Child Growth and Development

Module 1: Principles of Child Growth and Development
Icons

This icon represents a new topic in the text. This is a visual cue for you to answer any questions about the previous section before moving along to the next one.

This icon is used to identify an exercise that involves in-class practice and feedback.

This icon is used to identify a specially designed activity that requires active class participation.

This icon is used to identify a section that is accompanied by a video.
This icon is used to identify a section where the participants should add items to their “Do’s and Don’ts” list.

This icon is used to identify an exercise that involves a role-playing scenario.

This icon is used to identify the use of a transparency related to the material in this section.

This icon is used to identify a key point in the material.
We often hear people refer to children’s growth and development. Are “growth” and “development” the same thing? What does each of these terms mean?

- **Growth** refers to specific body changes and increases in the child’s size (such as: height, weight, head circumference, and body mass index). These size changes can easily be measured.

- **Development** typically refers to an increase in complexity (a change from simple to more complex) involves a progression along a continuing pathway on which the child acquires more refined knowledge, behavior, and skills. The sequence is basically the same for all children, however the rate varies.
We defined growth as specific **body** changes and increases in the child’s size. During the first year of an infant’s life, babies can grow **10** inches in length and triple their birth weight. After the first year, a baby’s growth in length slows to **5** inches a year for the next two years and continues from age two or three to puberty at a rate of two to three inches each year. A major growth spurt occurs at the time of puberty.

• **Girls generally enter puberty between ages 8 to 13** years of age.
• **Boys usually enter puberty at ages 10 to 15** years of age.
Similarities in Growth (p.3)

- Growth proceeds from the **head** downward and from the center of the **body** outward.
- Children gain control of the **head** and **neck** first, then the arms and finally the legs.
- At birth, the brain, heart, and spinal cord are **fully** functioning to support the infant.
- As children grow, the **arm** and **leg** muscles develop followed by the finger and toe muscles.
Differences in Growth

- Children **differ** in their growth. Some children are taller, some shorter. Some children are smaller, while others are larger.
- These differences are completely normal. Normal growth is supported by good **nutrition**, adequate **sleep**, and regular **exercise**.
- Children do not grow at perfectly steady rates throughout childhood.
- Children will experience weeks or months of slightly slower growth followed by **growth spurts**.
- Difference in the amount of growth can be a source of self-consciousness for some children. It is important to help the children in your care understand that these differences are **normal**, that each child is special, and to help children develop a sense of self-acceptance.
• How can you help children understand their differences in growth?

Show pictures of various stages of growth in individuals.
Principles of Growth p.4

• If you detect that a child is self-conscious about her size, how would you help her work on increasing her self acceptance?

Either individually or in a group, talk about how things are different but equally important and valuable.

Example: Litter of puppies or kittens—different in size and color but they are all special and will grow into wonderful dogs and cats
Principles of Growth p.4

• If you have some concern about a growth related issues about a child, how would you approach this issue with the parent(s)?

Share information and typical growth patterns with parents. Ask the parents if they have questions. Do they have interactions with a doctor, if not suggest local resources.
Key Point

Growth is defined as specific body changes and increases in the child's size. Growth proceeds from the head downward and from the center of the body outward. Children differ in their growth.
Key Point

Development typically refers to an increase in complexity, a change from relatively simple to more complicated. Development usually involves a progression along a continuous sequential pathway on which the child acquires more refined knowledge, behaviors, and skills. The sequence is basically the same for all children; however, the rate varies.
Principles of Child Development

1. Developmental Sequence is Similar for All
2. Development Proceeds from General to Specific
3. Development is Continuous
4. Development Proceeds at Different Rates
5. All Areas of Development are Interrelated
There are certain periods of time when children are especially receptive to their surroundings and interactions with other people. These periods of time are tied to brain development and readiness for learning. Both will directly affect the achievement of developmental milestones.
Experiences and Environmental Influences that Impact Brain Development (p.9)

Everything you do in the child care setting has an effect on the child’s development and learning.

• How you diaper, feed, and put to sleep;
• The way you greet, and the way you comfort;
• The amount of space the child has to play in, and the ambient lighting;
• The songs you sing;
• The toys you provide;
• The meals you serve;
• These things and more all have an effect on the development of a child’s brain and their ability to socialize and learn.
Implications for Learning p.10

Why should child care professionals learn about principles of child development?

1. **Care and the environment can support or hinder development.**

2. **The knowledgeable caregiver can support a child in learning new skills.**

3. **When a child is struggling with a new skill, timely intervention can help him overcome a problem and “catch back up.”**

4. **The knowledgeable caregiver can “detect” indicators of possible delays, and can help get the child the assistance he needs.**
Key Point

All of your interactions with a child have an effect on the child’s development and learning. It is important to be aware of what the child is learning while in your care.
As a child care provider you should always be on the lookout for signs of developmental delays and be aware of appropriate methods of dealing with children experiencing developmental delays.

You may use the knowledge about the Principles of Child Growth and Development to spot the child who is not yet showing the skills and behaviors we would expect in a certain age range.

Certain aspects of development may be **slowed** or non-existent, depending on the child.

Just because a child may be developmentally **delayed** in an area, it is important to continue to help the child develop as much as possible in the area in which he is delayed.

Developmentally appropriate practices for this child may differ from those expected for the child’s age.

Include the child in all activities in which he can **safely** participate.

Increased supervision or attention may be required to ensure safety and well-being. Such a child may also be in need of professional help such as **speech** therapy, vision correction, **physical** therapy or hearing aids.

It is important to remember that you should NOT diagnose children. If you have any concerns regarding the growth and development of a child, the concerns should be presented to the appropriate party.
Key Point

The skills and behaviors generally typical for children at a certain age range may not be possible for some children who are developmentally delayed.
• Now let’s talk about the Americans with Disabilities Act.
• Passage of the Americans with Disabilities Act (ADA) in 1990 sent a clear message to the American people that children and adults with disabilities are entitled to the same rights and privileges that others enjoy.
• This means that children with disabilities are legally entitled to equal access to community-based child care settings.
• However, a legal mandate by itself is not sufficient to make available realistic and responsive child care options for children with disabilities.
• Although the picture is improving, families continue to have difficulty finding inclusive child care programs for their children.
Activity p.11

• A child who is physically-challenged (a child wearing a leg brace)
  Ensure learning centers have ample space for movement

• A child who is socially-challenged (a child who has autism)
  Reduce number of transitions throughout the day

• A child who is shy or emotionally challenged
  Ensure the environment feels safe for the child

• A child who is gifted
  Provide activities that are slightly challenging to the child

• A child who is mentally-challenged
  Provide activities to increase development without causing frustration
Key Point

Children with disabilities are legally entitled to equal access to community-based child care settings.
Key Point

Child care professionals may spot developmental issues before the parents do. This is why it is important to understand the basic child growth and development principles.
Child Growth and Development

Module 2: Child Development Theories
A theory is a set of facts or principles analyzed in relation to one another and used to explain phenomena (a fact or behavior that can be observed).
Maslow and the Hierarchy of Needs (p.17)

- Maslow developed a hierarchy of human needs.
- In a hierarchy, one set of things is dependent on the next, both of which are dependent on the next, and so on.
- Maslow’s hierarchy has five levels, is pictured as a pyramid and goes from bottom (human need number 1) to top (human need number 5).
- Like a pyramid, it builds one level upon the level below.
- Satisfying the needs on the second level depend on the first level needs being satisfied and ready to be built upon.
Hierarchy of Needs

Maslow's Hierarchy of Needs

Physiological Needs
Need for food, water, shelter, oxygen, and sleep

Safety Needs
Need for safety and security

Belonging and Love Needs
Need for love, acceptance, and belonging

Esteem Needs
Need for achievement, education, competence, and respect

Need for Self Actualization
Need to realize our fullest potential
Maslow and the Hierarchy of Needs (p.18)

Level 1: Examples

- Rest, sleep
- Food, water, formula
- Shelter, heat, beds
- Health care
- Transportation
- Employment or income
Maslow and the Hierarchy of Needs (p.18)

Level 2: Examples

- Transportation
- Housing
- Neighborhood
- Safe relationships
- Child care
Maslow and the Hierarchy of Needs (p.18)

Level 3: Examples

- Sense of belonging (connected)
- Adult-adult affiliation
- Parent-child relationship
- Positive relationships with extended family
- Positive formal and informal social support network
Maslow and the Hierarchy of Needs (p.18)

Level 4: Examples

- **Sense of competency as parent, worker, significant other**
- **Sense of efficiency, capability,**
- **Sense of resiliency, hopefulness**
- **Able to cope**
- **Sense of well-being**
- **Opportunities for employment**
Maslow and the Hierarchy of Needs (p.18)

Level 5: Examples

- Spirituality
- Personal, emotional response
- Refinement of interpersonal skills (empathy, relating)
- Enhancement of understanding of relationships with children, family, community, self
Maslow and the Hierarchy of Needs (p.18)

What does the hierarchy of needs mean to you as a child care professional?

- Basic needs must be met first. 
  *Neglect can occur at all levels*
- Child care professionals need to be aware of family circumstances to understand what needs are being met at home.
Key Point

Maslow’s Hierarchy of Needs include Physical, Comfort and Safety, Social, Self-Esteem, Self-Actualization. The lowest levels of needs must be met before higher needs can be accomplished. Successfully meeting the needs at each level results in fulfilling one’s life with purpose and meaning.
Erik Erikson p.21

• Erikson is recognized as a developmental psychologist who can be compared to Sigmund Freud because of his theory that humans develop in stages.

• He developed eight psychosocial stages through which humans develop throughout their entire lifetime.

• Individuals must go through each of these stages, called “conflicts.”

• Moving successfully through these develops a strong social and emotional life.
Erik Erikson p.23

What does Erikson’s theory mean to a child care professional?

1. Creates a relationship with your children based on trust
2. Allows your children to exercise autonomy wherever safe
3. Guide child to initiate activities
4. Promote children’s creativity during activities
Key Point

Erikson’s theory on emotional and personality development describes eight conflicts that must be resolved at stages of throughout life. During the childhood years, encouraging trust, autonomy, initiative and industry can resolve conflicts and create a resilient social and emotional life.
Jean Piaget  p.24

• He is most known for his work on the psychology of **intelligence**.
• Piaget was interested in learning how children develop an **intellectual understanding** of the world.
• His theory was based on the concept of **cognitive** structures.
• Cognitive structures are patterns of **physical** or **mental** action that underlie acts of intelligence and correspond to stages of child development.
• According to Piaget, children develop the ability to learn in **four** basic stages.
• In each stage, development focuses around acquiring a different set of related **characteristics** and **abilities**.
Piaget’s Cognitive Development p.25

1 - Stage: Sensorimotor, Age: 0-2 years

• Understand the world by physically manipulating objects
• Trial and error problem solving
• Object permanence - child does not know that physical objects remain in existence even when they are out of sight.
2 - Stage: Preoperational, Age: 2-7 years

- Uses symbols to mentally represent objects
- Increase development of language and concepts
- Reasoning may be illogical not sequential
- Egocentric thought process
3 - Stage: Concrete-Operational, Age: 7-11 years

- **Deal w/changes and process**
- **Are able to make realizations about why things happen**
- **Understand how things relate to one another**
Piaget’s Cognitive Development  p.25

4 - Stage: Formal Operations, Age: 11+ years

- Begin to think about thinking
- Think in abstract terms
- Make educated guesses
Page 26- How can child care professionals use the information from Piaget’s theory?

1. Knowledge of 4 stages help you understand babies and children
2. Helps you understand children’s thinking mistakes
3. Adults should challenge children
4. Child’s stage of cognitive development = developmentally appropriate learning activities
Key Point

Piaget’s four stages of cognitive development explain how children interact with their environment to construct knowledge. Each stage represents a change from one type of thought or behavior to another and builds on the stage before.
Lev Vygotsky  p.27

• He developed the **social development** theory of learning.
• Children acquire **knowledge** through culture.
• Children learn through **problem-solving** experiences shared with a knowledgeable adult or peer. Initially, the person interacting with the child assumes more responsibility for guiding the learning. As the child learns, the responsibility is gradually transferred to him. This is an instructional technique called **scaffolding**.
• A child can perform a task under adult guidance or with peer **collaboration** that could not be achieved alone. Vygotsky called this the **Zone of Proximal Development** and claimed that learning occurred in this zone.
Vygotsky’s theory for learning p.28

- **Learning environments** must be developed where children play an active role in their own education as well as the education of their peers.
- In **scaffolding**, the adult provides children with the opportunity to extend their current skills and knowledge.
- **Reciprocal teaching** encourages a conversation between children and the adult.
- The process has four main strategies for success. They are:
  - **Generating** a question for understanding;
  - **Clarifying** that they are understanding what they are reading;
  - Stopping to **predict** from clues what they think will happen in the learning material and
  - **Summarizing** what they have learned.
Key Point

Vygotsky’s sociocultural theory of cognitive development focuses on the connections between people and the culture in which they interact. The culture that surrounds children and their social interaction leads to continuous step-by-step changes in their learning and behavior.
Child Growth and Development

Module 3: Influences Affecting Child Development
1. Kierra has learned how to scribble with a crayon from her big sister. She can stand on her tiptoes. When she starts to sing the “ABC” song, she usually winds up with lines from “Twinkle, Twinkle, Little Star”. She has become pretty good at following simple instructions. She gets frustrated when she has trouble doing something. Only about half of what she says is understandable by strangers and many of her words are a mixture of English and Spanish.

**Notes:**

- Toddler, middle child, bilingual, or Spanish speaking home, could have uneven temper
2. Julie doesn’t sleep at nap time anymore. She is very friendly and adores her older sister. She likes playing with dolls and changing their clothes. She has started to admonish the younger children, reminding them of “the rules.” She does not yet reliably count to ten, getting scrambled with random “teens”

• Notes:
  • Preschool aged, middle child, even tempered
Activity: Meet the Children

3. Teddy can stand and can walk while holding onto an adult’s finger. He recognizes and responds to his own name about half the time, but cannot hear well. He can babble, but hasn’t said his first really intelligible word. He gets very focused when he plays with blocks and cups. He is still drinking from a bottle, and doesn’t yet have a sippy cup.

• Notes:

• Toddler, special needs (hearing loss)

• Delayed (still on bottle), maybe the youngest child in the family.
Activity: Meet the Children - p.32

4. Tina will look at you when you talk to her, and she can ask for something by pointing and saying “please.” She has a vocabulary of about 12 words that are actually understandable. She gets anxious for a little while when one of her parents drops her off in the morning. She gets frequent stomach aches. She can pull herself up on furniture and can take a step or two before sitting down.

• Notes:
  • Toddler, above age range in vocabulary, some health issues, anxious temperament
Activity: Meet the Children- p.32

5. Vaughn has a large vocabulary and talks almost nonstop. He really enjoys being your “helper.” He asks a lot of questions. He likes to play tag, but changes the rules on the spot to his own advantage. He can write his name, but uses a lot of space. He can remove his own clothes and put on his pajamas. He can brush his teeth without help. If offered a piece of candy, he will request that his younger brother receive one too.

• Notes:
  • Preschool age, first child, on target or above for his age group
6. Jose usually prefers to play with other boys rather than girls. He knows his left from his right, and can tie his own shoelaces. He “tattles” on other kids. He can balance on one foot, and can ride a bicycle without training wheels. He likes knock-knock jokes, and knows days of the week, and months of the year.

• Notes:
  • Preschool age, advanced for his age group, has had adult support, talented athletically, may be an only child
Key Point

Children develop at different rates. Internal and external factors have a great influence on the development of children and the decisions you make as a childcare professional in planning for their learning and care.
Five Environmental Influences

1. Nutrition
2. Exercise levels
3. Daily routines in physical activities
4. Daily routines in learning, and
5. Relationships with family and friends
Why is nutrition important?

• A child’s nutrition (what they eat on a regular basis) and any special supplements or medications influence physical growth, sleep patterns, and temperament.
Why are exercise levels important?

- Done a daily basis, regular exercise can help their heart, circulation, lungs, bones and muscles develop as well as help children focus on their learning activities.
Why are daily physical and learning routines important?

- Learning routines help children know what to expect. Establishing learning routines help children enjoy their experiences with learning.
Activity: Environmental Influences - p.34

Why are daily routines in learning important?

• Routines provide children with a sense of security when they know what is expected and what happens next. Routines help set times to eat, nap, and exercise.
Why are relationships with family and friends important?

- Human interaction in the family with peers, and adults at school, with neighbors, at church, and with extended family members can help shape a child’s behavior and personality.
Key Point

Environmental influences such as nutrition, exercise levels, daily routines in physical activities and learning and relationships with adults and other children are important for children’s growth and development.
The Influence of Heredity on Child Development  p.36

- **Temperament** is a prevailing or dominant quality that characterizes a person.

- **Personality** is the totality of a person’s attitudes, interests, behavioral patterns, emotional responses, social roles and individual traits that endure over long periods of time.
Key Point

Heredity is the blend of physical and temperamental characteristics inherited by a child from the birth parents. Inherited characteristics may have positive or negative influences on a child.
Activity: Identifying the Effects of Environmental Influences

Kierra: Toddler, middle child, bilingual, or Spanish speaking home, could have uneven temper

Julie: Preschool aged, middle child, even tempered

Teddy: Toddler, special needs (hearing loss)
          Delayed (still on bottle), maybe the youngest child in the family.

Tina: Toddler, above age range in vocabulary, some health issues, anxious temperament

Vaughn: Preschool age, first child, on target or above for his age group

Jose: Preschool age, advanced for his age group, has had adult support, talented athletically, may be an only child
The Influence of Birth Order on Child Development - p.38

• The **youngest** may be more pampered and creative.
The Influence of Birth Order on Child Development

- The Only Child may:
  - Be the center of attention, often enjoys position. May feel special
  - Rely on service from others rather than own efforts
- Notes:
  - Be creative
  - Play “divide and conquer”
The Influence of Birth Order on Child Development - p.39

- The First Child may:
  - Develop competent, responsible behavior, or become very discouraged.
  - Sometimes strive to protect and help others and accept responsibility

Notes:

- **Believes he must gain and hold superiority over other children.**
- **Feels pressure to please**
The Influence of Birth Order on Child Development - p.40

• The Second Child may:
  • Act as if in a race, trying to catch up or overtake first child. If first child is “good,” second child may be labeled “bad.”
  • Be rebellious. Often doesn’t like this position in the family.

• Notes:
  • Never has parents’ undivided attention.
  • Develops abilities that first child doesn’t exhibit, if first child is successful, may feel uncertain about self.
The Influence of Birth Order on Child Development - p.40

• The Third Child or Middle Children may:
  • Feel unloved, left out, “squeezed”
  • Be adaptable. May learn to deal with both oldest and youngest sibling

• Notes:
  • Feels less pressured then older child to meet parents’ expectations
The Influence of Birth Order on Child Development - p.40

• The Youngest Children may:
  • Behave like an only child. May feel that everyone is bigger and more capable.
  • Remain “The Baby.” If youngest of three, often allies with the oldest child against the middle child.

• Notes:
  • Develops feeling of inferiority or becomes an overachiever and overtakes older siblings. Expects other to do things, make decisions, take responsibilities.
Key Point

Birth order affects a child by determining how he sees himself. Research shows that generalizations can be made as to the typical characteristics of placement.
Key Point

Health status is a critical influence on the growth and development of a child from the pre-natal period through each age and stage. A child in good health has a better opportunity to grow with fewer developmental challenges than an unhealthy child.
Activity: Addressing Special Needs p.46

1. A child that is physically challenged
   • Ensure puzzle pieces have knobs

2. A child that is socially challenged
   • Ensure this activity is available often and ground rules are established

3. A child that is shy or emotionally challenged
   • Have children work in pairs or small groups
4. A child that is gifted
   - Provide enrichment activities that build from puzzle’s subject

5. A child that is mentally challenged
   - Combine pieces to reduce the total number of puzzle pieces
Activity: Addressing Special Needs p.47

Children with special needs can be accommodated in child care environment with the help of assistive technologies and additional training of the staff. What are some questions child care professionals need to ask of themselves or the family, regarding the child with special needs?

- **What information can you share about the disability?**
- **What accommodations do you make at home?**
- **What are your biggest worries as a parent?**
- **What specialized equipment or devices will we need to accommodate?**
Developmental obstacles vary widely but all affect development. Prenatal problems, trauma during birth, accidents, illness, disease, a lack of parent and child interaction, or poor nutrition damages the body and/or the mind and may disturb or delay normal development. Overcoming or reducing the effect of developmental obstacles requires teamwork between the child, parents, and the childcare professional.
Key Point

Knowledge of developmental stages and influences on a child is crucial in making your decisions as a childcare professional.
Child Growth and Development

Module 4: Developmental Characteristics, Part 1
Key Point

A child care professional who is knowledgeable of the typical behaviors and abilities of children can support learning new skills and detect problems.
Age Ranges, Domains and Learning to Read the Domain Charts

page 51

• Children’s development progresses in “fits and starts.”

• It is quite normal for there to be variation in the patterns and timing of growth and development rather than a smooth progression.

• Development is uneven—children don’t progress in all skills at the same time.

• A child grows and learns as a whole, not in pieces.

• Skills such as sitting up, grasping, or walking are examples of increasing maturation.
1. **Physical Health** refers to typical growth patterns, changes in weight and height, general health and safety, visual perception, hearing and understanding the roles of health care professionals.

2. **Motor Development** refers to a child’s ability to move about and control various body parts. Examples would be performances like grasping, rolling over, sitting up, hopping on one foot, writing their names and using tools for tasks.

3. **Social & Emotional** is a broad area that focuses on how children feel about themselves and their relationships with others. It refers to children’s individual behaviors and responses to play and work activities, attachments to parents and caregivers, relationships with siblings and friends and pro-social behaviors.
Domain Charts

Domain charts cover children’s ages, birth to 12 years old. Under each age column are the typical growth, behavior or skill expectancies within each characteristic at the given age range.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Birth to 8 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows characteristics of appropriate health and development</td>
<td>• Sitting with support</td>
</tr>
<tr>
<td></td>
<td>• Rolling over back to front</td>
</tr>
<tr>
<td></td>
<td>• Teething</td>
</tr>
</tbody>
</table>

Remember, it is the **sequence** of growth and development, not the age that is the important factor in evaluating a child’s progress.

These charts are guides - they should **NEVER** be used as a checklist.
By knowing the typical growth, behavior or skill expectancies found in the domains and understanding the age ranges where these expectancies may occur prepares the child care professional to set up the child care environment, design the curriculum and learning strategies and assist parents in evaluating their children’s progress.
• **Reflexes** control most of a newborn child’s movements, while an eight-month old may already be pulling up on furniture and taking his first deliberate steps.

• The newborn does very little at first. Most of his movements are reflexive, that is, they occur **automatically**.

• Each infant is born with a set of reflexes that allows response to the **environment** even before he has had a chance to learn.

• Most of these reflexes begin to disappear after a few months.
Between 8 and 18 months children will...

- Discovery and exploration take center stage.
- Expanding their repertoire of skills and competencies
- Mobility – sit, crawl, and walk
- Focus on positive aspects of the stage – growing independence
Between 18 and 36 months children will:

• They become more confident when they can wash and dry their own hands, feed themselves without help and ride a tricycle.

• “I can do it myself” stage - dressing self, walking down stairs and carrying on a conversation.

• Allow toddlers to become independent even through you can do it faster.
The Physical Health Domain

• Preschoolers ages 3 to 5 years old will...
  • Can do many things independently
  • Time for jumping, running, hopping, and bike riding
  • Become good listeners and understand such things as sharp knives
  • Love to help with chores
  • Still need teachers to help and be close to them.
School-Age children will...

• Continue to act more independently each year
• Assume responsibility for their personal care and hygiene
• Can read and transcribe information from a variety of sources
• Child care professions provide structured opportunities to grow independently
• **Observe** their eating patterns and bodily functions.
• Provide **many** opportunities for them to be physically active.
• Encourage good hygiene **practices**.
• **Demonstrate** and practice safety rules.
• **Practice** hand-washing and tooth-brushing on a regular basis.
• **Encourage** children to exercise by jogging, walking, jumping, running and dancing.
• **Serve** nutritious snacks and meals.
The Physical Health domain involves typical growth patterns, changes in weight and height, general health and safety, visual perception, hearing and understanding the roles of health care professionals. Some children are able to do more with their bodies at an earlier age than others. Children may have great variation in their abilities between areas of physical development.
To aid in the development of both gross and fine motor skills in the children in your care, it is important to:

- Provide as many opportunities as possible for children to run, jump, throw, and climb
- Demonstrate using tools - spoons, forks, crayons
- Encourage them to use all of their senses
The Motor Development Domain

When you want to create opportunities for skill development try:

- Games where children walk backwards
- Create bead chains with beads
- Play “Simon Says”
- Create paper chains or valentines
Key Point

Motor development refers to a child’s ability to move about and control various body parts. Motor skills are developed only after the appropriate physical development has occurred.
• Encourage toddlers to try **new things**; however, be sure to set limits when needed.

• Children **need limits** that take into account their particular stage of development and capabilities.

• It is also during this time that you may first hear children use the word, “No!” This can sometimes seem like a toddler’s favorite word.

• A child who, previously, was very easy and adaptable, may now run from you when you try to dress him or refuse to pick up his toys when asked. Don’t assume that the child is trying to annoy you. This is all a normal part of the child’s attempts to become independent.

• A toddler’s job is to **explore** because he can.
The Social and Emotional Domain  page 58

Notes:

• Allow toddlers to make simple choices whenever possible - develop self-confidence and independence

• Give toddlers choices if it is negotiable
Notes:

• Allow children to handle disputes and resolve conflicts. If they need help, make gentle suggestions.
Pro-Social Behavior p.59

People once believed that if we were taught to think about the needs of others, corresponding behavior would follow. Unfortunately this is not true.

Implications of the social & emotional domain of the child care professional:

- **Strengthen** feelings of attachment and help the infant build a close, trusting relationship with his/her caregiver.

- **Smooth** separations.

- **Developing** independence and sense of self.
Key Point

Social & Emotional development is a broad area that focuses on how children feel about themselves and their relationships with others. It refers to children’s individual behaviors and responses to play and work activities, attachments to parents and caregivers, relationships with siblings and friends and pro-social behaviors.
Importance of Routines p.60

- A sense of **security** and self-esteem (“My needs will be met.” “I am worthy of this person’s attention.”)

- A sense of time and **space** (“Toys go here.” “This is when we have a snack.”)

- Feelings of **independence** and competence (“I can do this by myself.”)

- Cognitive and **language** skills (“Pants go on before shoes.” “I can ask for something I want.”)
Importance of Routines p.60

• Routines for older infants and toddlers should take into account the child’s efforts to become independent.

• Toddlers are quickly learning to do things for themselves such as, feed themselves, wash their hands, and pull up their pants.

• Try to let them do as many things as they can by themselves.

• Toddlers can be quite cooperative one minute and running from you the next. As a result, routines should be carried out in a way that is open and flexible, yet there is a predictable sequence to the routine.

• In any routine, making a smooth transition from one activity to the next can help minimize the stress.

• Let children know what will be happening next with statements such as, “In a few minutes, we are going to stop, and I’m going to change your diaper.” This helps children feel safe and secure.
Key Point

A routine is a predictable sequence of steps or activities that are performed to complete a task. A routine is based on the children’s developmental level and skills and helps them feel secure and comfortable by letting them know what to expect.
Child Growth and Development

Module 5: Developmental Characteristics, Part 2
Module 5
Introduction - p.66

• Young children are developing in all the domains **simultaneously**
• Each domain is equally **important** to the growth and development of a child
• Not only are the developmental domains equally important, but they are also interwoven
• Rapid physical growth leads to increased and more refined **motor** development
• The physical health domain is interconnected with the motor development
• The social & emotional domain is linked to the development of the **intellect**
1. **Approaches to Learning** refers to a child’s eagerness to learn. It includes curiosity, persistence, creative problem solving and the ability to create and complete long-term projects.

2. **Language & Communication** refers to the child’s ability to communicate with others. It involves a child’s ability to see, hear, speak, read and write and construct an understanding of things around them.

3. **Cognitive Development & General Knowledge** refers to the child’s intellectual or mental abilities. It involves exploration, discovery, concept and memory formation, problem solving and creative expression. It includes knowledge of mathematics, scientific thinking, awareness of social studies and the arts.
The time in a child’s life from birth until he enters school is a time of remarkable growth. Young children are developing in all the domains simultaneously. Each domain is equally important to the growth and development of a child. It is essential that the child care environment sustain a child’s curiosity and creativity, evolving language and communication skills, and growing knowledge about the world.
Approaches to Learning
p.67

<table>
<thead>
<tr>
<th>Lonely</th>
<th>Angry</th>
<th>Excited</th>
<th>Sad</th>
<th>Sleepy</th>
<th>Hurting</th>
<th>Hungry</th>
<th>Bored</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Emoji" /></td>
<td><img src="image2.png" alt="Emoji" /></td>
<td><img src="image3.png" alt="Emoji" /></td>
<td><img src="image4.png" alt="Emoji" /></td>
<td><img src="image5.png" alt="Emoji" /></td>
<td><img src="image6.png" alt="Emoji" /></td>
<td><img src="image7.png" alt="Emoji" /></td>
<td><img src="image8.png" alt="Emoji" /></td>
</tr>
</tbody>
</table>
They need to:

- Observe and investigate (eagerness and curiosity)
- Record and represent (persistence)
- Explain and draw conclusions (creativity and inventiveness)
How can you support children that need to practice attending to activities for longer and longer periods of time?

• Set a timer for an activity. Make sure it is an appropriate amount of time for the age range. Encourage children to work until the timer goes off. Praise their persistence.
Approaches to Learning p. 68

- Approaches to learning requires child care professionals to be alert to **opportunities** to “seize the moment” when observing children demonstrating persistence, intellectual curiosity and creativity.

- The habits and attitudes in this domain are not learned only through formal instructions but are **encouraged** in children by being around people who exhibit them.

- As the child care professional, you need to acknowledge a child when you see her completing a task or being **persistent** in continuing to work at solving a problem.

- You can help support eagerness and curiosity, persistence, problem solving and creativity with effective **modeling** by adults and praise given to children when they exhibit use of these habits and attitudes.
Notes:

- Preschooler’s ages 3-5 are full of questions. As adults, we need to answer these questions.

- Questioning successfully is an acquired skill for most adults.
Key Point

The Approaches to Learning Domain involves a child’s eagerness to learn. It includes curiosity, persistence, creative problem solving and the ability to create and complete long-term projects.
Young infants are able to see at a distance of approximately 8–15 inches. Objects held at this distance are most clear. Since this is the distance you typically hold or feed a young infant, your face is one of the objects that an infant will see.

Young babies like looking at the human face and find it very interesting.

Babies are born with the ability to hear. This ability begins to develop in the womb.

Long before a baby is born, he is hearing sounds such as his mother’s voice and his mother’s heartbeat.
Before babies utter their first word, they are preparing for language in many ways.

It should be noted that “hearing” matures to “listening.” Infants hear sound in their environment. As they grow, they begin to listen. They begin to attach meaning to words and other sounds.

The same process occurs with seeing. Infants see objects in their environment. As they mature, they construct an understanding of the things around them that they see so that their vision becomes a window to understanding the world.
An infant begins a rapid process of developing language and communications skills before birth. “Hearing” matures to “listening.” The same process occurs with seeing. They attach meaning to words and other sounds and to what they see in the environment.
Key Point

Crying is the first way that an infant has of communicating. Around 2 months infants begin to make vowel-like noises, called cooing. Consonants are added at around 6 months when babbling begins. Young toddlers will use “Mama” and “Dada” with meaning by about 11 months. Around 12 to 24 months, most babies begin to use words. The progression of skills related to speaking is very rapid once children reach the age of 3 years old.
Reading p. 72

• It is never too early to start **reading** to children.

• Studies show that the more children **read** the better readers and writers they become.

• When children become good **readers** in the early grades, they are more likely to become better learners throughout their school years and beyond.

• Daily reading is **essential**!
Reading and writing skills develop in children at the same time.
• **Notes:**

- Children must participate in a variety of quality reading and writing experiences.

- Incorporating writing into children’s daily schedule is also essential to supporting their emergent literacy development.

- Writing combines many skills - fine motor, attention span, memory, and experiences needed to generate ideas.
Key Point

It is never too early to start reading to children. It is critical that child care professionals and the learning environment nurture the emergent literacy of infants, toddlers, and preschoolers. Studies show that the more children read, the better readers and writers they become. Daily reading is essential!
Key Point

Daily practice in the skills of writing is essential for children to develop their writing ability. Every day, time must be devoted for children to practice writing at their level—scribbling, making letter-like shapes, writing letters and connecting them into words and connecting words into meaningful sentences and, eventually, paragraphs, stories and other writings.
Language & Communication Domain

It is important to:

- **Model** a joy of reading and writing with the children.
- **Create** a high quality library of books for Read Aloud and individual reading.
- **Encourage** the parents to read aloud to their children and have books available in the home.
- Create a **print-rich environment** with art, books related to lessons, vocabulary strips and signs, maps and posted alphabet signs.
- Use the computer with children to find stories, learning activities and games that can become part of daily lessons.
Remember the cardinal rules of Read Alouds:

• **Preview** the material.
• Practice reading with plenty of **expression**.
• The younger the child, the **shorter** the book.
• Choose books with **pictures** that will interest children.
• Stories and poems that **rhyme** appeal to children.
Key Point

The Language & Communication Domain involves a child’s ability to communicate with others. It involves a child’s ability to see, hear, speak, read and write and construct an understanding of things around them.
Cognitive Development and General Knowledge Domain - p.76

• Notes:

- Learning is their aim and play is the vehicle they use to learn
- A child can only learn when there is no threat to her well being
Cognitive Development and General Knowledge Domain – p.76

- Use **math** and **science** vocabulary words when appropriate.
- Look for read aloud books that reinforce math, science, social studies and art and music.
- Use positional vocabulary and refer to maps and location charts.
- Organize an **art** and **music** learning center or station with appropriate supplies and tools.
- Involve children’s creativity in and connect their creative experiences to concepts they are exploring.
- Provide children with classroom activities, materials and discussions that address the wide range of diversity.
- Teach children about rules and have appropriate rules for children’s safety and learning.
Key Point

The Cognitive Development & General Knowledge Domain involves the child's intellectual or mental abilities. It includes exploration, discovery, concept and memory formation, problem solving and creative expression. It includes knowledge of mathematics, scientific thinking, awareness of social studies, and the arts.
### Weekly Block Plan Chart

**WEEKLY BLOCK PLAN (12-24 Months)**

<table>
<thead>
<tr>
<th>Class Age</th>
<th>Teacher(s)</th>
<th>Week of</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 to 15 Months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>My Body-Social &amp; Emotional Domain: “Pointing to &amp; naming several of their body features” expectancy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Fine &amp; Gross Motor (Movement)</th>
<th>App. to Learning (Dramatic Play)</th>
<th>Cognitive Dev (Exploration)</th>
<th>Language &amp; Communication (Pre Reading)</th>
<th>Creative Expression (Art)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON</td>
<td></td>
<td>Use a play kitchen to have children act out their experiences &amp; observations with cooking, etc.</td>
<td></td>
<td></td>
<td>Starting each day with the song, “Head, Shoulders, Knees and Toes”</td>
</tr>
<tr>
<td>TUE</td>
<td></td>
<td></td>
<td>Point &amp; name the head, nose, mouth, ears &amp; eyes. Have signs with pictures and name of parts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WED</td>
<td>Outdoor: Setting up a maze for them to walk or crawl through both forward and backward.</td>
<td>Hide pictures of parts of the body around the room. Seek them out.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THU</td>
<td></td>
<td></td>
<td></td>
<td>Show pictures of the body with clothing. Ask what kind of clothes goes on which part of the body?</td>
<td></td>
</tr>
<tr>
<td>FRI</td>
<td>Indoor: Feeding themselves with finger food; beginning to use a spoon.</td>
<td>Sitting still while being read to. Use short books with many pictures.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Weekly Block Plan Chart

**Theme:** Going to the Store  (Addresses multiple domains and expectancies, see chart)

<table>
<thead>
<tr>
<th>Day</th>
<th>Motor Development</th>
<th>Creative Expression</th>
<th>Language &amp; Communication: Pre-Reading</th>
<th>Approaches to Learning</th>
<th>Cognitive Development</th>
<th>Social &amp; Emotional</th>
<th>Health, Safety, Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON</td>
<td></td>
<td>Using an appliance box, children draw on it to turn it into a grocery store.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Show the children some food products. Have them choose which ones are more healthy.</td>
</tr>
<tr>
<td>TUE</td>
<td>Give children zip-lock bags of Fruit Loops. Have them sort by color and count them by 5Øs.</td>
<td>Play a series of commercials you have pre-recorded. Ask children what they are selling.</td>
<td></td>
<td></td>
<td>Review simple shapes. Have children identify those shapes on food packages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WED</td>
<td></td>
<td>Read Everybody Cooks RiceOto the class. Point out and explain new vocabulary words.</td>
<td>Dramatic Play. Let children play with grocery store box, props and be customers and clerks.</td>
<td></td>
<td>Measure the number of 1/4 cups in a box of Fruit Loops</td>
<td></td>
<td>Discus and plan for healthy snacks for the class.</td>
</tr>
<tr>
<td>THU</td>
<td></td>
<td>Ask, What stores and restaurants welcome children? How do you know?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class age **4 Year Olds**  Teacher(s)_________________________  Week of ________________________

- Motor Development
- Creative Expression
- Language & Communication: Pre-Reading
- Approaches to Learning
- Cognitive Development
- Social & Emotional
- Health, Safety, Nutrition

**Weekly Block Plan Chart**

**Child Growth and Development**
Child care professionals need to plan a variety of activities and materials for each day. Use a planning tool like the Weekly Block Plan chart to insure that learning is central to the activities experienced by the children.
Old McDonald Learning Activities:

• Physical Health:
  - Turn song into a marching song with sound effects

• Motor Development Social and Emotional:
  - Give the children farm puzzles to complete
  - Ask children to pretend they are farmers and name new lambs and calves

• Approaches to Learning:
  - Pass around ziplock bag of animal food. Have children guess which farm animal eats which food.
Cognitive Development and General Knowledge Domain - p.80

Old McDonald Learning Activities:

- Language and Communication:
  - Identify the names of animals and farm equipment that are in a picture book or puzzle

- Cognitive Development & General Knowledge:
  - Provide rye seeds for children to plant in a cup or garden
Child Growth and Development

Module 6: Developmentally Appropriate Practices
Child care professionals who use Developmentally Appropriate Practices make decisions about the education and the well-being of children based on three important sources:

- What you know about how children **develop** and **learn**.
- What you know about the strengths, **needs**, and interests of individual children.
- What you know about the **social** and cultural contexts in which their children live.
- Developmentally Appropriate Practices are **age** appropriate.
Notes:

Modules 4 and 5 - you learned about how children from birth to 12 develop and learn. Using this information you can develop safe and achievable activities that are DAP.
• Developmentally Appropriate Practices are individually appropriate.

• Notes:
  - Children do not always develop at the same rate. Observe children to determine if it is a simple lag or serious problem. Experience determines if a child can accomplish the activity. Snow vs snow games.

• Developmentally Appropriate Practices are socially and culturally appropriate.
Developmentally Appropriate Practices are **socially** and **culturally** appropriate.

**Notes:**

- Richness of diverse classroom offers many opportunities for children. Activities should relate to a child’s past experience.
Developmentally Appropriate Practices p.84

Elements needed for creating developmentally appropriate programs

- active learning
- meaningful experiences
- nurturing relationships
## Developmentally Appropriate Practices

<table>
<thead>
<tr>
<th>Infant and Toddler</th>
<th>Preschool</th>
<th>School Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 2 years</td>
<td>3 to 5 years</td>
<td>6 to 12 years</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Child Growth and Development
Key Point

Developmentally Appropriate Practices (DAP) are age appropriate, individually appropriate, and socially and culturally appropriate. DAP are valuable general guidelines to support children’s learning.
Developmentally Appropriate Practices can be modified for children who have developmental delays or special needs:

- Many times their specific needs or delays will not impair their ability to participate in group activities.
- Simple accommodations are often possible.
- It is not acceptable to initiate activities that isolate a child with special needs.
Using Developmentally Appropriate Practices contributes to meeting the needs of a culturally diverse classroom. **Culture** is the impact that a person’s immediate society has on how a person perceives and reacts to the world. Because Florida has people from many diverse cultural groups, it is important to consider the impact of a child’s cultural background when involving them in an activity.

- Embrace ideas from many different cultures.
- Allow for children to explore their cultural heritage.
- Avoid stereotypes.
- Include examples that span all cultures, and are not too focused on any one culture.
• Remember that cultural differences generally include language, clothing, food and religion.
• When considering how to work with children with special needs or children from a different culture, it is important to follow the 3-A’s: Awareness, Acceptance and Appreciation.
• Awareness should lead to acceptance. You, and the other children, should show a willingness to treat the child as an equal member of the group.
1. Provide cultural consistency.
2. Work toward representative staffing.
3. Create small groups.
4. Use the home language
5. Make environments relevant.
6. Uncover your cultural belief.
7. Be open to the perspectives of others.
8. Seek out cultural and family information.
9. Clarify values.
10. Negotiate cultural conflicts
Key Point

When working with children with special needs or children from a different culture, it is important to follow the 3-A’s: Awareness, Acceptance and Appreciation. Developmentally Appropriate Practices can and should be used to meet the needs of all children.
Key Point

Children with special needs want to be able to learn in ways that are similar to children without special needs. Modifications to activities should be made to allow children with special needs to participate in group activities and learning centers.
People learn fastest by doing. The level a child is involved in play can vary from watching and listening to actively participating. The more involved a child is in a learning experience, the **faster** the child will learn.
Play as a Developmentally Appropriate Practice

- Play contributes **positively** to child development.
- Learning in the physical health, motor development, cognitive development and general knowledge, language and communication, approaches to learning and social and emotional domains is supported by play.
- Early learning relies on play experiences in which children have many opportunities to make their own choices and decisions, initiate interactions, assume responsibilities, care about the needs of others and are challenged by tasks that prompt them to stretch.
- Developmental progress does not occur during repetitive, **mindless** activities.
Musical Play

Musical play includes activities such as dancing, singing, and playing simple instruments.

- Music includes all areas of child development: physical health, motor development, cognitive development, etc.
- Music communicates emotion and seems to come naturally for children
- Help them explore various types of music and the music of various cultures.
Play as a Developmentally Appropriate Practice (p.90)

Constructive Play

As children experiment with building, they learn about important concepts such as gravity, stability, and patterning.

- Includes activities such as building with interlocking blocks, toys, and logs
- Children enjoy using all sorts of manipulatives
- Manipulatives enhance fine motor development and eye-hand coordination.
Artistic Play

Learning to draw is sometimes compared to learning to talk. Scribbling parallels babbling: single discrete forms, such as circles, become the equivalent of first words, and recognizable pictures are like sentences and paragraphs.

- Art educators have long argued against the practice of giving art projects that are limited to look-alike projects
- Some are can be planned while other can allow children to explore and create without adult interference.
Cognitive Play

Cognitive play includes activities such as solving puzzles, counting, classifying, and sorting.

- Children learn to notice details likeness, differences, and form categories.
- Learn concepts like color, size, shape, number concepts.
- They develop logical reasoning skills.
Exploratory Play

Exploratory play includes activities such as playing with sand/water, planting plants, and caring for pets.

- Sand and water tables provide an environment for children to explore. Tactile experiences provide by using egg cartons, squeeze bottles, and egg beaters in water.
Dramatic Play

Carefree, creative dramatic play promotes cognitive development and helps children learn how to share, communicate, and cooperate with each other.

- Dramatic play includes activities where children pretend
- All of these fantasies are real in the mind of the children that are engaged in dramatic play
- Role playing allows children to learn how to develop empathy for others.
Language Play

Language play includes reading and writing.

- Writing should be taught naturally in ongoing social interaction in the course of children’s play.
Key Point

Play contributes positively to child development. Learning in the Physical Health, Motor Development, Cognitive Development & General Knowledge, Language & Communication, Approaches to Learning and Social & Emotional Domains is supported by play.
How do learning centers support a child’s development?

• Children learn to:
  - Construct their own knowledge by exploring environment
  - Learn to make and follow through on choices
  - Use language in meaningful content
  - Play and learn to their own developmental level
  - Play alone and in small groups
What is the child caregiver’s role in using learning centers?

- Plan and prepare environment
- Manage the flow and activities
- Guide children to make choices
- Support and extend children’s play
- Supervise, observe, and be available to the children
Example - Matching PLC to Developmental Domain

<table>
<thead>
<tr>
<th>Letter</th>
<th>Play Learning Centers (PLC)</th>
<th>Letter</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Musical Play Center</td>
<td>AA</td>
<td>Physical Health</td>
</tr>
<tr>
<td>C</td>
<td>Constructive Play Center</td>
<td>BB</td>
<td>Motor Development</td>
</tr>
<tr>
<td>A</td>
<td>Artistic Play Center</td>
<td>CC</td>
<td>Cognitive Development &amp; General Knowledge</td>
</tr>
<tr>
<td>G</td>
<td>Cognitive Play Center</td>
<td>DD</td>
<td>Language &amp; Communication</td>
</tr>
<tr>
<td>E</td>
<td>Exploratory Play Center</td>
<td>EE</td>
<td>Approaches to Learning</td>
</tr>
<tr>
<td>D</td>
<td>Dramatic Play Center</td>
<td>FF</td>
<td>Social &amp; Emotional</td>
</tr>
<tr>
<td>L</td>
<td>Language Play Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Center Materials</td>
<td>Learning Center</td>
<td>Domain</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>1 dress up clothes</td>
<td>D</td>
<td>EE</td>
<td></td>
</tr>
<tr>
<td>2 Magnetic ABC's</td>
<td>L</td>
<td>DD</td>
<td></td>
</tr>
<tr>
<td>3 magnifying glass</td>
<td>E</td>
<td>CC</td>
<td></td>
</tr>
<tr>
<td>4 rocking boat</td>
<td>D</td>
<td>BB</td>
<td></td>
</tr>
<tr>
<td>5 scissors, glue, tape</td>
<td>A</td>
<td>BB</td>
<td></td>
</tr>
<tr>
<td>6 musical computer software</td>
<td>M</td>
<td>CC</td>
<td></td>
</tr>
<tr>
<td>7 leaves, rocks, shells</td>
<td>E</td>
<td>CC</td>
<td></td>
</tr>
<tr>
<td>8 cars, trucks, planes</td>
<td>D</td>
<td>BB</td>
<td></td>
</tr>
<tr>
<td>9 Jump ropes, balls</td>
<td>E</td>
<td>AA</td>
<td></td>
</tr>
<tr>
<td>10 full-length mirrors</td>
<td>D</td>
<td>FF</td>
<td></td>
</tr>
<tr>
<td>11 puzzles, pegboards</td>
<td>G</td>
<td>CC</td>
<td></td>
</tr>
<tr>
<td>12 paint, easels, brushes</td>
<td>A</td>
<td>BB</td>
<td></td>
</tr>
<tr>
<td>13 small blocks, wooden shapes</td>
<td>C</td>
<td>EE</td>
<td></td>
</tr>
<tr>
<td>14 wagons, tricycles</td>
<td>E</td>
<td>BB</td>
<td></td>
</tr>
<tr>
<td>15 sand/water tables</td>
<td>E</td>
<td>CC</td>
<td></td>
</tr>
</tbody>
</table>
# Learning Centers p.93

<table>
<thead>
<tr>
<th>Learning Center Materials</th>
<th>Learning Center</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Old tires</td>
<td>C</td>
<td>BB</td>
</tr>
<tr>
<td>17 Tapes of stories</td>
<td>L</td>
<td>DD</td>
</tr>
<tr>
<td>18 pots, pans, dishes</td>
<td>D</td>
<td>CC</td>
</tr>
<tr>
<td>19 assorted paper</td>
<td>A</td>
<td>EE</td>
</tr>
<tr>
<td>20 puppets</td>
<td>D</td>
<td>FF</td>
</tr>
<tr>
<td>21 play animals/people</td>
<td>D</td>
<td>EE</td>
</tr>
<tr>
<td>22 books, books</td>
<td>L</td>
<td>DD</td>
</tr>
<tr>
<td>23 child kitchen furniture</td>
<td>D</td>
<td>CC</td>
</tr>
<tr>
<td>24 aquarium, terrarium</td>
<td>E</td>
<td>FF</td>
</tr>
<tr>
<td>25 plants, animals</td>
<td>E</td>
<td>EE</td>
</tr>
<tr>
<td>26 balance beam</td>
<td>E</td>
<td>BB</td>
</tr>
<tr>
<td>27 work bench, tools</td>
<td>C</td>
<td>BB</td>
</tr>
<tr>
<td>28 magnets, prisms, scales</td>
<td>E</td>
<td>CC</td>
</tr>
<tr>
<td>29 materials- counting</td>
<td>G</td>
<td>CC</td>
</tr>
<tr>
<td>30 musical instruments</td>
<td>M</td>
<td>EE</td>
</tr>
</tbody>
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Learning Centers are designated areas in a child care facility that are devoted to a particular activity. The Physical Health, Motor Development, Cognitive Development & General Knowledge, Language & Communication, Approaches to Learning and Social & Emotional Domains are supported in developmentally appropriate learning centers.
Drink Water  p.94

• The brain is composed of 90% water.
• Having children drink water during the day can help them stay hydrated.
• Drinking water is very important before any stressful situation; we tend to perspire under stress or when actively playing or exercising.
• Dehydration can negatively affect our concentration.
• This technique is especially good for children who are stressed with learning new things, tests and deadlines.
Learning and action are partners. Child care professionals who are using physical activities, called Brain Gym, believe they help children be alert to new learning.
Key Point

This course on Child Growth and Development demonstrates the value of age and ability appropriate choices in planning. Developing and utilizing high quality materials and research gives us an understanding of the children in our care and the stimulating and responsible curriculum they need to help them reach their maximum potential.