

Chapter 15 Intellectual Development from Four to Six

Section 15.1 Brain Development from Four to Six

- 1.** The child has an average IQ. The score does not give details about the individual's strengths or weaknesses.
- 2.** Cultural bias occurs when questions on an assessment test tend to favor one culture over another in the language or examples used.
- 3.** Essays will vary but should include a detailed explanation of how one type of intelligence is at work in his or her life.
- 4.** Diagrams will vary. The Vygotsky classroom should provide clustered tables for teamwork and small group learning. The Montessori classroom should have learning stations arranged by subject area; materials will be at eye level for the students and within their reach; and there will be a place for everything.

Section 15.2 Learning from Four to Six

- 1.** Answers will vary. Possible answers include: going to the library, finger painting, singing songs.
- 2.** Answers may vary. Some school activities that might be challenging for a student with a speech difficulty include: singing songs with difficult pronunciations, responding out loud to questions, or show-and-tell in front of the class.
- 3.** Answers will vary. Some possible answers include: visiting the school so the child knows what to expect, and allowing the child to choose clothes or a lunchbox.
- 4.** Essays will vary but may include that children will have to learn English while developing their skills in their home language. Teachers can help these students by setting up a bilingual environment that uses elements of both languages.
- 5.** Answers will vary but may include activities such as making musical instruments out of pots, pans, and other household objects or letting children help read text such as recipes and nutrition labels.