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: _____________________________
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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 __________________________
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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 _____________________________
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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 ________________________________
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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 ________________________________
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 ________________________________