

CHAPTER 16

Nurturing and Teaching Preschoolers

Study Guide

Directions Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

Development and Care

Children three, four, and five years old are referred to as _____

Growth in the preschool years is _____

Physical Development

Physical development during the preschool years is _____

Because preschoolers eat small amounts of food, it is essential to _____

As preschoolers grow, their bodies appear less babylike:

- _____
- _____
- _____
- _____
- _____
- _____

Motor Development

Both small- and large-motor skills gradually become _____

Skills developed at three years old include _____

Skills developed at five years old include _____

Preschoolers master greater control of _____

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Perceptual Motor Development

Preschoolers become more skilled in _____

These are important first steps in _____

Intellectual Development

During the preschool years, children's activities become more refined:

- _____
- _____
- _____
- _____

Classification and Centration

Classification: _____

Centration: _____

Seriation

Seriation: _____

As with classification, a preschooler's understanding is _____

Numbers, Counting, and Time

Two-year-olds are capable of _____

One-to-one correspondence: _____

Rational counting: _____

Preschool children can understand _____

By the end of the preschool years, children are able to grasp

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Conservation

Conservation: _____

Language Development

With proper brain development, children learn _____

Adults reinforce language development by _____

The average three-year-old have a vocabulary of _____ words,
four-year-olds speak about _____ different words, and average
five-year-olds speak _____ words.

Talking and reading to children daily help them _____

Grammar and Pronunciation

Gradually, children learn rules for _____

With experience, they also learn _____

When children are first developing language, early childhood teachers should

Stuttering

“True” stuttering does not include _____

When speaking abilities catch up with thinking abilities, _____

Bilingual Development

Because of unique early brain development, preschoolers can _____

When a language is used in meaningful ways, _____

When children speak a different first language, early care
teachers should _____

Chapter 16 Nurturing and Teaching Preschoolers (continued)

To encourage bilingual development:

- _____
- _____
- _____
- _____
- _____

Emotional Development

With more developed language skills, preschoolers are able to _____

Gradually preschoolers begin to develop _____

This emotional development paves the way for _____

Self-Esteem

Preschoolers' self-esteem comes from _____

Self-esteem also increases as _____

As the list of accomplishments grows for preschoolers, _____

According to Erikson, these feelings give rise to _____

Gender Identity and Roles

Around age three, children begin to notice _____

Early childhood professionals are careful to show _____

Building Resilience

Resilience: _____

Consistent, reliable routines help preschoolers feel _____

Chapter 16 Nurturing and Teaching Preschoolers (continued)

Social Development

Before the preschool years, most social interactions for children are with _____.

Forming Friendships

Three-year-olds like to play _____. By five, children enjoy playing _____.

Social skills developed through play include:

- _____
- _____
- _____
- _____

By four, children can form _____

By age five, children form _____

After age six, friendships become _____

Dealing with Conflict

When conflicts arise between preschoolers, it is often over _____

Child care staff should ask children and parents to bring _____

Around four or five years of age, some children engage in _____

When dealing with conflict, teachers should _____

Influence of Social Play

Vygotsky's sociocultural theory states that

Chapter 16 Nurturing and Teaching Preschoolers (continued)

As children cooperatively play with others who are socially competent, they learn to _____

Managing Preschool Programs

Preschoolers' abilities build on _____

As their skills develop, preschoolers require _____

Managing Daily Schedules and Routines

Schedules and routines should include the following:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Nurturing Physical Development

The preschool years are a time of _____

Preschoolers can enjoy _____

Small-muscle development allows preschoolers to _____

Chapter 16 Nurturing and Teaching Preschoolers (continued)

Nurturing Intellectual Development

Teachers nurture intellectual development by _____

Asking children timely questions prompts them to _____

Preschoolers' greater intellectual capacity allows them to _____

Literacy: _____

Ways teachers can help develop preschoolers' literacy skills include:

- _____
- _____
- _____
- _____
- _____
- _____

Nurturing Emotional Development

Greater language mastery helps preschoolers _____

Preschool children often _____

Child care teachers can help children cope with emotional events by _____

Teachers also encourage preschoolers' emotional development by _____

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Nurturing Social Development

During cooperative play, preschoolers are _____

By gently stepping in to help children look at things from each other's point of view, teachers help children _____

Cooperative Learning

Cooperative learning: _____

To encourage preschoolers' cooperative-learning skills, child care teachers can:

- _____
- _____
- _____
- _____

Community Awareness

Preschoolers benefit from _____

To encourage preschoolers' community awareness, early childhood professionals can:

- _____
- _____
- _____
- _____
- _____