

**CHAPTER 17**

# Teaching School-Age Children

## 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 ages \_\_\_\_\_ are considered school-age children.

### Physical Development

Growth plateau: \_\_\_\_\_

#### Signs of Puberty

Children experience a surge of growth around age \_\_\_\_\_

Puberty: \_\_\_\_\_

Puberty is triggered by \_\_\_\_\_

Some changes that come with puberty include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Motor Development

By age 10, children are capable of \_\_\_\_\_

Control over small muscles is most often fully achieved by age \_\_\_\_\_

Both genders experience \_\_\_\_\_

Depth perception: \_\_\_\_\_

## **Chapter 17 Teaching School-Age Children (continued)**

### **Intellectual Development**

School-agers are quickly developing the ability to \_\_\_\_\_

According to Piaget, school-age children are no longer bound to \_\_\_\_\_

\_\_\_\_\_

Concrete operations period: \_\_\_\_\_

During the concrete operations period:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Emotional Development**

Increased language skills allow children to \_\_\_\_\_

\_\_\_\_\_

### **Self-Esteem Development**

By age six, most children have established \_\_\_\_\_

According to Erikson, school-age children strive to \_\_\_\_\_

\_\_\_\_\_

Erikson claimed that if school-age children do not feel productive, they will

\_\_\_\_\_

They need successful experiences with peers to \_\_\_\_\_

### **Competition**

Healthy competition can motivate children to \_\_\_\_\_

\_\_\_\_\_

## Chapter 17 Teaching School-Age Children (continued)

Teachers should help children avoid excessive comparison with others by \_\_\_\_\_

\_\_\_\_\_

To promote a spirit of teamwork rather than only competition, teachers may \_\_\_\_\_

\_\_\_\_\_

### Typical Fears

School-agers' increased reasoning skills allow for \_\_\_\_\_

Typical fears include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

School-age children tend to worry about \_\_\_\_\_

\_\_\_\_\_

Adults should take these fears seriously by \_\_\_\_\_

\_\_\_\_\_

### School-Age Stressors

Possible stressors for school-age children include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Social Development

Children tend not to form friendships for personal gain but because \_\_\_\_\_

\_\_\_\_\_

Boys tend to base friendships on \_\_\_\_\_

Girls often base friendships on \_\_\_\_\_

During the school-age years, both genders take longer than preschoolers to \_\_\_\_\_

\_\_\_\_\_

## **Chapter 17 Teaching School-Age Children (continued)**

### **Building Friendships**

School-age friendships \_\_\_\_\_

Socially competent school-age children know how to \_\_\_\_\_

\_\_\_\_\_

School-age children are still adjusting to \_\_\_\_\_

Younger school-age children are very concerned about \_\_\_\_\_

### **Diversity Awareness**

Diversity: \_\_\_\_\_

Diversity should be discussed \_\_\_\_\_

A diverse environment helps school-age children \_\_\_\_\_

## **Managing School-Age Programs**

Latchkey children: \_\_\_\_\_

Children who are unsupervised can become \_\_\_\_\_

## **School-Age Programs**

School-age care programs offer children \_\_\_\_\_

\_\_\_\_\_

Most children in school-age programs are between ages \_\_\_\_\_. However, some may be as old as \_\_\_\_\_.

A typical program operates before school, from \_\_\_\_\_, and after school, from \_\_\_\_\_

Ideally, a school-age group includes no more than \_\_\_\_\_ children, although some states allow more.

Many states require one teacher per \_\_\_\_\_ children; however, one teacher for every \_\_\_\_\_ children is most desirable.

After-school care enhances \_\_\_\_\_

\_\_\_\_\_

## **Chapter 17 Teaching School-Age Children (continued)**

### **Learning Through Play**

Like younger children, school-agers love to \_\_\_\_\_

School-age children's greater strength and coordination requires \_\_\_\_\_

\_\_\_\_\_

### **Environment**

Classrooms in school-age programs should be \_\_\_\_\_

A well-planned child care classroom includes:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Ideally, programs should provide \_\_\_\_\_

### **Daily Routines**

Programs for school-agers strike a balance between \_\_\_\_\_

Daily routines include \_\_\_\_\_

After arrival, most programs schedule \_\_\_\_\_

Blocks of time are set aside for \_\_\_\_\_

Meal routines should be \_\_\_\_\_

All-day programs generally provide \_\_\_\_\_

### **Planning Activities**

Compared to teachers in preschool programs, teachers in school-age programs

\_\_\_\_\_

Teachers must consider \_\_\_\_\_

During school vacations, field trips can \_\_\_\_\_

Clubs for children may include \_\_\_\_\_

Specialized lessons may include \_\_\_\_\_

## **Chapter 17 Teaching School-Age Children (continued)**

### **Nurturing Development**

Children this age need:

- \_\_\_\_\_
- \_\_\_\_\_

### **Physical Development**

Early educators have the responsibility to \_\_\_\_\_

\_\_\_\_\_

Another important aspect of physical development is \_\_\_\_\_

\_\_\_\_\_

Asking school-agers to help preschoolers or younger siblings develop good hygiene habits gives school-agers \_\_\_\_\_

### **Intellectual Development**

School-agers like \_\_\_\_\_

School-agers often question \_\_\_\_\_

Optimize intellectual development and nurture language skills by \_\_\_\_\_

\_\_\_\_\_

### **Creative Development**

Encourage children to apply \_\_\_\_\_

### **Emotional Development**

Early educators should be available to \_\_\_\_\_

Teachers can give school-agers opportunities to examine their emotions:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Chapter 17 Teaching School-Age Children (continued)

### Building Self-Esteem

School-age children are capable of \_\_\_\_\_

Another way to boost self-esteem is \_\_\_\_\_

Children who are secure in their cultural identity tend to be \_\_\_\_\_

\_\_\_\_\_

### Social Development

Cooperative projects help \_\_\_\_\_

\_\_\_\_\_

Cooperative projects might include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Guiding Behavior

The most effective guidance with school-agers is \_\_\_\_\_

\_\_\_\_\_

A caring but firm teacher helps children \_\_\_\_\_

\_\_\_\_\_

The principles of positive guidance apply to \_\_\_\_\_

\_\_\_\_\_

As children move toward independence, they may still \_\_\_\_\_

\_\_\_\_\_

During this stage of childhood, adults have to \_\_\_\_\_

\_\_\_\_\_

School-age children are more likely to \_\_\_\_\_

Teachers show respect for children by \_\_\_\_\_