraw-Hill Companies. All rights reserved.

Heredity in the Works

Directions: Fill in the grid for each situation to determine the chances the couple has of passing on the genetic trait described. Then complete the statements that follow, summarizing your findings.

1. The woman is blue-eyed and carries two genes for blue eyes. The man is brown-eyed and carries one gene for brown eyes and one gene for blue eyes. Complete the grid to determine the chances that any child they have will be born with blue or brown eyes.

	Mother	
Father	b	b
B		
b		

B = the gene for brown eyes (dominant)
b = the gene for blue eyes (recessive)

- A. There is a _____ in _____ chance that any child will have brown eyes and carry genes for both brown and blue eyes.
- B. There is a _____ in _____ chance that any child will have blue eyes and carry genes for blue eyes only.
2. The mother and father both carry a gene for sickle cell anemia, a disease caused by having two recessive genes. They do not have the disease but may pass it on to their children. Complete the grid to determine the chances that any child will be born with the disease.

	Mother	
Father	r	n
r		
n		

r = a gene that carries the recessive trait for sickle cell anemia
n = a normal gene without the sickle cell trait

- A. There is a _____ in _____ chance that any child will have sickle cell anemia and carry two genes for it.
- B. There is a _____ in _____ chance that any child will carry a gene for sickle cell anemia but not have the disease.
- C. There is a _____ in _____ chance that any child will not have sickle cell anemia or carry a gene for it.

Problems in Prenatal Development

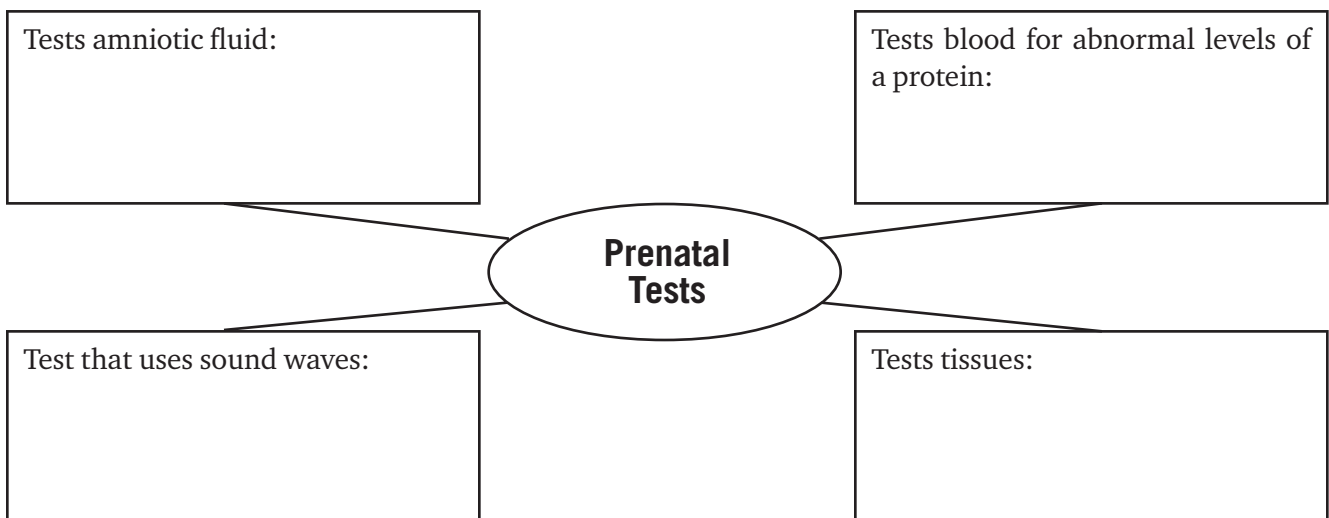
SECTION 4-2

Detecting Birth Defects

Directions: Match the symptoms in the left-hand column to the birth defects listed in the right-hand column. Write the letter of the correct answer in the blank to the left of each symptom.

Symptom	Birth Defect
____ 1. Gap in roof of the mouth	A. Hydrocephalus
____ 2. Progressive weakness and shrinking of the muscles	B. Muscular dystrophy
____ 3. Overly rapid growth of the head	C. Cerebral palsy
____ 4. Very salty sweat and a cough that does not go away	D. PKU
____ 5. Child slow to develop motor skills	E. Sickle cell anemia
____ 6. Incompletely formed spinal cord	F. Down syndrome
____ 7. Tiredness, lack of appetite, and pain	G. Cleft palate
	H. Cystic fibrosis
	I. Spina bifida

Directions: In the diagram below, write the name of the prenatal test in the box with its description.



Avoiding Dangers to the Baby

SECTION 4-3

Facing Issues of Prenatal Care

Directions: Read the following descriptions of behavior by women who are pregnant. Decide whether the behavior is appropriate or inappropriate and place a check (✓) in the appropriate space. Then, using the spaces that follow, explain why you answered as you did.

1. Miranda suspected that she might be pregnant so she took a home pregnancy test, which confirmed that she was. A friend has told her to see a doctor, but Miranda says she can not afford it now.

_____ **Appropriate** _____ **Inappropriate**

Explain your answer: _____

2. Alberto and Diane, parents of a healthy eight-year old, want another child. There is a history of birth defects in Diane’s family. They are going to visit with a genetic counselor.

_____ **Appropriate** _____ **Inappropriate**

Explain your answer: _____

3. Emily is a healthy twenty-three-year-old. She has just found out she’s pregnant. Her best friend’s baby was born with spina bifida. Emily is afraid that her child may be born with some birth defect and requests having special prenatal tests.

_____ **Appropriate** _____ **Inappropriate**

Explain your answer: _____

4. Chantal and her husband Charles want to have a baby. Since they made this decision, they both have quit smoking.

_____ **Appropriate** _____ **Inappropriate**

Explain your answer: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 5–1: A Healthy Pregnancy

1. Identify six common signs of pregnancy. Which is usually first? _____

2. What type of doctor specializes in pregnancy and childbirth? _____
3. Why is it important for a pregnant woman to receive regular medical care throughout her pregnancy?

4. What is *anemia*, and what are its symptoms? _____

5. Why is it important for a pregnant woman to be tested for the Rh factor? _____

6. How is the due date calculated? _____

7. What is gestational diabetes, and how can it be controlled? _____

8. What are the symptoms of preeclampsia, and what danger does it pose to the baby? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Preparing for Birth

Chapter 5 continued

9. List four discomforts that commonly occur during pregnancy. _____

10. Explain the importance of each of the following nutrients during pregnancy.

A. Protein: _____

B. Folic acid: _____

C. Vitamin A: _____

D. Vitamin B: _____

E. Vitamin C: _____

F. Vitamin D: _____

G. Iron: _____

H. Calcium and phosphorus: _____

11. Why is it important for pregnant women to include leafy green vegetables and oranges in their diet?

12. Why do pregnant teens have special nutritional needs? What two nutrients are especially important for them?

13. Why does eating cultured yogurt help some people with lactose intolerance? _____

14. Lila is pregnant. About how much weight should she expect to gain during her pregnancy?

15. Your friend Maria, who is pregnant, has been feeling moody, anxious, and fearful. Describe three techniques that could help reduce her stress.

Section 5–2: Preparing for the Baby's Arrival

16. Describe how a woman pregnant with her second child might tell her three-year-old about the expected baby.

17. When choosing a new crib or accepting a used crib, what features of the crib should parents check?

18. Give three advantages of breast-feeding. _____

19. What are two possible reasons a mother may choose to bottle-feed? How does the cost of bottle-feeding compare to the cost of breast-feeding?

20. What type of doctor specializes in treating children? _____

21. How can making a budget help expectant parents? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Preparing for Birth

Chapter 5 continued

22. What are fixed expenses? Give two examples. _____

23. What are flexible expenses? Give two examples. _____

24. Give three examples of expenses associated with pregnancy and childbirth. _____

25. Where is the safest place for an infant in a car? _____

26. When deciding whether to work after a child is born, what factors should parents consider?

27. How does federal law provide for maternity and paternity leave? _____

Section 5–3: Childbirth Options

28. What is prepared childbirth? How does it benefit a pregnant woman? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Preparing for Birth

Chapter 5 continued

29. What is the difference between labor and delivery? _____

30. Give four examples of things expectant parents can learn from taking childbirth education classes.

31. Describe the qualifications of each of the following health practitioners who deliver babies.

A. Obstetricians: _____

B. Family doctors: _____

C. Certified midwives: _____

D. Certified nurse-midwives: _____

32. Give two reasons why a couple might choose an alternative birth center. _____

33. Why are hospitals often considered the safest places to give birth? _____

*A Healthy Pregnancy***SECTION 5-1****Planning a Healthy Diet**

Directions: Your friend Talia is pregnant. She has asked your advice on nutrition. Complete the chart below to help Talia plan a healthy diet.

Food Category	Healthy Choices	Advice
Fruits	Oranges, bananas, dried apricots, peaches, orange juice	
Vegetables		Eat plenty of dark green leafy vegetables for folic acid to reduce risk of brain and spinal defects. Also eat orange vegetables, beans, and peas.
Milk		
Grains		
Meat & Beans		

A Healthy Pregnancy

Section 5-1 continued

Directions: Based on the information in your table on the previous page, plan a day's menu for Talia in the spaces below.

Breakfast:

Lunch:

Afternoon Snack:

Dinner:

Bedtime Snack:

*Preparing for the Baby's Arrival***SECTION 5-2****Budgeting for a Baby**

Directions: Budgeting for a new baby requires careful planning. Read the following description of a couple preparing for their first child. Then answer the questions that follow.

Jamal and Denise are expecting their first baby. Jamal is a branch manager at a local bank and earns \$2,800 per month. Denise wants to stay home and care for the baby after the birth.

The couple rents a two-bedroom apartment for \$750 per month. In addition, they pay an average of \$60 per month for phone expenses and \$180 a month for other utilities. They have figured out they also spend \$60 per month on repairs and maintenance.

Denise and Jamal have some other significant expenses. They pay \$200 every month on their car loan and have 22 months yet to pay. Gas and car maintenance average another \$150 a month. Car and renters' insurance cost \$1,800 per year. They have some medical insurance coverage with Jamal's job, but they spend about \$155 more per month on medical insurance premiums and health care. While they have stopped using credit cards, they are paying off their balance with \$110 each month. They put \$150 in a savings account monthly.

Denise takes an exercise class that cost \$10 each week and Jamal golfs, which costs the same. They also spend about \$20 a week on entertainment, such as movies, renting videos, or bowling. They spend about \$60 a month on clothes and \$15 a month for cleaning the clothes. Groceries run about \$125 a week. Miscellaneous expenses are about \$100 a month.

- Use the information described above to complete the missing items in the following list. Assume that four weeks is a month.

Budget Category	Amount per Month	Budget Category	Amount per Month
Food		Utilities (average)	
Car/renters insurance		Telephone	
Medical		Auto loan payment	
Clothing and laundry		Car expenses	
Credit card payments		Home maintenance	
Recreation		Miscellaneous	
Housing		Savings	
		Total Monthly Expenses	

(Continued on next page)

Questions About Childbirth Options

Directions: Read each of the following situations. Then, in the spaces that follow, give your best advice to the person speaking.

1. “I want to have my baby delivered by a midwife. What qualifications do midwives have?” _____

2. “My husband and I moved here just three months ago, over a thousand miles away from our family and friends. I just found out that I’m pregnant. Although my doctor is someone suggested by a friend, I’m not sure she’s the one for me. How soon do I need to make my decision, or is it already too late?”

3. “My husband is insisting that I have our baby in the hospital where he was born and with his family’s doctor. I want to go to an alternative birth center near here. How can I change his mind?”

4. “My mother says I should use a certified nurse-midwife. Is that a good idea?” _____

5. “My husband thinks we should attend childbirth education classes. Childbirth is natural, right? Why do we need classes?”

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 6–1: Labor and Birth

1. What is happening when lightening occurs? _____

2. What is the “bloody show,” and what does it mean for the pregnant woman? _____

3. Explain what occurs when a woman’s water breaks. _____

4. What are contractions? What is their purpose? _____

5. What is the purpose of fetal monitoring during labor? _____

6. When is labor considered premature? What are the warning signs? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

The Baby's Arrival

Chapter 6 continued

7. How can you distinguish false labor from real contractions? _____

8. Summarize the three stages of labor by completing the table below.

Stage of Labor	What Takes Place?	How Long Does It Last?
First		First child: Later children:
Second		First child: Later children:
Third		

9. What is a breech presentation? Why is it a complication? _____

10. How is the hormone relaxin related to dilation? _____

11. What is an episiotomy, and why is it done? _____

12. What are stem cells, and why are they important? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

The Baby's Arrival

Chapter 6 continued

13. What is a cesarean birth? Why is this kind of delivery sometimes necessary? _____

14. What factors increase the chances of premature birth? _____

15. Why does a premature baby usually need an incubator? _____

Section 6–2: The Newborn

16. What are fontanels? How do they affect the newborn's appearance? _____

17. Why does a newborn's head appear to be very large in proportion to the rest of the body?

18. What physical adjustments do newborns' bodies make to survive outside the uterus?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

The Baby's Arrival

Chapter 6 continued

19. What is lanugo, and what happens to it? _____

20. When nurses give the newborn its first bath, what are they washing away? What is the purpose of this substance?

21. What is the purpose of the Apgar scale? What five areas does it rate? _____

22. Identify two other medical procedures that are performed shortly after birth and tell the purpose of each.

23. What steps are taken to record a newborn's identity? _____

Section 6–3: The Postnatal Period

24. What are some things a new mother can do to begin bonding with her newborn? _____

25. How do bonding activities affect the baby's brain? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

The Baby's Arrival

Chapter 6 continued

- 26.** What is colostrum? How does it help the baby? _____

- 27.** What period of time is considered the neonatal period? _____

- 28.** A new baby's skin and eyes appear slightly yellow. What is this condition, and what causes it? Does it require treatment?

- 29.** What do lactation consultants do? _____
- 30.** Describe two benefits of rooming-in. _____

- 31.** What two legal forms should parents complete for their new baby? _____

- 32.** Identify three physical problems typical of premature babies. _____

- 33.** Summarize the physical needs of a new mother during the postnatal period. _____

- 34.** Compare and contrast "baby blues" with postpartum depression. How are they similar? How are they different?

Giving Advice About Labor

Directions: Imagine that you are a nurse in the hospital’s birthing center. You receive the following phone calls from pregnant women or their spouses. How might you respond to the calls? Write your responses on the spaces provided.

1. “Nurse, my wife is having contractions! I think we should get her to the hospital right away!”

2. “Nurse, I’m really worried. A gush of fluid just flowed out of me. Does that mean the baby is in danger? What should I do?”

3. “My contractions are five minutes apart. They’ve been holding steadily at about this cycle for more than an hour now. I’ve tried walking around, but the contractions continued. They’re strong but not painful. Should I go to the hospital soon?”

4. “Nurse, I’m having contractions eight minutes apart, and a little fluid is coming out. I’ve been pregnant only 35 weeks, so this is false labor, right?”

The Postnatal Period

SECTION 6-3

Meeting Baby's Needs

Directions: Recognizing and meeting a new baby's needs can be challenging. Read the following description of one couple's situation, and then answer the questions that follow.

Brittany and Kevin are excited about being first-time parents. Brittany is bottle-feeding their three-week-old son, Joey. Brittany is sleeping only a few hours at a time because of Joey's feeding schedule. She feels exhausted. Kevin helps out when he can, but his work schedule is demanding. He does not get home until Joey's bedtime. Kevin just gives Joey a hug before Brittany cuddles him to sleep.

Money is tight, so they take Joey to a low-cost clinic for his regular checkups. Kevin's mother gave Joey a mobile for his crib, but they can not afford other toys.

Both parents had a weight problem during childhood. When Joey began to gain weight, they decided to cut back on feedings. They wanted Joey to be able to keep a healthy weight throughout life.

1. What needs does Joey have at this age? _____

2. In what ways are Brittany and Kevin meeting Joey's needs? In what ways can they improve their care?

3. What can Kevin do in his limited time to bond more with Joey? _____

4. How can Brittany and Kevin help Joey's intellectual development even if they can not afford many toys?

Copyright © by the McGraw-Hill Companies. All rights reserved.

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 7–1: Infant Growth and Development

1. Do the terms “growth” and “development” mean the same thing? Explain. _____

2. Give an example of each of the following patterns of development.
 - A. Head to toe: _____

 - B. Near to far: _____

 - C. Simple to complex: _____

3. What are developmental milestones, and why are they useful? _____

4. Will inherited talents always emerge in children? Why or why not? _____

5. Why is proper nutrition essential for an infant? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development of Infants

Chapter 7 continued

6. How does good health influence an infant's development? _____

7. Is it the quantity or variety of experiences a child has that impacts brain development?

8. What makes a place a stimulating environment for a baby? _____

9. Use the Figure on page 198, to determine whether each of the following statements is True or False.
- A. At one year of age, boys are typically longer than girls. _____
 - B. At birth, boys and girls typically weigh about the same. _____
 - C. Between the ages of 3 months and 12 months, girls typically weigh less than boys. _____
10. Using your understanding of averages, explain when parents should become concerned if their baby is above or below average in weight according to growth charts.

11. Describe how the development of depth perception impacts a baby's interaction with the world.

12. Classify each of the following movements as a reflex, gross motor skill, or fine motor skill.
- A. Rolling over: _____
 - B. Drinking from a cup: _____
 - C. Sucking: _____
 - D. Crawling: _____
 - E. Grabbing a finger placed in the baby's hand: _____
 - F. Picking up food with the thumb and forefinger: _____
13. At about what age do babies usually take their first steps alone? _____
14. Why is the development of hand-eye coordination important? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Section 7–2: Caring for an Infant

15. What special precaution must be taken when picking up or holding a newborn? _____

16. What causes shaken baby syndrome? What are its possible consequences? _____

17. A month-old baby will not stop crying. The parent is starting to feel angry and is afraid of losing control. What would you recommend?

18. Why should you remove stuffed toys from the crib when putting the baby to bed? _____

19. How should you position a baby in bed to help prevent sudden infant death syndrome (SIDS)?

20. Ten minutes after Josh and Cheri put their baby Nathan to bed, he is still crying. Nathan is ten days old. What should they do?

21. Give two examples of foods that usually work well as a baby's first solid foods. _____

22. Why do experts discourage giving babies fruit juice during their first six months? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development of Infants

Chapter 7 continued

23. Describe three advantages of breast-feeding. _____

24. What are two possible reasons for using formula? _____

25. How much should an infant be allowed to eat? _____

26. When a baby begins to self-feed, some foods should be avoided because they may cause choking. Give three examples of such foods. _____

27. Why is it necessary to burp the baby during a feeding? _____

28. What is weaning? About when are babies ready to wean? _____

29. When the baby is ready for solid foods, new foods should be introduced at least four days apart. Why?

30. What condition could result if a baby does not receive enough of the right types of foods?

31. About how warmly should you dress a baby compared to an adult? _____

32. Give two characteristics you would look for when buying clothes for babies. _____

Section 7–3: Infant Health and Wellness

33. When babies reach the age of two or three months, about how often should you bathe them?

34. What are the symptoms of cradle cap? _____

35. How can you treat diaper rash? _____

36. Briefly summarize the steps involved in changing a diaper. _____

37. At about what age do babies begin teething? _____

38. Give three signs that a baby may be teething. _____

39. How can you reduce a baby’s risk of injury from falling? _____

40. How do immunizations work to protect against disease? _____

Infant Growth and Development

SECTION 7-1

Tracking Infant Development

Directions: For each motor skill described below, identify the average age at which the skill is first developed. Write the appropriate age from the box below in the blank in front of each skill description. Then answer the question.

Ages		
1 month	5-6 months	9-10 months
2 months	7-8 months	11-12 months
3-4 months		

Months	Motor Skills
_____	1. Sits up steadily.
_____	2. Holds head up steadily.
_____	3. Turns head in direction of sounds.
_____	4. Lifts head when placed on stomach.
_____	5. May walk alone.
_____	6. Rolls from tummy to back.
_____	7. Puts objects in containers.
_____	8. Passes a block from one hand to the other.
_____	9. Watches the movement of objects close by.
_____	10. Picks up small objects using thumb and forefinger.
_____	11. Rolls over both ways.
_____	12. Puts objects into and takes them out of containers.
_____	13. Crawls well on hands and knees.
_____	14. Rocks on stomach while kicking legs and making swimming motions with arms.
_____	15. Stands with assistance.

16. Based on your responses, what is one of the first motor skills that infants acquire? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Caring for an Infant

SECTION 7-2

Promoting Infant Health

Directions: Read the following descriptions of parents' care. If the action described promotes health, write **Yes** in the space to the left of the description. If the action does not promote health, write **No** in the space and explain why.

_____ **1.** Each night, Joni follows the same bed-time routine. She holds her son and rocks in a rocking chair while reading him a story. Then she places him in the crib on his stomach and pats his back gently.

_____ **2.** Mariana laughed at what her friend said. "No, I don't find breast-feeding to be embarrassing or difficult. It's easier than dealing with bottles. We're doing fine."

_____ **3.** Josh was frustrated. His daughter wouldn't stop crying. The more he tried to calm her, the more tense her body felt in his arms. Shaking her, he shouted, "You've got to stop!"

_____ **4.** After his baby had fed for a while, Miguel took the bottle away and put it on the table. "You can have more in a minute, baby," he said. "First, though, Daddy needs to burp you."

_____ **5.** Jonathan cradled his daughter close, supporting her head and body as he fed her a bottle of formula. She did not finish the entire bottle. Jonathan put the bottle in the refrigerator to give her in the next feeding.

_____ **6.** Brooke put her son into his crib at bed-time. "Here's your bottle, Connor. If you get hungry, you can have some." Then she put the nipple of the bottle into Connor's mouth.

Keeping an Infant Safe and Well

Directions: Complete the chart by answering the questions in the spaces provided.

Bathing	Diapering	Safety
Until the navel heals, how should a baby be bathed?	About how many times each day does a very young baby need a diaper change?	Why is it important to keep all small objects off of floors?
When is it safe to begin bathing the baby in a full-size tub?	How can you recognize diaper rash?	How can you reduce a baby's risk of poisoning?
Beginning at age two to three months, about how often should babies have baths?	Which is more effective at keeping babies dry: cloth or disposable diapers?	Why should stuffed animals be kept out a baby's crib?
How should you test the temperature of a baby's bath water?	What should you do after removing a soiled diaper and before putting on a fresh diaper?	At what temperature should a water heater be set to avoid burning a baby?

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 8–1: Understanding Emotional Development of Infants

1. Distinguish between emotional development and social development. When do both begin? _____

2. How are emotional and social development related? _____

3. What are six basic emotions? _____
4. What is attachment? Why is it important to a baby? _____

5. What do psychologist Harry Harlow’s experiments with monkeys suggest about the importance of attachment?

6. Describe a situation that could lead to failure to thrive. How might this condition affect this person as an adult?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Emotional and Social Development of Infants

Chapter 8 continued

7. Describe ways to build a sense of trust in a baby. _____

8. What is temperament? _____

9. Match each temperament trait to the correct description below.

Temperament Traits		
Perceptiveness	Adaptability	Sensitivity
Mood	Activity	Approach
Intensity	Persistence	Regularity

- A. Strength or weakness of emotional responses to events and to other people. _____
- B. Determination to complete an action. _____
- C. Strength of reaction to a person’s own feelings. _____
- D. Awareness of surroundings and tendency to be distracted by new things. _____
- E. Ability to adjust to changes. _____
- F. Tendency to follow set patterns in daily life. _____
- G. Level of physical activity. _____
- H. Degree of comfort with new situations. _____
- I. Tendency to have a positive or negative outlook. _____

10. A crying baby does not seem to be hungry, in need of changing, hot or cold, or in need of burping. Describe three things you could try to comfort the baby.

11. Compare the symptoms of colic and reflux. How are they similar? How are they different?

Emotional and Social Development of Infants

Chapter 8 continued

12. What precautions should be taken if a baby is given a pacifier? _____

13. How does the emotional climate among the adults in the home affect the baby? _____

Section 8–2: Understanding Social Development of Infants

14. A baby’s eyes can follow moving objects at about what age? _____

15. At about what age can babies distinguish between family members? _____

16. What can a parent do to reduce stranger anxiety when introducing a baby to a new person?

17. How do babies learn social behaviors from caregivers? Give an example. _____

18. Nine-month-old Andre grabbed the family cat by the tail and pulled on it. “No, Andre, that’s not how we treat the cat,” his mother said sharply. Then Andre’s father said, “Look at the funny expression on the cat’s face,” and laughed. How might Andre respond to these messages?

Emotional and Social Development of Infants

Chapter 8 continued

19. How are play and social development related? _____

20. Describe a way that the caregiver can encourage an eight-month-old to crawl. _____

21. What are the characteristics of a good *play environment*? _____

22. A baby pours a cup of water on the floor and then splashes her hand in it repeatedly. Why might she be doing this?

23. How is exploration linked to play? _____

Understanding Emotional Development of Infants

SECTION 8-1

What Is Your Temperament?

Directions: Re-read the description of temperament traits on pages 242 in the textbook. Then use the scale below to rate yourself in each area by circling the number that seems to match you best. When you finish, answer the questions that follow.

	Low		Average		High
Intensity	1	2	3	4	5
Persistence	1	2	3	4	5
Sensitivity	1	2	3	4	5
Perceptiveness	1	2	3	4	5
Adaptability	1	2	3	4	5
Regularity	1	2	3	4	5
Activity	1	2	3	4	5
Approach	Stays back 1	2	3	4	Dives in 5
Mood	Negative 1	2	3	4	Positive 5

1. Based on how you rated yourself, how would you describe your temperament?

2. Which two traits do you think are the most important for successful parenting? Why?

Copyright © by the McGraw-Hill Companies. All rights reserved.

Understanding Social Development of Infants

SECTION 8-2

Milestones in Social Development

Directions: Read the descriptions of babies' behaviors below. From each description, identify the average age at which the behavior first appears. In the blank in front of the description, write the correct age from the box below.

Ages		
1 month	4-6 months	9-10 months
2-3 months	7-8 months	11-12 months

Months	Behaviors
_____	1. Shontel reached out to her mother and said "Mama."
_____	2. When Brandon's father left him alone, Brandon began to cry.
_____	3. Elena cooed and babbled happily in her playpen.
_____	4. When Ashley heard her grandmother's voice, she turned in that direction.
_____	5. David seemed fascinated with the word "no." He said it over and over.
_____	6. For the first time, Kareem began to smile and show excitement.
_____	7. Uncle Michael came to visit, but when Mia's mother tried to put her in his arms, Mia cried and clung to her mother.
_____	8. Alyssa enjoyed playing with other children.
_____	9. While drinking from his bottle, Jason maintained brief eye contact with his mother.
_____	10. Katie cried a lot, but when her father picked her up and spoke to her softly, she quieted down.
_____	11. When Matthew's sister took his toy away, Matthew began to cry.
_____	12. Camille enjoyed looking into a mirror and patting it with her hand.
_____	13. When his mother was out of the room, Marcus crawled around to look for her.
_____	14. Zach pointed vigorously toward the toy he wanted.
_____	15. Madison's mom knew what Madison needed from the sound of her cry.

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 9–1: Early Brain Development

1. What are neurons? _____

2. What are neural pathways? What causes them to develop? _____

3. Both a newborn and a six-month-old may kick their covers off if they feel warm. How is this response different for these two babies?

4. Newborns learn about the world through their senses. What part of the brain receives this sensory information?

5. What part of the cerebrum allows more complex learning? _____
6. What role do axons and dendrites play in the brain? _____

7. Explain the role of neurotransmitters in communicating between neurons. _____

8. Explain how the brain becomes organized with neural pathways. _____

9. After stacking blocks repeatedly, a baby becomes skilled at stacking them quickly. How does the development of connections in the brain explain this skill?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development of Infants

Chapter 9 continued

10. What can a caregiver do to help the development of a baby's brain pathways? _____

11. What is myelin? How does its presence in the brain affect learning? _____

Section 9–2: Intellectual Development During the First Year

12. How is perception related to learning? _____

13. Give an example of each of the four intellectual abilities that babies develop in their first year.

A. Memory: _____

B. Associations: _____

C. Cause and effect: _____

D. Attention span: _____

14. According to Piaget, how do children progress through the stages of intellectual development?

Intellectual Development of Infants

Chapter 9 continued

15. Fill in the missing information with details about Piaget’s four periods of intellectual development.

Period	Age	Characteristics
	Birth to 2 years	
	2 to 7 years	
		Can think logically but still learn best through experience.
Formal operations		

16. Keesha drops her toy and it rolls behind a chair. She realizes that the toy must be somewhere, even though she can not see it, so she crawls to look for it. What concept has Keesha learned?

17. What type of thinking makes it possible for children to eventually learn to read? At about what age do children develop this capability?

18. Why is it important to provide stimulation for an infant’s senses during the first period of development that Piaget identified?

19. Give two examples of things a caregiver can do to build an infant’s sense of security and trust.

20. What are concepts? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development of Infants

Chapter 9 continued

21. Describe three stages that children ages one to three go through in beginning to learn words and learn concepts.

Section 9–3: Helping Infants Learn

22. How does responding to a child’s cries help the child’s intellectual abilities develop?

23. How can learning about average child development help parents and other caregivers encourage learning?

24. How does talking to infants benefit them? _____

25. Why is childproofing the home better for intellectual development than keeping crawling or walking babies in playpens?

26. Name three ways that play benefits babies. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development of Infants

Chapter 9 continued

27. Give an example of a toy that is good for a twelve-month-old but not for a four-month-old. Explain why it is suitable for one age but not the other.

28. How do babies communicate before they can use words? _____

29. Why should caregivers avoid using baby talk? _____

30. Identify the average age range for each of the following speech milestones.

- A.** Puts two words together: _____
- B.** Voices excitement and displeasure: _____
- C.** Talks about activities: _____
- D.** Says one or two words: _____
- E.** Tells stories: _____

Early Brain Development

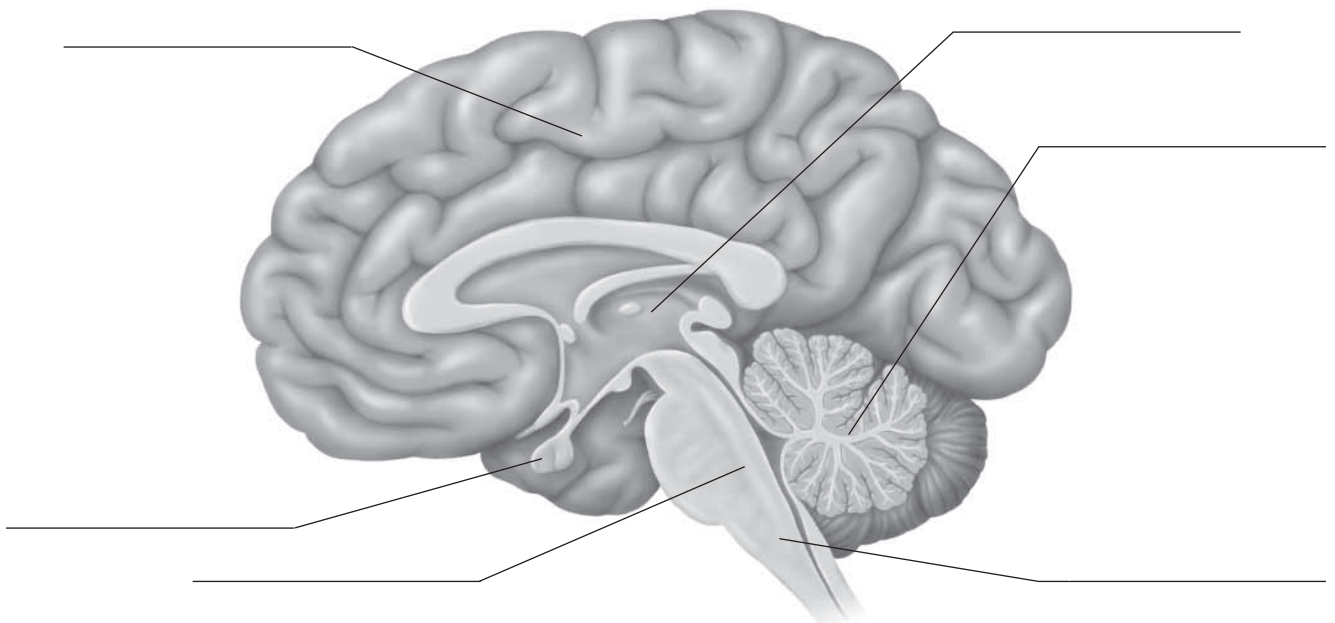
SECTION 9-1

Understanding Brain Structure

Directions: The descriptions below explain some functions and characteristics of different parts of the brain. Write the name of the correct part of the brain in the space after its function. The same part of the brain may be used more than once. Then complete the diagram by writing the name of the brain part in the appropriate space.

Parts of the Brain	
• Thalamus	• Brain stem
• Spinal cord	• Cerebrum
• Pituitary gland	• Cerebellum

1. Controls involuntary activities such as breathing. _____
2. Directs motor activities. _____
3. Controls the way emotions are expressed. _____
4. Coordinates the activities of the two sides of the body. _____
5. Secretes hormones that regulate growth. _____
6. Controls functions such as speech and memory. _____
7. Controls muscular coordination, balance, and posture. _____
8. Controls simple reflexes that do not involve the brain. _____
9. The cortex is the outer layer of this part of the brain. _____
10. Releases hormones that control metabolism and sexual development. _____



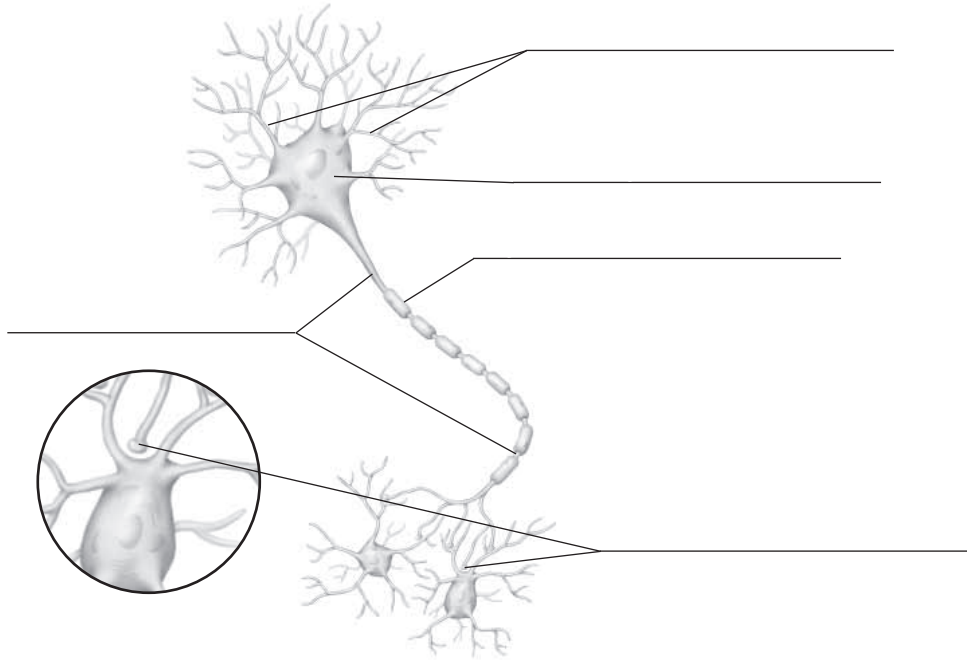
(Continued on next page)

Early Brain Development

Section 9-1 continued

Directions: Choose terms from the box below to label the parts of a neuron. Write the term in the appropriate place on the diagram. In the spaces below the diagram, briefly summarize the function of each part in transmitting information between neurons.

- Parts of a Neuron**
- Axon
 - Cell body
 - Dendrite
 - Myelin
 - Synapse



Functions

Dendrite: _____

Cell body: _____

Axon: _____

Myelin: _____

Synapse: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

*Intellectual Development During the First Year***SECTION 9–2****Applying Piaget's Work**

Directions: The chart below shows the stages and characteristics of intellectual development that Piaget placed in the sensorimotor period—the first of the periods he identified. In the right column, write examples of activities or objects that could be given to infants at each stage in order to match its characteristics.

Piaget's Sensorimotor Period

Ages	Characteristics	Activities or Objects
Birth to one month	<ul style="list-style-type: none"> • Practices inborn reflexes. • Does not understand self as a separate person. 	
One to four months	<ul style="list-style-type: none"> • Combines two or more reflexes. • Develops hand-mouth coordination. 	
Four to eight months	<ul style="list-style-type: none"> • Acts intentionally to produce results. • Improves hand-eye coordination 	
Eight to twelve months	<ul style="list-style-type: none"> • Begins to solve problems. • Finds partially hidden objects. • Imitates others. 	
Twelve to eighteen months	<ul style="list-style-type: none"> • Finds hidden objects. • Explores and experiments. • Understands that objects exist independently. 	
Eighteen to twenty-four months	<ul style="list-style-type: none"> • Solves problems by thinking through sequences. • Can think using symbols. • Begins imaginative thinking. 	

Toy Evaluation

Directions: Select a toy that might be appropriate for a child between seven and twelve months old. You may select a toy that you have seen in stores, catalogs, magazines, or around your home or the home of someone you know. Write the name of the toy and describe it below. If a picture is available, attach it to the page. Then answer the questions that follow.

Name of toy: _____

Description of toy: _____

1. Why did you choose this toy? _____

2. What makes this toy safe or unsafe for this age range? _____

3. Would it be easy to keep clean? Explain. _____

4. What materials are used in making this toy? _____

5. Is it durable and well constructed? Explain. _____

Helping Infants Learn

Section 9–3 continued

6. Check the information in the textbook about appropriate toys for children these ages. Would this toy really interest a child this age, or would it appeal more to older children or to the adults buying it? Explain.

7. Does the toy encourage problem solving? Explain why or why not. _____

8. What skills does the toy teach? _____

9. Would this toy stimulate a child’s imagination or creativity? Why or why not? _____

10. Does the toy encourage interaction between children and adults? If so, how? _____

11. Can you think of any household objects that could substitute for this toy? Explain. _____

12. How many months do you think a child would enjoy this toy? Explain. _____

Physical Development from One to Three

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 10–1: Growth and Development from One to Three

1. How old is a toddler? _____
2. Between what ages is a child referred to as a preschooler? _____

3. What factors, besides genes and heredity, influence growth and physical development? _____

4. How do height and weight gains change from age one to three? _____

5. Describe how body proportions change between ages two and three. _____

6. On average, about how many primary teeth emerge during a child’s first year? Second year? Third year? How many primary teeth make up a full set?

7. At what age should a child start going to the dentist? Why? _____

8. Do all children reach developmental milestones at the same age? Why or why not?

9. How can learning about developmental milestones help caregivers plan activities? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from One to Three

Chapter 10 continued

10. Give one example of a gross motor skill and one example a fine motor skill that is characteristic of each age group listed in the chart below.

Age	Gross Motor Skill	Fine Motor Skill
12 to 18 months		
18 to 24 months		
2 to 2½ years		
2½ to 3 years		

11. Which skill requires greater dexterity: walking steadily or turning on a faucet? Explain. _____

12. What does the brain do in sensory integration? _____

Section 10–2: Caring for Children from One to Three

13. Describe how nap and nighttime sleep patterns change between ages one and two. _____

14. How do night terrors differ from nightmares? Which is more serious? _____

15. Compare the self-feeding abilities of one-, two-, and three-year-olds. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from One to Three

Chapter 10 continued

16. Should a growing two-year-old drink a full cup of milk or eat an entire apple or banana at one time? Why or why not?

17. Give examples of each of the following ways to make meals appealing to children.

A. Color: _____

B. Texture: _____

C. Shape: _____

D. Temperature: _____

E. Ease of eating: _____

18. Give two tips for parents who are trying to teach their child good eating habits. _____

19. List three basic hygiene skills that children can learn between the ages of one and three. _____

20. Should toddlers be expected to brush their own teeth? Explain. _____

21. What are signs that a child is physically and emotionally ready for toilet training? _____

Physical Development from One to Three

Chapter 10 continued

22. At about what age are children physically able to control their sphincter muscles? _____

23. What are advantages and disadvantages of synthetic fibers for children's clothing? _____

24. What does the term flame-resistant mean? Are all children's clothes required to be flame-resistant?

25. How does a vaccine work to protect children from a disease? _____

26. Why can peeling paint be a health hazard for children? _____

27. For each hazard below, give an example of how to reduce the risk for young children.

A. Choking: _____

B. Unsafe toys: _____

C. Poisoning: _____

D. Burns: _____

E. Traffic accidents: _____

F. Sunburn: _____

G. Pets: _____

**Growth and Development
from One to Three**

SECTION 10-1

Promoting Motor Skill Development

Directions: Motor skill development is a primary goal for one-, two-, and three-year-olds. The chart on page 298 in the text identifies fine and gross motor skills typically mastered during specific age spans. Similar lists are available on the Internet. Choose two of the age groups listed on the chart. For each age span, plan five developmentally appropriate activities that would aid development of specific motor skills. Categorize each skill as a fine motor or gross motor skill. [Answers will vary.]

Age span 1: _____

Activity: Description:	Skill developed: Skill category:
Activity: Description:	Skill developed: Skill category:
Activity: Description:	Skill developed: Skill category:
Activity: Description:	Skill developed: Skill category:
Activity: Description:	Skill developed: Skill category:

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

***Growth and Development
from One to Three***

Section 10–1 continued

Age span 2: _____

Activity: Description:	Skill developed: Skill category:
Activity: Description:	Skill developed: Skill category:
Activity: Description:	Skill developed: Skill category:
Activity: Description:	Skill developed: Skill category:
Activity: Description:	Skill developed: Skill category:

Copyright © by the McGraw-Hill Companies. All rights reserved.

Planning Meals for Young Children

Directions: Listed below are four menus for young children. Using information from Section 10-2, evaluate the meals to identify ways they could be improved. In the spaces below the menus, list at least two problems you see or suggestions you can make to improve the menus. Then complete the rest of the activity.

Menu A
 Fried hamburger on a bun
 French fries
 Fried apple pies
 Milk

Menu B
 Meat loaf
 Mashed potatoes
 Applesauce
 Grits
 Vanilla pudding
 Milk

Menu C
 Meatballs
 Green beans
 Brussels sprouts
 Dinner rolls
 Lime sherbet
 Milk

Menu D
 Baked trout
 Baked potato
 Stuffed acorn squash
 Garlic bread
 Milk

Evaluation

1. Menu A: _____

2. Menu B: _____

3. Menu C: _____

4. Menu D: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Caring for Children from One to Three

Section 10–2 continued

5. How would you change two of these menus to make them more suitable for a child one-to-three years old? Make your new menus by crossing out and adding to the menus on the previous page. Keep in mind that you can change the type of food, the method of cooking, or the way of serving the food. In the lines below, explain why you made the changes.

6. In the space below, plan a dinner menu for a three-year-old. Specify serving amounts. Then evaluate the menu by circling either “Yes” or “No” to the left of the questions that follow.

Food	Serving Size
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- | | | |
|-----|----|---|
| Yes | No | A. Are all food groups from Figure 10-3, pages 304–305, represented? |
| Yes | No | B. Are the amounts appropriate for a three-year-old? |
| Yes | No | C. Does the meal contain a variety of colors? |
| Yes | No | D. Are the food textures varied? |
| Yes | No | E. Are the food shapes varied? |
| Yes | No | F. Can the foods be eaten easily by a three-year-old? |
| Yes | No | G. Does the menu avoid having too many strong flavors that a child might not like? |

*Emotional and Social Development
from One to Three*

CHAPTER 11

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 11–1: Emotional Development from One to Three

1. Why are most children self-centered at eighteen months? _____

2. Identify and describe two causes for toddlers' negativism. _____

3. When are temper tantrums likely to start? At what age do they usually stop? _____

4. Identify which ages—eighteen months, two years, two and one-half years, and three years—are generally calmer and which generally have more frustrations.
 - A. Calmer: _____
 - B. More frustrations: _____
5. How do an eighteen-month-old and a three-year-old each typically express anger? _____

6. What are phobias? _____
7. What is separation anxiety? _____

8. Describe three ways that caregivers can help toddlers deal with their fears. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

***Emotional and Social Development
from One to Three***

Chapter 11 continued

9. Describe three things a parent can do to reduce sibling rivalry. _____

10. What is a sign that toddlers are developing empathy? _____

11. What differences cause each child to develop emotionally in a unique way? _____

12. How do children form their self-concept? _____

13. Why is it so important for toddlers to have a positive relationship with parents and siblings?

14. Describe at least two signs that a child has a healthy relationship with a parent. _____

15. Identify the two sleep cycles. Which cycle is a deep sleep? In which cycle do dreams occur?

16. What are two signs that a child may be sleep-deprived? Why is the condition more apparent after children start school?

***Emotional and Social Development
from One to Three***

Chapter 11 continued

Section 11–2: Social Development from One to Three

17. What is socialization? _____

18. What is the difference between parallel play and cooperative *play*? Which comes first?

19. How concerned with helping and pleasing others are children of the following ages? Describe how they demonstrate their level of concern.

A. Two: _____

B. Two and one-half: _____

C. Three: _____

D. Three and one-half: _____

20. What is a drawback to children spending almost all of their time with adults? _____

***Emotional and Social Development
from One to Three***

Chapter 11 continued

21. At a child care center, two three-year-olds get into an argument. How should you respond? Why?

22. Jason is concerned about his three-year-old's unusual behavior. Donovan has an imaginary friend that he talks to a lot. Jason is embarrassed and wants to put an end to it. What advice would you give Jason?

23. How does a parent's guidance help a child learn self-discipline? _____

24. When fourteen-month-old Kayla began running after the family dog, her mother said, "Kayla, look out the window at the little bunny." What method of guidance was she using? If Kayla were age two or older, what might her mother do to keep Kayla from hurting the dog?

25. Why is consistency important when setting limits? _____

***Emotional and Social Development
from One to Three***

Chapter 11 continued

26. What is *autonomy*? Give an example of how parents can encourage their child's autonomy in eating, dressing, hygiene, or household tasks.

27. Describe three ways that caregivers can promote sharing among toddlers. _____

28. What kinds of aggressive behaviors do some two- and three-year-olds display? Is ignoring the misbehavior one acceptable course of action? Explain.

*Emotional Development
from One to Three*

SECTION 11-1

Parenting Q & A

Directions: Read the following e-mail messages sent to Help for Parents' online question site. Take the role of the site's expert and write a response to each message. Write your responses in the spaces provided.

1. Help! Our three-year-old daughter has always seemed happy, but recently she started sucking her thumb again. She even wet her pants a couple times in the past week, something that hasn't happened for more than a year. What could be wrong? What should we do?

2. My two-year-old cries every time I drop him off at the child care center. The caregivers tell me that he's fine during the day, but it just breaks my heart to hear him cry. What should I do?

3. We're expecting our second baby in four months. What should we say to our three-year-old daughter?

(Continued on next page)

Emotional Development from One to Three

Section 11-1 continued

4. My two-year old has a temper tantrum almost every time we go to the supermarket. It's gotten to the point where I dread having to go to the store. How can I break him of this habit?

5. Ever since Brenna turned two, she says "no" to absolutely everything. When we ask if she's hungry, or ready to go someplace, or ready for bed—it doesn't matter what the question is—she always says "no"! How can we stop her?

6. Nguyen and I used to take a walk every afternoon, but, ever since a neighbor got a big dog, he doesn't want to go. The dog barked at him the first day, and he's been afraid to get near it ever since. How can I get him to enjoy his walks again?

7. My twins are two and one-half. They seem to disrupt family activities all the time. When I praise Kara for her block construction, Jimmy starts singing loudly nearby. When I admire Jimmy's coloring, Kara pushes her toy train across the page. What can I do?

*Social Development
from One to Three*

SECTION 11-2

Analyzing Children's Behavior

Directions: Jake has been working as a volunteer at a local child care center. Each day when he's done, he talks to Kathleen Wallach, one of the center's teachers, about what he's seen that day. Read his questions from one day and then, in the spaces provided, write the answers you think Mrs. Wallach might give.

1. Shayna, who is two and one-half, sat for a long time just watching a boy about the same age play with blocks. Is there something wrong with her that she's not joining in?

2. Joe was talking about somebody named Justin. But there isn't anybody in the center or his family with that name. One of the other staff members said that this was Joe's imaginary friend. Is it okay for him to have an imaginary friend?

3. One time when two girls were fighting over who would play with the fire truck, you stepped in right away. They were about eighteen months old. Why didn't you let them work it out for themselves? Isn't it better for them to learn to solve their own problems?

4. You seemed to make a special point of praising that really quiet girl, Alexis. You told her how much you like her finger painting, how much she helped in handing out snacks, and how well she sang during the music time. Why make such a big fuss over her, when there are lots of other kids who do more or better than she does?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development from One to Three

CHAPTER 12

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 12–1: Brain Development from One to Three

1. How has neuroscience benefited parents and other caregivers? _____

2. What is intelligence. _____

3. What roles do heredity and environment play in intelligence? _____

4. What are the features of a stimulating environment that promotes intellectual development?

5. Give examples of the four methods of learning, other than those used in the textbook.
 - A. Incidental learning: _____

 - B. Trial and error learning: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development from One to Three

Chapter 12 continued

C. Imitation: _____

D. Directed learning: _____

6. What are concepts? Give three examples of concepts that young children learn. _____

7. Why do toddlers have difficulty concentrating on one thing at a time? _____

8. Why is the ability to remember such an important key to learning? _____

9. How can parents help improve their child's perception? _____

10. Compare the problem-solving strategy of a fourteen-month-old to that of a three-year-old.

11. Why is it important to respect a child's imagination? Should parents always point out what is real and what is not?

Intellectual Development from One to Three

Chapter 12 continued

12. How does creativity relate to imagination? _____

13. How might keeping a child in a playpen discourage curiosity? How might curiosity be mistaken for misbehavior?

Section 12–2: Encouraging Learning from One to Three

14. What is the meaning of “readiness for learning”? _____

15. How can a routine of reading to children younger than age three contribute to reading readiness?

16. How can caregivers promote *math readiness* in young children? _____

17. Three-year-old Terrell is having trouble closing a cabinet door because toys are sticking over the edge of the shelf. How should his father respond? Why?

18. Scott’s mom said “Grandpa’s birthday card won’t fit in this envelope. Let’s see if we have a bigger envelope. Or we can fold the card if we have to.” How was she modeling problem solving for Scott?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development from One to Three

Chapter 12 continued

19. Identify three common safety hazards related to toys. _____

20. In addition to safety, identify six characteristics of appropriate toys. _____

21. Give an example of a toy that is appropriate for each of the following age groups. Then give a developmental reason why the toy is appropriate.

A. One to two years: _____

B. Two to three years: _____

C. Three to four years: _____

22. Why might children of two and a half use a word like “tooths”? _____

23. What kinds of problems might a speech-language pathologist identify as the source of a child’s speech difficulties?

24. How is difficulty with articulation different from stuttering? How are they similar?

Brain Development from One to Three

SECTION 12-1

A Young Child's Mind

Directions: Intellectual activity includes the seven components listed below. Referring to Chapter 12 of your textbook, explain and give an example of how each part relates to the thinking of a child age one to three. Write as though you were explaining the topic to a friend or classmate.

1. **ATTENTION** is _____

Example: _____

2. **MEMORY** is _____

Example: _____

3. **PERCEPTION** is _____

Example: _____

4. **REASONING** is _____

Example: _____

5. **IMAGINATION** is _____

Example: _____

6. **CREATIVITY** is _____

Example: _____

7. **CURIOSITY** is _____

Example: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

*Encouraging Learning
from One to Three*

SECTION 12-2

Writing About Children

Directions: Imagine you are the editor of a magazine for parents. Your staff has given you several ideas for articles, which are listed below. Cross out any ideas that you think are poor ones and, in the spaces provided, explain why. For the ideas that you think are good, write down the main points that the article should cover.

1. "Teach Your Two-Year-Old to Read" _____

2. "Parents as Teachers" _____

3. "The Year's Best Toys" _____

4. "How to Keep Toddlers from Interrupting" _____

5. "How to Talk to Your Child" _____

6. "Speech Problems—What You Can Do to Help Your Child" _____

*Physical Development
from Four to Six*

CHAPTER 13

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 13–1: Growth and Development from Four to Six

- 1. How does the physical growth rate of children ages four to six compare to that of children ages one to three?

- 2. About how much height and weight do children gain per year from ages four to six?

- 3. Describe three ways a child’s body shape and posture change from age four through age six.

- 4. Which permanent teeth appear first? What is their role in the arrangement of teeth in the mouth?

- 5. In what order are primary teeth lost? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from Four to Six

Chapter 13 continued

6. Five-year-old Tyler sucks his thumb a lot. His parents are concerned. What should they do and why?

7. For each skill listed in the chart below, indicate whether it is a fine or gross motor skill. Identify the age—four, five, or six—when a child typically learns it.

Motor Skill	Fine or Gross?	Approximate Age
Writes entire words		
Skips, alternating feet		
Walks backward easily		
Cuts on line with scissors		
Buttons clothing		
Throws ball overhand		
Hops on one foot		
Draws a person with head, body, arms, and legs		
Dresses and undresses self		
Jumps rope		
Uses spoon and fork, but also uses fingers for some foods		

8. When are most children able to tie their shoes? _____

9. What are *ambidextrous* children able to do? _____

Section 13–2: Caring for Children from Four to Six

10. Some children in this age group require more food than others. What accounts for this difference?

11. How often should children ages four to six eat? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from Four to Six

Chapter 13 continued

12. “I hate peas,” declared six-year-old Alexis. “If you eat all your peas, you can stay up an extra half-hour tonight,” her mother responded. Is the mother’s response likely to encourage good eating habits? Explain your answer.

13. How can parents model good eating habits? _____

14. How can television viewing negatively influence a child’s nutrition and physical health?

15. Name three ways that children can be involved in obtaining and preparing food. _____

16. Why is it important the foods included in packed lunches are appealing, as well as nutritious?

17. Why are convenience foods and foods from fast-food restaurants often poor nutritional choices?

18. What are three ways that poor nutrition can affect children’s health and development?

19. If a four- to six-year-old appears overweight, who can help determine if there is a problem? Who can help with meal planning if there is one?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from Four to Six

Chapter 13 continued

20. When a child consumes more calories than the body uses through physical activity, what happens to the extra calories?

21. When parents are trying to help their children be physically active, why is it important to choose activities that are age appropriate?

22. What are two techniques that can be used to encourage four- to six-year-olds to bathe regularly?

23. At about what age are children able to handle a toothbrush well enough to brush without help?

24. Why is it important for children to use a toothpaste that contains fluoride? _____

25. Cassandra never fussed about her clothing, but since her sixth birthday, she has refused to wear certain outfits. What might have caused this change?

26. At bedtime, six-year-old Garrett throws his clothes on the floor of his room. His mother puts them in the laundry hamper because it seems easier than constantly reminding Garrett to do it. Evaluate this mother's response to this problem.

27. How much sleep do most four- to six-year-olds need each night? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from Four to Six

Chapter 13 continued

28. How do four- to six-year olds typically react to bedtime? _____

29. Identify four ways that parents should respond to bed wetting. _____

30. Beth's son Luis just turned four. When they arrive at his friend's birthday party at a recreation center, she makes sure he knows where the bathroom is. What else could Beth do to help prevent a toileting accident?

*Growth and Development
from Four to Six*

SECTION 13-1

Describing Growth and Development

Directions: Dr. Janna Pavlev, a pediatrician and author, is giving an illustrated lecture to parents about the growth and development of preschoolers. You are Dr. Pavlev’s assistant. Listed below are descriptions of some of the slides that Dr. Pavlev will show during her talk. In the lines below each description, write some notes that Dr. Pavlev can use as the basis for her talk.

- 1. Slide: A group of preschoolers standing together in a class photo. Children are of different heights and weights.

- 2. Slide: Six-year-old boy standing next to two-year-old boy at backyard pool; both are in swimsuits so body shapes are evident.

- 3. Slide: Six-year-old girl smiling at camera missing two lower front teeth. _____

- 4. Slide: Children aged four to six running in park or playground. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

Caring for Children from Four to Six

SECTION 13-2

Using Nutrition Labels

Directions: When selecting a cereal, reading the fine print can help because all packaged foods are required by law to have a panel listing nutrition facts. Each contains information about serving size, calories, fat content, nutrients, and vitamins. One column shows the “% daily value.” That figure tells how much of an adult’s dietary needs are met by one serving of the product. In Cereal A below, for example, one serving provides 25% of the daily need for vitamin C. Study both labels and answer the questions that follow.

- How big is a serving?
Cereal A _____ Cereal B _____
- What size serving would you estimate a four- to six-year-old might eat?

- How many servings are in a box?
Cereal A _____ Cereal B _____
- How many calories are in each serving, both plain and with milk?
Cereal A plain _____ Cereal B plain _____
Cereal A with milk _____ Cereal B with milk _____
- What are the four main ingredients (the first four listed) in each cereal?
Cereal A _____

Cereal B _____

- Which cereal contains more fiber? _____
- Which cereal provides more vitamin A? More iron?
Vitamin A _____
Iron _____
- Does the vitamin C come from the cereal itself or from the milk?

Cereal A

Nutrition Facts			
Serving Size		3/4 Cup (31g/1.1 oz)	
Servings per Container		18	
Amount Per Serving	Cereal	Cereal with 1/2 Cup Vitamins A & D Skim Milk	
Calories	120	160	
Fat Calories	0	0	
% Daily Value**			
Total Fat 0g*	0%	0%	
Saturated Fat 0g	0%	0%	
<i>Trans</i> Fat 0g			
Polyunsaturated Fat 0g			
Monounsaturated Fat 0g			
Cholesterol 0mg	0%	0%	
Sodium 210mg	9%	11%	
Potassium 20mg	1%	6%	
Total			
Carbohydrate 28g	9%	11%	
Dietary Fiber 0g	0%	0%	
Sugars 13g			
Other Carbohydrate 15g			
Protein 1g			
Vitamin A	15%	20%	
Vitamin C	25%	25%	
Calcium	0%	15%	
Iron	10%	10%	
Vitamin D	10%	25%	
Thiamin	25%	30%	
Riboflavin	25%	35%	
Niacin	25%	25%	
Vitamin B ₆	25%	25%	
Folic Acid	25%	25%	
*Amount in cereal. One half cup skim milk contributes an additional 40 calories, 65mg sodium, 6g total carbohydrate (6g sugars), and 4g protein.			
**Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300mg	375g
Dietary Fiber		25g	30g
Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4			
Ingredients: Corn, sugar, salt, malt flavoring, corn syrup.			
Vitamins and Iron: ascorbic acid, (vitamin C), niacinamide, iron, pyridoxine hydrochloride (vitamin B ₆) riboflavin (vitamin B ₂), vitamin A palmitate (protected with BHT), thiamin hydrochloride (vitamin B ₁), folic acid, and vitamin D.			

(Continued on next page)

9. If a child liked to eat dry cereal as a snack, which column would you look at for nutrition information? Why is more nutritious to eat cereal with milk?

10. Some sweetened cereals contain 6g of sugar per serving. A serving of unsweetened cereal may contain about 3g of sugar. How much sugar does Cereal A contain? Cereal B? Would you classify them as sugary cereals?

Cereal A: _____ Cereal B: _____

11. If these cereals were available as packaged breakfast bars, predict ways in which the nutrition information might change.

12. How might parents add even more nutrition to their five-year-old's morning cereal?

13. Would you serve either cereal to a child aged four to six? Why or why not?

Cereal B

Nutrition Facts		
Serving Size ¾ Cup (30g)		
Servings per Container 14		
Amount Per Serving	Cereal	With ½ Cup Skim Milk
Calories	120	160
Calories from Fat	25	25
% Daily Value**		
Total Fat 2.5g*	4%	4%
Saturated Fat 0g	0%	3%
Trans Fat 0g		
Cholesterol 0mg	0%	1%
Sodium 180mg	8%	10%
Potassium 70mg	2%	8%
Total		
Carbohydrate 24g	8%	10%
Dietary Fiber 1g	6%	6%
Sugars 12g		
Other Carbohydrate 11g		
Protein 2g		
Vitamin A	25%	30%
Vitamin C	25%	25%
Calcium	4%	15%
Iron	25%	25%
Vitamin D	10%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B ₆	25%	25%
Folic Acid	25%	25%
Phosphorus	6%	20%
Magnesium	4%	8%
Zinc	2%	6%
Copper	2%	2%

*Amount in cereal. A serving of cereal plus milk provides 0.5g saturated fat, <5mg cholesterol, 240mg sodium, 270mg potassium, 30g carbohydrate (18g sugar) and 6g protein.

**Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300mg	375g
Dietary Fiber		25g	30g

Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4

INGREDIENTS: WHOLE OAT FLOUR (INCLUDES THE OAT BRAN), SUGAR, CORN SYRUP, DRIED APPLE PIECES, PARTIALLY HYDROGENATED SOYBEAN OIL, WHEAT STARCH, SALT, CINNAMON, CALCIUM CARBONATE, TRISODIUM PHOSPHATE, COLOR AND FRESHNESS PRESERVED BY SODIUM SULFITE, SULFUR DIOXIDE AND BHT.

VITAMINS AND MINERALS: VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACIN), IRON (A MINERAL NUTRIENT), VITAMIN A (PALMITATE), VITAMIN B₆ (PYRIDOXINE HYDROCHLORIDE), VITAMIN B₂ (RIBOFLAVIN), VITAMIN B₁ (THIAMIN MONONITRATE), A B VITAMIN (FOLIC ACID) AND VITAMIN D.

Copyright © by the McGraw-Hill Companies. All rights reserved.

*Emotional and Social Development
from Four to Six*

CHAPTER 14

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 14–1: Emotional Development from Four to Six

1. What new challenges do children ages four to six face? _____

2. Briefly describe the emotional characteristics of children of the following ages.

A. Age four: _____

B. Age five: _____

C. Age six: _____

3. A four-year-old's active imagination can lead to fears. Why? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

***Emotional and Social Development
from Four to Six***

Chapter 14 continued

4. What is self-confidence? What is initiative? How are they related? _____

5. What characteristics might indicate that a child may have Attention Deficit Hyperactivity Disorder (ADHD)? _____

6. How do four- to six-year-olds differ from toddlers in the ways they express anger? _____

7. Four-year-old Daniel does not want to sleep alone in his bedroom because he believes there is a ghost in his closet. How would you respond? _____

8. How can parents and other caregivers help children work through jealous feelings? What responses should they avoid? _____

9. Name at least four possible signs of stress or tension in preschoolers and kindergartners.

10. Describe two techniques for discovering the cause of the stress. _____

***Emotional and Social Development
from Four to Six***

Chapter 14 continued

11. When a child is showing symptoms of stress, should parents ease up on rules to reduce the stress? Why or why not?

12. Name three ways to help preschoolers develop self-confidence. _____

Section 14–2: Social and Moral Development from Four to Six

13. Who are a preschooler’s peers? Compare four-year-olds to toddlers in the way they relate to their peers during play.

14. Use what you know about the general patterns of social development in four- to six-year-olds to identify the approximate age of the child in each description below.

A. Erik and his neighbor rarely quarrel, and they no longer snatch each other’s toys.

B. Kaitlyn wants to spend even more time with her best friend than she did last year, but their parents are frustrated because they seem to bicker a lot.

C. Shareef took his mother by the hand and brought him to the room where he was building interlocking blocks. “Look at my house!” Shareef said proudly.

D. Megan begged to join a soccer team, but she paid little attention during practice and at the games.

E. Connor told Kenny, “You know, Jackson still watches baby shows on television,” and Kenny laughed

(Continued on next page)

***Emotional and Social Development
from Four to Six***

Chapter 14 continued

- 15.** Chase and Austin, both six, are playing with a plastic bat and a whiffle ball. Describe a situation that might result in aggressive behavior between them. As a counselor at a day camp, how would you help them resolve the problem?

- 16.** Summarize two possible benefits and two possible drawbacks of competition as it pertains to children's development.

- 17.** How can competitive team sports help develop cooperation? _____

- 18.** In order for their child to be well-rounded, is it necessary for parents to sign their kindergartner up for a sports team?

- 19.** Summarize the changes in relationships with family members from ages four to six.

- 20.** What is moral development? _____

***Emotional and Social Development
from Four to Six***

Chapter 14 continued

21. What change in moral development takes place in the preschool years? How might this change affect how parents instruct preschoolers?

22. Working with a group of children, Lisa saw four-year-old Marissa hit Autumn in the play kitchen. Immediately Lisa told Marissa, “We do *not* hit others. Hitting hurts. You’re never going to have any friends if you act like that.” Then she made a point of ignoring Marissa the rest of the afternoon. What did Lisa do right? What did she do wrong?

23. Explain the importance of modeling good moral behavior.

*Emotional Development
from Four to Six*

SECTION 14-1

Giving Constructive Feedback

Directions. Children from four to six are generally sensitive to criticism. Unsure of their abilities, they dislike being told that they did something wrong or need to improve. Read the following statements. In the spaces provided, write how you would rephrase the statement to make it more positive and constructive.

1. "You'll never get that tower of blocks to stay up if you don't work more carefully."

2. "I don't see any of the things you're describing in that picture. It just looks like a bunch of squiggles to me."

3. "You weren't picked for the team until last because you don't try hard enough."

4. "You mean you don't know how to tie your shoes yet?"

5. "Go clean your room, and do the whole job this time."

Copyright © by the McGraw-Hill Companies. All rights reserved.

Social and Moral Development from Four to Six

SECTION 14-2

Teaching by Example

Directions: Read each of the case studies below. Then answer the questions that follow.
[Answers will vary depending on the student's analysis. Possible responses are shown.]

1. Terry Franklin woke up to the first day of spring weather, "I can't imagine going into the office today," he told his family at breakfast. "It's been such a long winter. I think I'll call in sick and enjoy this beautiful day!"
 - A. What values did Terry show his children with this comment? _____

 - B. What will his children learn from his actions? _____

 - C. How do you think Terry would react if his children said they wanted to stay home from school because the weather was too nice?

2. Shane and his family were finishing up their picnic at the park. Five-year-old Shane was picking up their trash to throw it out when his sister said, "Don't bother. They have people who work here who come around and clean up. They'll take care of it."
 - A. What values did Shane's sister show? _____

 - B. What will Shane learn from her words and actions? _____

3. Six-year-old Jenny loves to draw and paint. Her father is happy that she likes art so much and proud of how well she draws. To give her materials to work with, he brought home blank paper and colored markers from the office.
 - A. What values were shown by Jenny's father? _____

 - B. What example did he set for Jenny? _____
 - C. What do you think Jenny's father would say if she took something from a store? _____

(Continued on next page)

Social and Moral Development from Four to Six

Section 14–2 continued

4. At dinner, Carly laughingly told the family how she and her friend had tricked their boss at work when she punched in her friend’s time card an hour before her friend got to work.

A. What values did Carly show? _____

B. What example might her younger brother learn from her story? _____

5. Melissa and Kara claim they like to go to the mall to “people watch,” as well as to shop. Sometimes they take their two young cousins along. “What is that guy doing with *her*?” Kara comments, looking at a couple she does not know. “She could stand to lose about 20 pounds and she definitely needs a better haircut.”

A. What values did Kara show? _____

B. What example did she set for the young cousins? _____

6. Michelle’s mother always scolded her for tattling or talking negatively about others. However, Michelle often heard her mother talking on the phone and the conversations often include unkind remarks about other people.

A. Why do you think Michelle’s mother says one thing but does the opposite? _____

B. What effect might this have on how well Michelle minds her about other things? _____

***Intellectual Development
from Four to Six***

CHAPTER 15

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 15–1: Brain Development from Four to Six

1. What does IQ stand for? How is the IQ number determined? _____

2. What IQ scores are considered average for children? _____
3. Why is the value of intelligence tests limited? _____

4. Preschools and kindergartens typically use several techniques to assess children’s development. Why?

5. How might cultural bias affect intelligence testing? _____

6. How can caregivers and teachers use Gardner’s theory of multiple intelligences? _____

7. After each of the phrases below, write the name of the kind of intelligence that is being described.
 - A. Ability to imagine things visually and think in three dimensions. _____
 - B. Ability to recognize and draw upon features of the environment. _____
 - C. Ability to learn and use language. _____
 - D. Ability to use the body to solve problems and to perform physical skills. _____

 - E. Ability to understand oneself. _____
 - F. Ability to understand other people. _____
 - G. Ability to analyze problems and explore scientifically. _____
 - H. Skill in performing and appreciating musical patterns. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development from Four to Six

Chapter 15 continued

8. Summarize the thinking of children who are in Piaget’s preoperational period. _____

9. Give an example (different from those in the text) of preoperational thinking among children ages four to six in each of the following areas:

A. Use of symbols: _____

B. Limited focus: _____

C. Make-believe play: _____

D. Egocentric viewpoint: _____

10. Sarah bombards her parents with questions such as “Why?” “How come?” and “Where?” Due to this behavior, how old do you think Sarah is _____

11. Compare the theories of Vygotsky and Montessori on how children learn. How are the theories similar? How are they different?

Section 15–2: Learning from Four to Six

12. Six-year-old Seth is drawing a picture with different colors of crayons. Write a comment that a care-giver could make that would promote self-esteem. Then write a question that would encourage Seth to organize his thoughts.

13. Carol is walking with her five-year-old grandson in the park. Write comments or questions that Carol could say that would promote learning.

14. Identify four drawbacks of too much television for children ages four to six.

15. What are phonemes? What is a favorite type of book that helps children become more aware of phonemes?

16. What is alliteration? Is “babies bite bananas” an example of an alliteration? _____

17. Why do some children who are bilingual seem to have an advantage in reading over children who speak one language?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development from Four to Six

Chapter 15 continued

18. What kinds of books or stories are four- to six-year-olds likely to enjoy? _____

19. Give four examples of art materials that are appropriate for four- to six-year-olds. _____

20. Holly is making something out of modeling clay. Her mother teases her by saying “What in the world is that supposed to be?” What could Holly’s mother have said that would better promote learning and self-esteem?

21. What are finger plays? _____

22. Identify three common household items that children can use as musical instruments. _____

23. How does preschool help prepare children for kindergarten? _____

24. Identify three abilities that indicate a child is ready to attend school. _____

25. Cousins Josh and Tracy are both five years old. Josh started kindergarten, but Tracy has to wait until next year. Why do you think they were not able to enroll together?

Intellectual Development from Four to Six

Chapter 15 continued

26. Brad wants to give his son Nick an idea of what school will be like. What can Brad do?

27. What are some things parents can do to increase their child’s feelings of independence before the child enters the unfamiliar world of school?

28. Children ages four to six improve dramatically in what two areas of language development?

29. Why are children able to say a word like “mop” sooner than a word like “please”?

30. What are three reasons children may experience speech difficulties?

Brain Development from Four to Six

SECTION 15-1

Identifying Theories of Intellectual Development

Directions: In this section, you studied the theories of intellectual development. The four researchers are listed in the box below. For each description or example in the chart that follows, identify the researcher whose theory it describes. Write the researcher's name in the space provided in the chart. Names may be used more than once.

Researchers

- Vygotsky
- Montessori
- Piaget
- Gardner

Researchers	Descriptions or Examples
	1. Children move through a series of learning stages as they develop intellectually.
	2. Learning occurs in, and depends on, the social environment.
	3. Children learn naturally if placed in a prepared learning environment containing appropriate materials.
	4. Children between ages two and seven can view the world only from their own perspective.
	5. Each person has a blend of intelligences.
	6. Teachers should collaborate with students rather than lecturing them.
	7. Teachers should allow students a great deal of independence and never interrupt a student engaged in a task.
	8. If caregivers recognize that a child is high in one type of intelligence, they can provide learning opportunities to build on that strength.

Adjusting to School

Directions: The situations below describe children who are starting school. If the parents' words and actions will help the child adjust to school, write "Yes" in the blank to the left of the number. In the space below the description, explain why. If the parents' actions and words will *not* help the child adjust to school, write "No" in the blank and suggest a better approach in the spaces provided.

_____ 1. Ethan turned five just before the school district's birthday cutoff date for starting school. Still, Ethan's parents were unsure about enrolling him. He would be among the youngest in his class. His grandparents claim that he is very bright for his age. However, his attention span is short, and he has trouble following directions. His parents decide to wait until next year to enroll Ethan in kindergarten.

_____ 2. The week before Julia was going to school, she and her mother shopped for school supplies. They followed the list that the teacher had sent home. Julia picked things in the colors that she wanted. When they got home, she put them in her school bag. Every day she took things out and looked at them, waiting for school to begin.

_____ 3. The week before school started, Andrew started to have trouble sleeping. He had always gone to bed easily, but he began to insist that one of his parents stay with him. They were both very busy, though, and told him he had to go to sleep on his own.

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

_____ 4. Every day, when Shemika gets home from school, she and her mother argue. She wants to play outside, but her mother says she should do her homework first. “You should finish your work before having fun,” her mother says. Shemika pouts and cries.

_____ 5. All during August, Domnick asked his older sister what school was like. Finally, his mother took him to visit the school. They walked around to see the other rooms and looked at the kindergarten classroom. They met the teacher, who was preparing the room for the new year. Domnick’s name was already on the bulletin board.

_____ 6. As the summer came to a close, Amber's parents often talked about school. Her mother said, “It will be so lonely here without you.” Her father said, “It will be a big adjustment for you, little girl. You won’t be able to sleep late. You’ll miss your TV shows. You’ll be away from home all day long. That’s OK, though, because you’ll have fun.”

_____ 7. Antonio will start kindergarten next week, and he is showing signs of anxiety. He is timid about meeting new people. Antonio loves to play kickball. Antonio’s mother arranged a play day in the local park. She invited several children who will be in Antonio’s class to come to the park to play kickball and other games.

*Physical Development from
Seven to Twelve*

CHAPTER 16

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 16–1: Growth and Development from Seven to Twelve

1. Describe how average height and weight change for children at the following ages.

A. Seven to Ten: _____

B. Eleven to Twelve: _____

2. Why are eleven- and twelve-year-old girls typically taller than boys their age? _____

3. What factor has the most influence on a child’s ultimate height? _____

4. What factors may cause preteen girls to be sensitive about their body image? _____

5. What is the definition of an eating disorder? _____

6. How can participation in organized sports benefit children in this age group? _____

7. What is scoliosis? How is it treated? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from Seven to Twelve

Chapter 16 continued

8. At about what age does the second set of molars emerge? What is another name for a third set of molars?

9. Identify at least five physical changes that occur in boys and five that occur in girls during puberty.

A. Boys: _____

B. Girls: _____

10. What is menstruation? At about what age does it begin? _____

11. What physical development in the years from seven to twelve enable motor skills to improve?

Section 16–2: Caring for Children from Seven to Twelve

12. Why are the Dietary Guidelines for Americans helpful for both children and adults? _____

13. What foods contain fiber? Why is fiber important in a healthy diet? _____

14. Where should most fats come from in a healthy diet? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from Seven to Twelve

Chapter 16 continued

15. Name four things that families can do to encourage good eating habits for children. _____

16. What link have researchers found between eating breakfast and classroom performance?

17. Describe each of the following eating disorders.

A. Anorexia nervosa: _____

B. Bulimia: _____

C. Binge eating: _____

18. What emotional or psychological problems characterize many children with eating disorders?

19. Which of the following are sedentary activities—jumping on a trampoline, watching a DVD, playing a board game, or walking a dog? Explain.

20. Seven-year-old Nate wants to play ice hockey with some friends, but his father wants to sign him up for golf lessons. What would you do if you were his parent?

21. How much physical activity is recommended for children and teens each day? _____

22. About how many hours of sleep should school-age children get each night? _____

Physical Development from Seven to Twelve

Chapter 16 continued

23. Explain how tooth decay occurs, and how sugary foods and drinks contribute to it. _____

24. What are sealants on children's teeth? _____

25. Why do some parents arrange for their children to see an orthodontist? _____

26. List at least four principles that children should be taught about personal safety. _____

27. How do physical changes during puberty require preteens to adopt different personal hygiene habits than when they were younger?

28. What vaccines are usually required for children entering fifth grade? _____

***Growth and Development
from Seven to Twelve***

SECTION 16-1

A Time of Change

Directions: Nine children and preteens attend a latchkey program at the Oak Street Community Center. Volunteers help with homework, supervise games, and provide snacks. Today is “health day” and those who attend can be weighed and measured if they wish. Using your textbook, estimate the children’s ages based on the information given. Assume that the children are average for their age.

1. Dustin weighs 71 pounds and is 54 inches tall. He is _____ years old.
2. Seth weighs 55 pounds and is 51 inches tall. He is _____ years old.
3. Grace complains that her mouth hurts because her second molars are coming in. She is _____ years old.
4. Sierra weighs 48 pounds and is 48 inches tall. She is _____ years old.
5. Kristen is surprised that she has gained 10 pounds since last year when she weighed 72 pounds. She is 57 inches tall. Kristen is _____ years old. Her weight gain is average for her age.
6. Alejandro is almost 5 feet tall and weighs 90 pounds. He is _____ years old.
7. Tanner’s height has increased from 52 inches to 57 inches. The program volunteer says, “You must be in a growth spurt! Tanner weighs 80 pounds. He is _____ years old.
8. A nurse detects that Alejandro’s spine seems to curve slightly. He should be checked for _____
9. Molly is 53 inches tall and weighs 67 pounds. She is _____ years old.
10. Zach is nine years old. His height is 52 inches. How much might you expect him to weigh? _____

Directions: Answer the questions in the space provided.

11. Why do preteens vary so much in size, from one to another? _____

12. Why do you think preteen girls are at higher risk for eating disorders than when they were younger? _____

13. Do you think the benefits of team sports outweigh their possible drawbacks? Explain your point of view.

Copyright © by the McGraw-Hill Companies. All rights reserved.

*Caring for Children
from Seven to Twelve*

SECTION 16-2

Adjusting to a Changing Body

Directions: Take the role of “Dear Chris,” a columnist who offers advice to children and preteens. Read the following letters and then write your responses in the spaces provided.

Dear Chris,
 You’ve got to help me. I’m eleven, and I’m gaining too much weight. No matter how little I eat, my clothes feel tighter and tighter. I figure my only choice is to eat nothing but celery and carrot sticks. Vegetables are healthy, right?

Dear Chris,
 My favorite teacher got on me for not participating. She said that my grades are slipping. I don’t know what it is. I can’t seem to concentrate anymore. I’m too tired to focus, even though I get almost eight hours of sleep most nights.

Dear Chris,
 I have to wash my hair every day or it looks gross by sixth period. It takes me half an hour to dry it now, so I have to wake up extra early. What gives?

Dear Chris,
 I hate the way my voice sounds. There’s a girl I want to talk to, but I’m afraid that my voice will crack and she’ll laugh at me. What can I do?

Copyright © by the McGraw-Hill Companies. All rights reserved.

*Emotional and Social Development
from Seven to Twelve*

CHAPTER 17

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 17–1: Emotional Development from Seven to Twelve

1. Identify three signs that children between the ages of seven and twelve are developing a sense of self.

2. How is the development of a sense of competence related to self-esteem? _____

3. Why is it important for children ages seven to twelve to experience more successes than failures?

4. Identify four strategies you could use to help a child develop a sense of competence. _____

5. Describe three signs that gender identity is being strengthened in children ages seven to twelve.

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

***Emotional and Social Development
from Seven to Twelve***

Chapter 17 continued

6. Kaleel is curious and loves to explore. When he makes a discovery, he tells exaggerated tales of his exploits. Kaleel is showing characteristics of what age?

7. Maya is absorbed in her own thoughts. Her moods change frequently. She often ignores others, seeming not to care what they say. Is Maya more likely in middle childhood or in the preteen years?

8. By what age do children generally understand that they should express their anger in socially acceptable ways?

9. Suggest a way to help an angry child regain self-control. _____

10. How do children's fears generally change between the ages of seven and twelve? _____

11. How is normal anxiety different from an anxiety disorder? _____

12. How might children these ages express envy? _____

13. Identify four strategies for living with seven- to twelve-year-olds. _____

***Emotional and Social Development
from Seven to Twelve***

Chapter 17 continued

Section 17–2: Social and Moral Development from Seven to Twelve

14. What qualities become important in friendships around age seven or eight? _____

15. What role do peer groups play in the self-esteem of older children and preteens? _____

16. Why is the number of friends a child has not a good indicator that the child has a healthy social life? What is a better way of evaluating this?

17. Describe a four-step process for helping preteens resolve conflicts with peers. _____

18. Why do victims of bullying often hide the problem from adults? What should a parent or caregiver do to help?

***Emotional and Social Development
from Seven to Twelve***

Chapter 17 continued

19. How and why do relationships between children and parents change during middle childhood and the preteen years?

20. How can parents help a child make moral choices when the parents are not around? _____

21. Why is peer pressure strong during preteen years? How does it lead to conformity? _____

22. Describe three ways that preteens can avoid negative peer pressure. _____

23. Give an example of a low-risk decision that parents can allow preteens to make to help encourage responsibility.

24. What are two effective forms of punishment for preteens who break family rules? _____

Emotional Development
from Seven to Twelve

SECTION 17-1

Recognizing Characteristic Behaviors

Directions. For each statement below, choose the age at which the behavior or development is *most* typical. Write the correct age in the space to the left of the statement. You may use answers more than once.

Ages	
Seven	Ten
Eight	Eleven and twelve
Nine	

Ages	Behaviors
_____	1. Typical of her generally happy outlook on life, Alexia is no longer worried by nighttime fears.
_____	2. Ryan’s parents can not believe the change. Last year, he had been quiet and seemed never to want to leave the house. This year, he is outgoing and confident and is out playing every chance he can.
_____	3. Allison sits by herself, hardly saying a word to others. At night, though, she likes her mother’s company because she is afraid of the dark.
_____	4. In earlier years, Luke referred to himself as Miranda’s brother, but now when he talks about himself he describes what kind of person he is. “I like to laugh,” he says, or “I’m honest.”
_____	5. Abby is so caught up in thinking about how embarrassed she was at school that she does not even hear her father call to say that dinner is ready.
_____	6. “It’s funny,” Kendall says to his friend Samir. “The people at school think I’m one kind of person and the people in the karate school think I’m totally another kind of person.”
_____	7. Anthony wants to tell his family what happened at school today. He describes the whole scene, speaking in an excited voice and waving his arms as he talks.
_____	8. Julia is frustrated because her friend Amy is spending more time with another classmate. When she gets home from school and her mother asks her to pick up her things, she refuses.
_____	9. Vincent seems to worry all the time, and he finds it very difficult to accept any criticism.
_____	10. Sarah’s parents are worried about her. She seems to be very harsh on herself whenever she makes a mistake.

Copyright © by the McGraw-Hill Companies. All rights reserved.

*Social and Moral Development
from Seven to Twelve*

SECTION 17-2

Setting Rules and Responsibilities

Part 1 Directions: You are the parent of twelve-year-old Kirsten. You want to establish rules and responsibilities for Kirsten that are reasonable and appropriate for her age. In the chart below, write the rules or responsibilities you would set for each category.

Category	Rule or Responsibility
Homework	
Attending parties	
Household chores	

Part 2 Directions: Below are descriptions of Kirsten’s behaviors. In the spaces that follow each description, write your response to the behavior.

1. Kirsten arrives home a half-hour late from a party. “My curfew is too strict,” she says. “I’m embarrassed when I have to leave an hour earlier than everyone else.”

2. On a school night, Kirsten watches a television show until midnight. _____
3. One evening, Kirsten comes home early from a party. “I was not comfortable,” she said. “Some people were secretly drinking beer.”

Copyright © by the McGraw-Hill Companies. All rights reserved.

*Intellectual Development from
Seven to Twelve*

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 18–1: The Brain Development from Seven to Twelve

1. What are the two types of memory? _____
2. At about what age do children begin to understand another person’s point of view? _____
3. How do preteens view complex social problems, such as prejudice or poverty? _____

4. What happens to a child’s attention span at about age twelve? How does this affect learning?

5. Imagine that a nine-year-old is sorting through a toy box of stuffed animals. Give an example of the child classifying objects, placing objects in a series, exhibiting the use of transitivity, or conservation. Then summarize the intellectual development of children ages seven to ten in each of those areas.
 - A. Classifying objects: _____

 - B. Placing objects in a series: _____

 - C. Transitivity: _____

 - D. Conservation: _____

6. What is the difference between the thinking skills of seven-year-olds and preteens?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development from Seven to Twelve

Chapter 18 continued

7. What is meant by a *hypothetical situation*? In which of Piaget's stages is a child capable of imagining such situations? _____

8. What did Piaget consider to be the basis for his learning stages? Compare Piaget's view of learning with Vygotsky's theory _____

9. Contrast Montessori's view of learning with Vygotsky's theory. _____

10. How does Gardner's view of intelligence differ from Piaget's view? _____

11. Abigail faithfully writes in her diary on a daily basis. Based on this activity, which one of Gardner's multiple intelligences is one of her strengths? _____

12. What are the three types of intelligence proposed by Robert Sternberg's theory? Children who are gifted in music and art would likely rate high in which type?

Section 18–2: Learning from Seven to Twelve

13. Why is direct learning effective for older children? How is direct learning different from *learning* methods used for children who are just starting school?

14. How might a teacher encourage peer learning? _____

15. How might a teacher help fifth- or sixth-graders gain the independent learning skills they need to complete a long-term project?

16. In what way is the structure of middle school like elementary school? How is it like high school?

17. How are standardized tests developed? _____

18. Explain each of the following properties of good standardized tests.

A. Validity: _____

B. Reliability: _____

C. Practicality: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Intellectual Development from Seven to Twelve

Chapter 18 continued

19. What do each of the following standardized tests measure?

A. Learning ability tests: _____

B. Achievement tests: _____

C. Aptitude and interest tests: _____

20. Identify two possible limitations of standardized tests. _____

21. How are standardized test scores used? _____

**Brain Development
from Seven to Twelve**

SECTION 18-1

Identifying Categories of Intelligence

Part 1 Directions: The following box lists the different types of intelligence identified by Howard Gardner. For each activity described below, identify the type of intelligence the activity would help develop in a child.

Types of Intelligence		
Bodily-Kinesthetic	Logical-Mathematical	Verbal-Linguistic
Interpersonal	Musical	Visual-Spatial
Intrapersonal	Naturalistic	

- _____ 1. Brett was chosen to lead the planning committee for the class car wash.
- _____ 2. Evan helped paint a mural of school activities to display at the community's centennial celebration.
- _____ 3. Brooke's experiment with magnetism won a ribbon at the science fair.
- _____ 4. For the school's talent show, Savannah created rhythms using pots, spoons, and other common items as instruments.
- _____ 5. Iola read the children's story she wrote to the kindergarten class.
- _____ 6. During his summer vacation, Logan recorded his feelings about his experiences in a journal.
- _____ 7. The class visited a local park to learn about plants and birds in their area.
- _____ 8. At soccer practice, Austin learned how to perform a corner kick.

Part 2 Directions: Using Sternberg's categories of intelligence identify whether each child described below is high in **creative**, **practical**, or **analytical** intelligence.

- _____ 9. Sean's grades are not the best, but when he and his friends hit a snag in building their tree house, Sean easily figured out a solution.
- _____ 10. Kiesha is the class brain. She always seems to get the best grades on tests.
- _____ 11. Tori does not do well in school. She seldom follows the teacher's instructions. However, she loves to paint.
- _____ 12. Jill's design suggestion was used for the poster advertising the school play.
- _____ 13. Michael and Lori were chosen to represent the school at the regional math competition.
- _____ 14. Maurice came up with a plan for a peer-tutoring program for school.
- _____ 15. Lucy pointed out to the group that the solution they were discussing failed to solve the problem in the past.

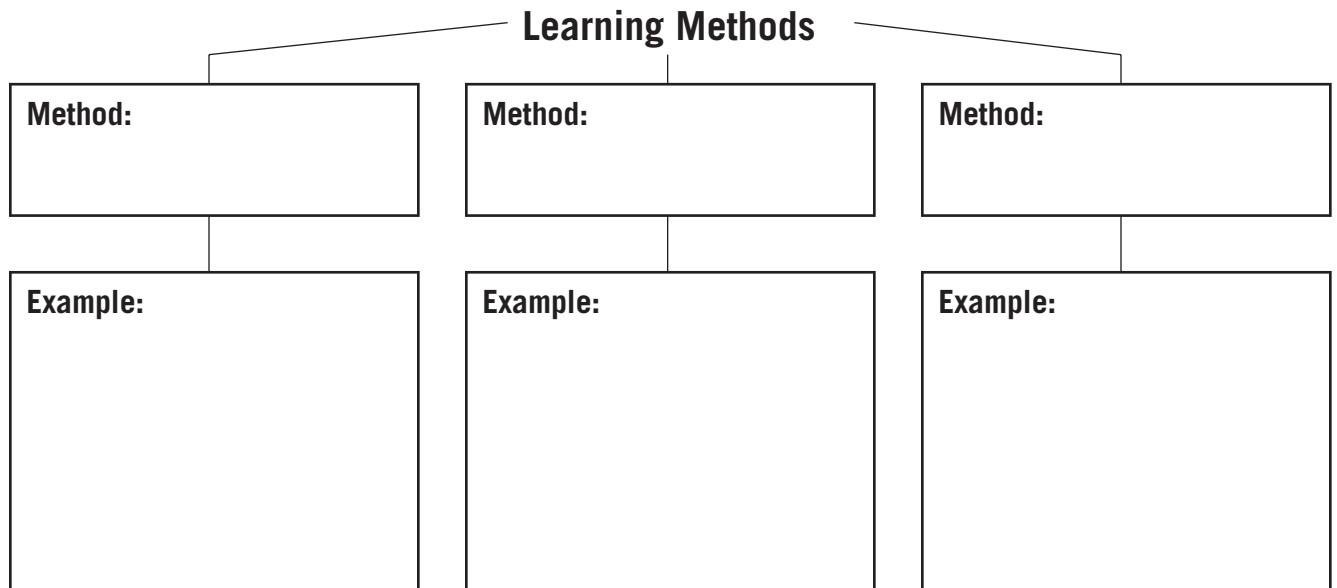
Copyright © by the McGraw-Hill Companies. All rights reserved.

Learning from Seven to Twelve

SECTION 18-2

Learning and Assessment Methods

Part 1 Directions: In the diagram below, identify three learning methods that are appropriate for the seven-to-twelve age group. For each method, give an example of an assignment that uses the method. Give different examples from those in the textbook.



Part 2 Directions: Each description below relates to one of three types of standardized tests: **achievement** tests, **aptitude and interest** tests, or **learning ability** tests. Complete the chart by writing the type of test in the left column next to its description. Test types may be used more than once.

Type of Standardized Test	Description
	Scores can help students determine the kinds of careers that might be right for them.
	Tests of this type are sometimes known as IQ tests.
	A test of this type may ask students to select what they like best from different groups of ideas or activities.
	A certain score on this type of test may be required for graduation.
	A test of this type may measure what students have learned about biology, for example.

Copyright © by the McGraw-Hill Companies. All rights reserved.

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 19–1: Physical Development of Adolescents

1. Summarize the general pattern of growth for adolescents. How does the pattern differ between males and females?

2. What physical changes occur as a girl’s body increases its production of estrogen? _____

3. What is testosterone? How does it relate to puberty? _____

4. How does puberty impact nutritional needs? _____

5. Why are personal cleanliness routines particularly important for adolescents? _____

6. How can regular exercise benefit teens? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

7. Give three negative effects that teens may experience if they do not get enough sleep. _____

Section 19–2: Emotional, Social, and Moral Development of Adolescents

8. What is personal identity? _____

9. Describe how the following factors influence identity development.

A. Family: _____

B. Peers: _____

C. The future: _____

10. According to Erik Erikson, what is an identity crisis? How is it related to conformity? _____

11. Summarize four paths to a sense of personal identity that teens may explore, according to James Marcia.

Adolescence

Chapter 19 continued

12. Identify three warning signs of depression. If you see these signs in a teen, what should you do?

13. Describe four possible symptoms of anxiety. If the problem is not addressed, what further problems may result?

14. Describe the two extremes that are characteristic of bipolar disorder. _____

15. How can teens' desire for independence lead to problems in the family? _____

16. What role does a close friend play in a teen's life? _____

17. Why is it important for teens to participate in a variety of activities? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Adolescence

Chapter 19 continued

18. What is a moral compass? _____

19. Why do teens need to develop a reliable moral compass? _____

20. According to Kohlberg, what increases as a person progresses through the six stages of moral development? _____

21. How does Kohlberg define *moral maturity*? _____

22. What positive effects can peer groups have on teens? _____

23. Why do some teens get involved in drugs, drinking, and other negative behaviors? _____

24. Give two examples of ways that popular culture might negatively influence teen behaviors.

25. How can parents promote morality and positive values in teens? Identify at least three ways.

26. What are some of the potential consequences for teens who lack a strong set of personal values?

(Continued on next page)

Section 19–3: Intellectual Development of Adolescents

27. What part of the brain undergoes the most dramatic changes during adolescence? What are its functions? _____

28. What functions does the *amygdala* control? What kinds of actions result when teens use this part of the brain more than the thinking part? _____

29. What happens to brain connections during adolescence? What does this indicate about the importance of intellectual pursuits during this time?

30. How does a teen’s intellect change once he or she is capable of abstract thought? _____

31. Describe two criticisms of Piaget’s four-stage theory. _____

32. In what major way did Vygotsky’s beliefs differ from Piaget’s? _____

33. What did Vygotsky believe students needed to reach the heights of their potential? _____

34. Describe some of the factors that can help a student learn more in school. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

Developing Health Habits

Directions: Imagine you are the parent of Josh, age 13. Read the descriptions of some of Josh’s behaviors. In the space below each description, write what you would say or do to guide Josh toward more healthful habits.

1. Every Friday, Cheesecakes Galore sponsors an all-you-can-eat buffet of desserts. Josh and his friends seldom miss this event.

2. Since he was ten, Josh has been taking showers every day. Now that he is an adolescent, you notice more body odor between showers.

3. Josh got in-line skates last year and usually skated with his friend Diego after school. Now, he and Diego are playing video games instead.

4. After Josh completes his homework, he watches television until 11:00 p.m. He says TV relaxes him. When you wake him at 6:00 a.m. to get ready for school, Josh is groggy and irritable. He has complained of difficulty concentrating in school.]

Copyright © by the McGraw-Hill Companies. All rights reserved.

*Emotional, Social and Moral
Development of Adolescents*

SECTION 19-2

Recognizing Emotional Warning Signs

Directions: For each situation described below, judge whether the teen’s behavior is normal or a warning sign of an emotional problem. Write **Normal** or **Warning** in the space to the left of the description to indicate your assessment. In the spaces below each description, explain why you judged the behavior to be normal or a sign of a problem.

_____ 1. Amanda’s parents are concerned. Amanda seems moody and often is so absorbed in her own thoughts that she hardly talks to her family. When her friends ask her to do something she enjoys, she brightens up.

_____ 2. Cory’s friends are not sure what to think. When they go to the movies or to the mall, Cory refuses to go with them. He will not even go to parties if a lot of people will be there. “Crowds are a hassle,” Cory says.

_____ 3. While driving home from school on Friday, seventeen-year-old Jennifer chatters excitedly to her friends about her latest adventure as she weaves fearlessly through traffic. The next week, she does not want to drive and she stays home from school even though it means she will miss tryouts for the talent show.

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

_____ 4. Manuel just broke up with his girlfriend. He is sitting on his front porch staring into space when his friend Dustin arrives. Dustin suggests that they play basketball. “Maybe shooting hoops will help me feel better,” Manuel says. “Let’s go.”

_____ 5. “What’s wrong with me?” seventeen-year-old Dante wondered. “I feel very sad most of the time and just don’t want to do anything. I don’t even like to play video games anymore.”

_____ 6. Cathleen sits in a corner as the party goes on around her. Making friends at her new school is not easy for her. She wishes that she could just blend into the wall so that no one will notice her. She goes in the bathroom and takes a bottle of wine from her bag. “At least this drink will help me get through this,” she says to herself.

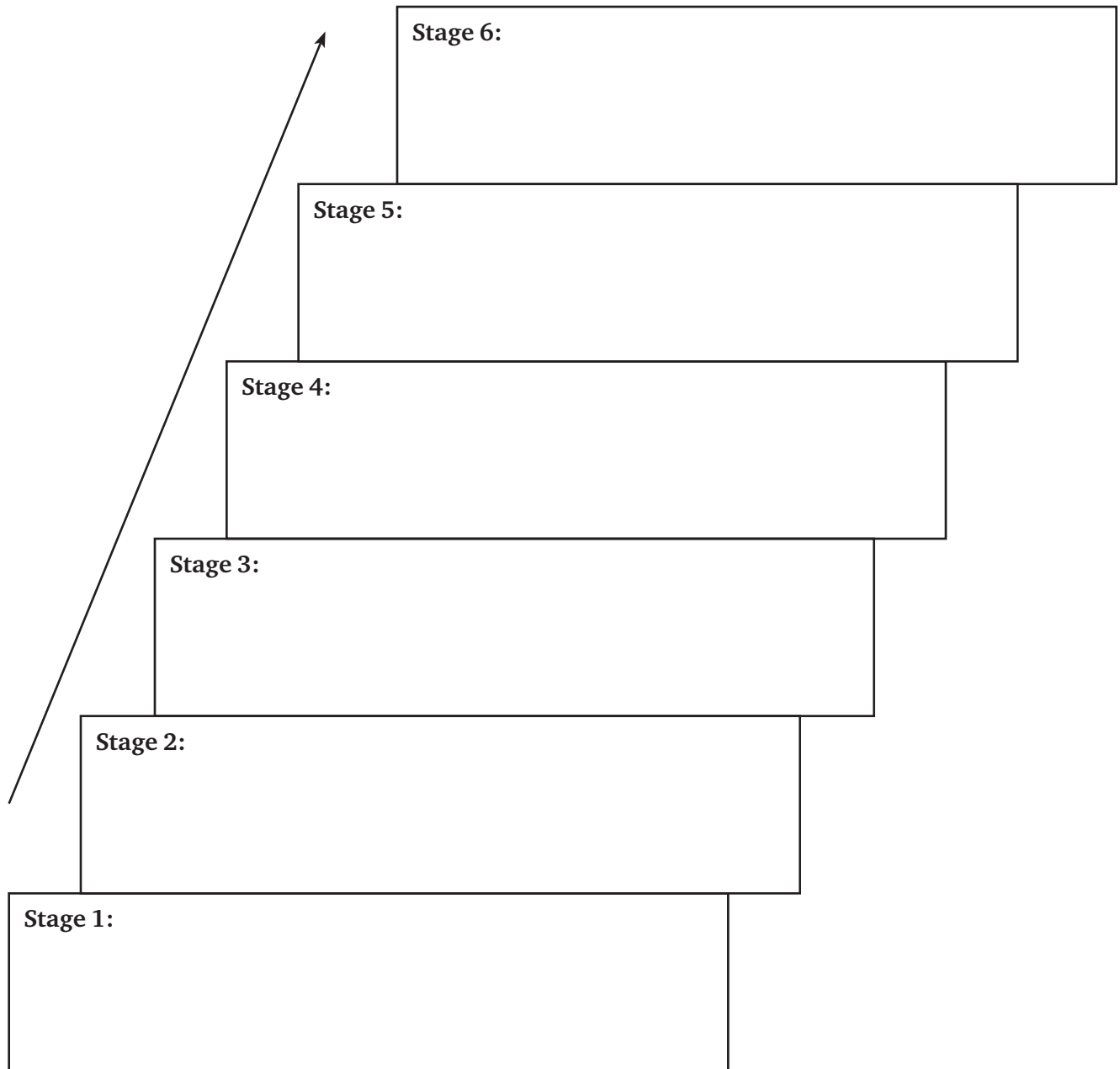
_____ 7. Erik’s parents don’t know what to think. Erik has always been cooperative. Now, though, his attitude is changing. He does not seem to agree with them on anything. He wears strange, secondhand clothes and got his ear pierced without their permission. When his mother buys him new clothes for school, they just sit in the shopping bag.

*Emotional, Social and Moral
Development of Adolescents*

SECTION 19-2

Kohlberg's Stages of Moral Development

Directions: In the diagram below, describe each stage of moral development according to Lawrence Kohlberg's theory. Along the diagonal arrow, indicate what increases as a person progresses through the six stages.



Copyright © by the McGraw-Hill Companies. All rights reserved.

Intellectual Development of Adolescents

SECTION 19-3

Influences on Intellectual Development

Directions: Read the following sentences. Underline the word or phrase inside the parentheses that best completes the statement.

1. The brain starts to grow again just (before, after) puberty.
2. The maturing of the (prefrontal cortex, amygdala) makes it possible for teens to reason better.
3. The (prefrontal cortex, amygdala) is responsible for emotional reactions, such as fear and joy.
4. The (prefrontal cortex, amygdala) is located just behind the forehead.
5. Teens' brains make (more, fewer) connections than they actually need.
6. Piaget called his fourth and final stage of intellectual development the (formal, concrete) operations stage.
7. According to Piaget, children enter this fourth stage around age (11, 14).
8. During the fourth stage, young people become capable of (moral, abstract) thought.
9. (Piaget, Vygotsky) believed that children develop the ability to think by interacting with parents, teachers, and peers.
10. According to Vygotsky, the "zone of proximal development" is a measure of a child's learning (achievement, potential).
11. Vygotsky believed that students could achieve their greatest learning potential only through (self-directed activities, collaboration with teachers and other students).
12. Students who (fear, respect) their teachers are more willing to learn.
13. More learning occurs when students have a (positive, negative) attitude about school.
14. Teens generally (want, do not want) their parents to take an active interest in their education.

Directions: Answer each of the following questions in the space provided.

15. Describe what your positive learning environment would be like. _____

16. Explain how you believe parents can best encourage learning. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 20–1: Childhood Illnesses

1. How can regular medical checkups help prevent serious illnesses? _____

2. Identify at least three symptoms in young children that indicate the need to call the child's doctor.

3. What is a communicable disease? _____

4. What does it mean to be allergic to something? What are the symptoms of an allergic reaction?

5. Identify three foods and three airborne substances that are commonly known to cause allergic reactions in children.

6. What role does heredity play in allergies? _____

7. How can allergies be treated? _____

(Continued on next page)

8. What occurs in the body during an *asthma* attack? What are the signs of an attack? _____

9. What can bring on an asthma attack? _____

10. What is the *contagious* period of an illness? Why should children be kept at home during this time?

11. Why is it important never to give aspirin to a child with a fever? _____

12. When an unhappy baby is crying and pulling on his or her ear, what might parents suspect? What action should they take? _____

13. Describe ways to comfort a sick child. _____

14. Why is it important that children take in plenty of liquids while they are ill? _____

15. How can parents prepare a child for a planned hospitalization? _____

Section 20–2: Accidents and Emergencies

16. Melissa will be babysitting her neighbor's children for the summer. How could she prepare for the possibility of a fire?

17. What are the five guidelines for action in case of an accident? _____

18. When caregivers of an injured child call for help, what kinds of information should they provide?

19. Describe the correct first-aid procedure for each of the following:

Problem	Procedure
Bruise	
First-degree burn	
Minor cut or scrape	
Sprained ankle	
Nosebleed	
Chemical burn	

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Children's Health and Safety

Chapter 20 continued

20. How is a fracture different from a sprain? How are they similar? _____

21. How can you tell a second-degree burn from a first-degree burn? _____

22. What are the signs of choking? Why must the caregiver act quickly? _____

23. Describe the technique a caregiver should try first to help a choking infant. _____

24. What is another name for a *convulsion*? What occurs during a convulsion? What should be put in a child's mouth during a convulsion? _____

25. What do hives look like? What should the caregiver do if a child develops hives after a bee sting? Why? _____

26. Elisa's three-year-old was having difficulty breathing. She noticed burns around his mouth and his breath smelled strange. What might this indicate? What should she do? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Children's Health and Safety

Chapter 20 continued

27. What are the symptoms of shock? How should a caregiver treat an injured child who may be in shock?

28. During rescue breathing, what is the purpose of lifting the child's chin with one hand and pushing down on the forehead with the other?

29. When are the following rescue techniques used?

A. Rescue breathing: _____

B. CPR: _____

Identifying Childhood Diseases

Directions: Several common disease symptoms are described below. In the space provided, identify the probable disease, describe the treatment, and indicate whether any medication can be given to the child.

<p>1. Symptoms: Runny nose, sneezing, coughing, mild fever, sore throat</p> <p>Disease:</p> <p>Treatment:</p> <p>Medication:</p>	<p>2. Symptoms: Coughing, wheezing, rapid breathing, shortness of breath</p> <p>Disease:</p> <p>Treatment:</p> <p>Medication:</p>
<p>3. Symptoms: Rash of tiny red pimples that develop into blisters, low fever</p> <p>Disease:</p> <p>Treatment:</p> <p>Medication:</p>	<p>4. Symptoms: High fever, chills, shakes, body ache</p> <p>Disease:</p> <p>Treatment:</p> <p>Medication:</p>
<p>5. Symptoms: Fever, headache, sore throat without runny nose or congestion, white patches on tonsils, red rash</p> <p>Disease:</p> <p>Treatment:</p> <p>Medication:</p>	<p>6. Symptoms: Fever, pulling at ear</p> <p>Disease:</p> <p>Treatment:</p> <p>Medication:</p>

Copyright © by the McGraw-Hill Companies. All rights reserved.

Accidents and Emergencies

SECTION 20-2

Taking the Right Steps in an Emergency

Directions: Listed below are several emergency situations. After each situation is a set of steps that should be followed. The steps are in the wrong order, however. Put them in the correct order by writing the number from 1 to 5 in the spaces to the left of steps.

1. Luisa enters the kitchen and finds her little brother Manuel lying on the floor unconscious. Next to him is an open bottle of cleanser, knocked over.
_____ Take Manuel to the hospital, as directed.
_____ Look at the label on the bottle to see if the cleanser is poisonous.
_____ Call the poison control center.
_____ Bring the bottle to the phone.
_____ Smell Manuel's breath to see if he swallowed any of the cleanser.
2. Shelley is babysitting five-year-old Matt and three-year-old Chelsea. The children are playing in the backyard. Shelley hears Matt cry out in pain and come running. He says that a bee stung him.
_____ Apply cold pack.
_____ Wash area with soap and water.
_____ Scrape off the stinger.
_____ Watch for signs of an allergic reaction or infection.
_____ Give acetaminophen for pain.
3. Leon's nine-month-old sister is happily eating a snack when suddenly Leon notices that he is not hearing her babbling any more. Leon looks over and sees his sister's head leaning to the side of the high chair, and she is waving her hands in the air.
_____ Use the heel of his hand to give up to five quick blows between her shoulder blades.
_____ If object is not expelled, place two fingers on middle of breastbone just below nipples and give up to five quick downward thrusts.
_____ Go to his sister and pick her up.
_____ Put her face down over his arm, holding her jaw in his fingers.
_____ Turn her face up.
4. Madison is out riding her tricycle when she crashes. Sobbing, she shows her father that her knee is scraped and bloody.
_____ Place a clean gauze bandage on the wound and press for several minutes to stop the bleeding.
_____ Cover the wound with an antiseptic ointment.
_____ Wash the area with mild soap and warm water.
_____ Put a clean bandage over the wound.
_____ Pat the area dry with a clean towel.

(Continued on next page)

Accidents and Emergencies

Section 20–2 continued

5. Erica finds her little son face down in the pool. She takes him out and lays him on the lawn of the backyard. He is not breathing.

_____ Turn his head face up, lift the chin with one hand and push down on the forehead with the other.

_____ If her son's chest rises, remove her mouth and let his lungs expel air. Then repeat.

_____ Take a deep breath.

_____ Put her mouth over the mouth of her son, pinching her son's nostrils shut, and blow air into her son's mouth.

_____ Put her son on his back, turn his head to one side, and try to get rid of any water in his mouth.

6. Ryan's ten-year-old daughter Hannah was eating a piece of hard candy. Suddenly, she started choking. By the time he realized what was happening, she had fallen down and started to lose consciousness.

_____ If the object cannot be removed, place the heel of one hand in the middle of Hannah's abdomen just above the navel, and place the other hand on top of the first hand.

_____ Check Hannah's mouth again to see if the candy can be removed.

_____ Put Hannah on her back.

_____ Give five quick thrusts, pressing both hands in and up.

_____ Check Hannah's mouth for the candy and try to remove it with a sweeping motion of Ryan's index finger.

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 21–1: Family Stresses

1. After his parents divorced, Josh, age three began snatching his baby sister’s bottle and drinking from it. What sign of stress is Josh displaying? _____

2. Identify three signs of stress in children under the age of five. _____

3. Identify three signs of stress in teens. _____

4. Give four examples of family situations that commonly cause situational stress in children. _____

5. What can parents do after a move to help children adjust? _____

6. Should children be told of family financial problems? Why or why not? _____

7. How should parents tell their children that they are going to divorce? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Family Challenges

Chapter 21 continued

8. If children will go back and forth between homes after a divorce, how can the parents help them feel comfortable at each home? _____

9. How can support groups help families of substance abusers? _____

10. According to research, what two factors influence children's view of death? _____

11. How are children at ages two, six, ten, and fifteen likely to view death? _____

12. What feeling do many children have when a parent dies? How can the surviving parent help the children cope? _____

13. What are possible warning signs that someone may be contemplating suicide? _____

Section 21–2: Children with Special Needs

14. Give two examples of invisible disabilities. _____

15. Do most children with a learning disability have below-average intelligence? Explain.

Family Challenges

Chapter 21 continued

16. Why do children with *dyslexia* have difficulty reading, writing, spelling, and doing math?

17. Compare ADD to ADHD. How are the symptoms similar? How are they different?

18. Identify two causes of mental retardation. _____

19. What should parents do if they suspect their child has a serious emotional problem?

20. Describe three traits often associated with autism spectrum disorders (ASD). _____

21. What are the educational rights of children with disabilities under the Individuals with Disabilities Education Act? _____

22. How do children with disabilities—and other children—benefit from the IDEA’s policy of inclusion?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Family Challenges

Chapter 21 continued

23. Where can parents of children with disabilities get advice and discuss common problems? Where can they get financial aid? _____

24. Describe three traits that may suggest that a child is *gifted*. _____

25. What do gifted children need to reach their potential? _____

Section 21–3: Child Abuse and Neglect

26. Identify and explain the meaning of the four major types of child maltreatment. _____

27. Give two signs that might indicate each of the following problems.

A. Neglected child: _____

B. Physically abused child: _____

C. Sexually abused child: _____

D. Emotionally abused child: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Family Challenges

Chapter 21 continued

28. Describe three family situations that often seem to be involved in child abuse cases.

29. Why does substance abuse often lead to child abuse? How are some addiction counselors able to help families?

30. Who does the law identify as mandated reporters? What are they required to do? _____

31. What is the purpose of crisis nurseries? _____

32. How is learning about child development one way to help solve family problems? _____

Helping Children with Problems

Directions: Below are several letters written to the advice columnist of a local newspaper by parents who have troubled children. Read each letter and then answer it in the spaces below with the best advice you can give.

1. Ever since the divorce, my daughter, Jada, has been acting as if I make her life miserable. I can't figure out why, since she knows the breakup was her father's fault. Every Saturday morning, when he picks her up, she's sunny and cheerful. On Sunday, when Jada comes back home, she's grumpy and upset. Why is she taking it out on me?

2. My wife's mother is dying of cancer, and we wonder what to tell the children. They are 10 and 12. They haven't seen their grandmother in a long time, but they were very close to her before. Should we take them to the hospital or not?

3. My brother just died in a car accident, and the funeral will be in a couple of days. I am not sure whether to take my five-year-old son to the funeral or whether I should leave him with friends. All the family will be there, but he's the youngest. What should I do?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Family Stresses

Section 21-1 continued

4. My husband and I separated two years ago. The kids seemed to handle the situation well, but now my fourteen-year-old, Kyle, has become very withdrawn. He hardly talks to me, and when he does, he's usually angry. Could it be a delayed reaction to the separation? What should I do?

5. Our family is excited about moving to a larger city, but our 10-year-old has suddenly started complaining of headaches. How can we get him to relax and convince him it really isn't a big deal? The move will be a fresh start for all of us.

6. My daughter Jema has a friend who is very ill. Jema is very upset. How can we help her get through this time?

Copyright © by the McGraw-Hill Companies. All rights reserved.

Living with Children with Disabilities

Directions: Suppose you are a professional counselor who has a radio call-in show. People phone you with their problems, and you try to offer suggestions for handling those problems. Examples of calls that you have received recently are shown below. In the spaces following each caller's question, write what you would advise.

1. My ten-year-old has Down syndrome. The school system wants to put him in a regular classroom. I'm very worried that the other children will pick on him and tease him. The kids in the neighborhood are fine with him, but in regular classes, there will be others who don't know him. I don't want his feelings to be hurt. Should I fight this idea?

2. My six-year-old daughter has never done well with other people. She cries whenever she is in a new situation, and it has gotten worse now that she's started school. She hates to go out in the morning. What might be the problem?

3. In many ways, our son seems very intelligent. He solves everyday problems easily. He remembers things we tell him. Yet he is far behind his classmates in reading and math. His aunt is a teacher, and suggested that we have him tested for dyslexia. We aren't sure. We don't want the school to label him as mentally retarded. What should we do?

Copyright © by the McGraw-Hill Companies. All rights reserved.

Learning About Child Abuse

Directions: Monte Foreman, a television talk show host, is interviewing Jessica O’Brien, the author of a book about child abuse. Read the questions that Monte asked and then, taking the role of Jessica O’Brien, answer them. Write your answers in the spaces provided.

1. I would have thought that people who had been abused as children would be the last people in the world to abuse their children, but your book says that they are more likely to do so. Why is that?

2. How do you think the Internet and other technology have contributed to the growing problem of child abuse? What type of abuse is involved?

3. You say that child abuse can occur without a parent ever touching a child. How can that be?

4. What should an abusive parent do to get help?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Child Abuse and Neglect

Section 21-3 continued

5. What are some warning signs that might indicate that a child is being abused?

6. In your book, you say that a child’s counselor will report evidence of abuse to the authorities. Isn’t this an invasion of the family’s privacy?

7. What should people in our audience do if they know a child who appears to be abused?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 22–1: Child Care Options

1. Why might a family consider child care for their son or daughter even if one parent can care for the child at home? _____

2. According to research, what three things do children need in their child care environment for optimal brain development? _____

3. How is in-home child care similar to family child care? How are they different? _____

4. What is the main advantage of hiring a nanny? What are possible disadvantages? _____

5. What does having a license indicate about a child care provider? What does it not indicate? What additional information does accreditation tell parents about the provider? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Child Care and Early Education

Chapter 22 continued

6. How is a play group similar to family child care? How is it different? _____

7. Compare and contrast child care centers and parent cooperatives. _____

8. Preschools typically provide programs for children of what ages? _____

9. How do children learn in a High/Scope preschool program? _____

10. What is the purpose of the Head Start program? _____

11. Give three possible options for child care that might be available to parents during school holidays.

12. Ebony and Marcus are evaluating a child care center for their two-year-old. Write one question they should ask and one observation they should make about each of the following aspects of the center.

A. The child care providers: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Child Care and Early Education

Chapter 22 continued

B. The facility: _____

C. The program: _____

13. In a home-based care setting, why is it important to ask if there is a substitute provider?

14. List the following sources of substitute care in order based on average cost, from most to least expensive: home-based care, family member, nannies, child care center.

Section 22–2: Participating in Early Childhood Education

15. What are three ways that an early childhood classroom can be made comfortable for children? How do children benefit from this? _____

16. What are learning centers? How do they benefit children in early childhood classrooms?

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

17. What is the purpose of the dramatic play learning center? What kinds of materials might it contain?

18. Identify five basic health routines that child care providers should teach. _____

19. What procedures should child care workers follow to prevent food-related illness?

20. Why is it important that playground equipment be suitable for the age and developmental levels of the children using it? _____

21. Why should teachers plan a variety of activities for children? _____

22. Teachers should plan play experiences that focus on what four areas of development?

23. What might occur during circle time? _____

24. When planning a daily schedule, what three kinds of activities should teachers try to balance? What is *free play*? _____

Child Care and Early Education

Chapter 22 continued

25. What information does a planning chart contain? What does an activity plan add to the planning process? _____

26. What are three factors teachers should consider when choosing materials for the early childhood classroom? _____

27. In what four ways can positive behavior be promoted in the classroom? _____

28. Why should teachers involve older children in setting classroom expectations? _____

29. Evaluate whether the following method for dealing with a preschooler’s behavior problem is effective or ineffective, and explain why: “Tori, you may play on the swings or the slide. You may not stay in the kickball game, because you keep hitting Jamie with the ball.”

30. How should a teacher act toward the misbehaving child when giving a time-out? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

Evaluating Caregivers' Behavior

Directions: Read each of the descriptions of young adults below. In the space provided, write your evaluation of each person as a caregiver, including strengths, weaknesses and suggestions for improving those weaknesses.

1. Tameka has been a child care aide for almost a year. She is energetic and likes to lead the children's activities. She wants everyone to like her and puts pressure on herself to be the best child care provider she can be. Tameka does best with structured activities where there is a clear outcome and not too many distractions.

Strengths: _____

Weaknesses: _____

Ways to improve: _____

2. Jason has six brothers and sisters. He loves children and wants to make a career of caring for them. However, Jason did not do well in his child development classes. He found it boring to read about children. "I'm not interested in theory," he said. "I just want to be with kids."

Strengths: _____

Weaknesses: _____

Ways to improve: _____

3. Casey graduated with an associate degree in child care from the local community college. She wants the children to excel and finds their differences to be a source of stimulation for her. She is excited to report to work each day and greets the children enthusiastically when they arrive. She likes children who, like her, have energy and enthusiasm. She has less interest in quiet children.

Strengths: _____

Weaknesses: _____

Ways to improve: _____

4. Ben joined the staff of a child care center with a degree in art and a minor in psychology. He believes children need more opportunities to develop their artistic abilities, and he prides himself on the variety of activities that he can create for children to enjoy. He finds outdoor activities and routine care times tedious, though, and does not enjoy taking part during these less interesting periods.

Strengths: _____

Weaknesses: _____

Ways to improve: _____

Child Care Options

Section 22-1 continued

5. Melanie loves her job at the child care center. She has developed a strong rapport with the children and earned the respect of the parents. The children clamor for her attention and help. She likes guiding them to do the right thing but has a hard time disciplining them because she's afraid of causing hurt feelings.

Strengths: _____

Weaknesses: _____

Ways to improve: _____

6. Jessica always wanted a job working with children. She loves their enthusiasm and curiosity. She enjoys reading to them and doing science projects. She likes taking them outdoors and planning activities they can use to improve their motor skills. One thing she doesn't like about the center where she works is the policy that calls for monthly meeting with parents. The parents always seem to ask her questions that she isn't prepared for.

Strengths: _____

Weaknesses: _____

Ways to improve: _____

7. Drew loves doing activities with the children at his preschool, but he is not very organized. When he is thinking about the next day's activities, he has lots of creative ideas for effective learning. But when he explains the activities to the children, his instructions confuse them.

Strengths: _____

Weaknesses: _____

Ways to improve: _____

**Participating in Early
Childhood Education****SECTION 22-2****Giving Advice About Child Care**

Directions: Read each description below. Then write your advice on how to deal with each situation in the space provided.

1. Trevor set up learning centers in his classroom. However, the children in the language arts center seem constantly distracted. They keep looking toward the children in the active play area next to them.

2. Brianna is an enthusiastic child, but she often causes disruptions. She gets so excited while playing games that she knocks other children down. How can the teacher slow her down without curbing her enthusiasm?

3. The teacher said, "Put your things away." "It is time to go to the next learning center." As usual, several children began to cry. They did not want to stop their activity. This usually causes the class to get off schedule.

4. Ethan has a severe cold. His mother kept him home yesterday but brought him back to the child care center today since his temperature is back to normal. He is coughing, his nose is running, and he has very little energy.

Study Guide

Directions: Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 23–1: Preparing for a Career

1. How is an entry-level job different from jobs at other levels? What is typically required to move from an entry-level job to another level?

2. How do the requirements for a professional position differ from those for a paraprofessional?

3. What are some advantages and disadvantages of being an entrepreneur? _____

4. Kristina’s aunt says Kristina has an *aptitude* for working with animals and young children. What does that mean? _____

5. What information can you find in *The Occupational Outlook Quarterly*? _____

6. What kind of information can be gained from talking to a person working in a career field of interest?

7. What are three benefits of gaining work experience? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Careers Working with Children

Chapter 23 continued

8. Briefly describe what the following methods for gaining work experience involves.

A. Internship: _____

B. Job shadowing: _____

C. Service learning: _____

D. Work-based learning: _____

9. Identify at least five factors to consider as you analyze a career. _____

10. Give one example, different from those in the text, of a child-related career that fits each of the following descriptions.

A. Works mainly with people: _____

B. Works mainly with information: _____

C. Works mainly with technology: _____

11. Tyler thinks his long-term goal is to become a pediatrician. List two short-term goals he could set that would help him progress toward that long-term goal.

12. Why is being a lifelong learner important in today's working environment? _____

Careers Working with Children

Chapter 23 continued

13. Summarize the qualities and skills that employers want in the following areas.

- A. Personal qualities: _____

- B. Interpersonal skills: _____

- C. Basic skills: _____

- D. Thinking skills: _____

- E. Management skills: _____

- F. Technology skills: _____

Section 23–2: Beginning Your Career

- 14. Identify four ways of learning about job openings. _____

- 15. What happens at a *job fair*? _____

- 16. What is the purpose of a *résumé*? _____

- 17. Summarize what should be included in each of these sections of a *résumé*.
 - A. Objective: _____

 - B. Education: _____

 - C. Experience: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Careers Working with Children

Chapter 23 continued

18. Why is carefully proofreading a résumé so important? _____

19. How can a good cover letter help a job seeker? _____

20. What does a good cover letter bring to the attention of a prospective employer? _____

21. Give five tips for a successful interview. _____

22. What are some ways you can prepare for an interview? _____

23. Aimee is disappointed to learn that she didn't get the job that she had interviewed for. What should she do? _____

24. Daniel is trying to decide whether to take a job offer. Give three examples of things he should consider in addition to salary.

Careers Working with Children

Chapter 23 continued

25. For each area below, describe the skills needed for job success.

A. Communication: _____

B. Relationships: _____

C. Leadership: _____

D. Teamwork: _____

26. Tonya is looking for a new job. Her current employer allows five paid sick days per year, so Tonya calls in sick on the day of her interview. Is Tonya acting ethically? Why or why not? _____

27. Rodney suspects that his employer may have to lay him off soon because overall store sales have been down. Rodney is thinking he might quit rather than wait for the layoff. How might Rodney's decision affect unemployment benefits? _____

28. How will COBRA help Rodney if he gets laid off? Who pays the cost? _____

Your Interests, Aptitudes, and Abilities

Directions: In the spaces below, list your own interests, work-related values, aptitudes, and abilities. Be as thorough as you can. Based on your assessment, answer the questions that follow.

Interests:

Work-related values:

Aptitudes:

Abilities:

1. What kinds of tasks would you like to do in your job? _____

2. Would you prefer to work with people, information, or technology? _____

3. In what kind of work environment would you be most comfortable? _____

4. What career fields do you think might be a good fit for your interests, values, aptitudes, and abilities? _____

Looking for a Job

Directions: Assume that you are seeking a job as a child care worker or another job that involves working with children. Plan your résumé in the space below by noting what you would include in each section. On the next page, write answers to the interviewer’s questions.

Résumé	
Objective:	_____

Education:	_____

Skills:	_____

Experience:	_____

Honors:	_____

Memberships:	_____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

The Interview

1. What are your strengths? _____

2. Why would you like to work in child care? _____

3. Describe a problem you encountered at school or in a job. How did you deal with it? _____

4. What rewards are most important to you in a career? _____

5. Describe an accomplishment that has given you great satisfaction. _____

6. Give an example of a creative activity that you would plan for our toddlers. _____

7. What sets you apart from other applicants? Why should we hire you? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.