Child Development Services I & II
Inclement Weather Assignments

A copy of Chapter 5: Understanding Children from Birth to Age Two has been printed and provided to all students enrolled in the Child Development Services I & II class. Copy of the chapter is to be used to complete any Chapter 5 work.

Day 1: Chapter 5 Activity A work sheet titled "Types of Development" (page 33) AND Activity B work sheet titled "Reflexes" (page 34)

Day 2: Chapter 5 Activity C work sheet titled "Development Fill-In" (page 35) AND Activity D work sheet titled "Encouraging Development" (page 36)

Day 3: Chapter 5 work sheet titled "Motor Sequence for Infants" (page 93) AND Ch 5 work sheet titled "Social and Emotional Development" (page 94)

Day 4: Chapter 5 work sheet titled "Developmental Review" (page 95)

Day 5: Ch 5 Review and Reflect Questions, numbers 1-11, on page 138 of the chapter. Write the questions followed by the answers. Be sure to number your question/answer sets. Leave a space between each question/answer set.

Day 6: Chapter 5 Review work sheet (pages 97-98)

Day 7: Chapter 6 Activity A work sheet titled "Development of Two-Year-Olds" (pages 37-38) AND Chapter 6 Activity B work sheet titled "Studying Two-Year-Olds" (page 39)

Day 8: Chapter 6 Activity C work sheet titled "Development of Three-Year-Olds" (pages 40-41)

Day 9: Chapter 6 Activity D work sheet titled "Studying Three-Year-Olds" (page 42)

Day 10: Chapter 6 Activity E work sheet titled "Self-Help Skills" (page 43) AND Activity F work sheet titled "Language Skills" (page 44)
Types of Development

Activity A
Chapter 5

Name
Date
Period

Read each of the following skills and behaviors. Then place a check in the column that identifies the type of development being illustrated by each skill or behavior. You may also refer to Appendix B, Developmental Traits of Children from Birth to Age 12, in the text.

<table>
<thead>
<tr>
<th></th>
<th>Physical Development</th>
<th>Cognitive Development</th>
<th>Social-Emotional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Recognizes the voice of a parent.</td>
<td></td>
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<tr>
<td>2.</td>
<td>Communicates by using one or two words at a time.</td>
<td></td>
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<tr>
<td>4.</td>
<td>Sorts objects by shapes and colors.</td>
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<tr>
<td>5.</td>
<td>Rides a tricycle.</td>
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<tr>
<td>6.</td>
<td>Smiles at a familiar face.</td>
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<td></td>
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<tr>
<td>7.</td>
<td>Can point to body parts.</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Looks for a toy under a blanket.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Does not like to share toys.</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>Responds to own name.</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>Uses index finger to point.</td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>Likes to empty and fill containers.</td>
<td></td>
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<tr>
<td>14.</td>
<td>Marches to music.</td>
<td></td>
<td></td>
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<tr>
<td>15.</td>
<td>Says no just to see what will happen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Waves good-bye.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Hurls a ball.</td>
<td></td>
<td></td>
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<tr>
<td>18.</td>
<td>Enjoys cause-effect relationships (splashing water).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Imitates familiar animals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Jumps in place.</td>
<td></td>
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</tbody>
</table>
Reflexes

Write a brief statement describing the behavior exhibited with each of the reflexes listed below.

1. Rooting: 

2. Moro: 

3. Palmar grasp: 

4. Babinski: 

5. Stepping or walking: 

Complete the following sentences by writing the correct words in the blanks.

attachment  excitement  mouth  telegraphic
crying  experience  object permanence  temperament
deferred imitation  intentional  opportunities  think
emotions  memory  reflex  trial-and-error
environment  motor sequence  separation anxiety  vision

1. A(n) ____ is an automatic body response to a stimulus.

2. The understanding that objects exist even if you cannot see them is known as ____.

3. When a child is unhappy because a caregiver is leaving, the child is showing ____.

4. Children demonstrate ____ by watching another person’s behavior and acting it out later.

5. ____ behaviors show that infants care for and respond to certain people who are important to them.

6. The way a child reacts to his or her environment reflects the child’s ____.

7. The term ____ refers to the order in which a child is able to perform new movements.

8. Two main forces—heredity and ____—influence a child’s cognitive development.

9. Children need ____ to use their senses and try new things.

10. A newborn’s ____ is blurry at birth.

11. ____, foresight, and self-awareness are developed between three and six months of age.

12. Infants become more ____ about their goals between nine and twelve months of age.

13. Children between twelve and eighteen months like ____ problem solving.

14. Language is a change of behavior that occurs because of ____ and maturation.

15. Children begin to ____ before taking action between eighteen and twenty-four months of age.

16. The term used to describe two-word phrases is ____ speech.

17. Newborns do not have very refined ____ at birth.

18. ____ is still used to show distress between three and six months.

19. An infant will ____ and hit with objects to learn how they work.

20. Young infants tend to show two main emotions—distress and ____.
Encouraging Development

Activity D  
Chapter 5

Talk with an early childhood teacher to learn about activities, equipment, objects, and teaching approaches he or she uses to encourage development in children from birth to two years of age. Seek information related to each area of development listed. Record your findings below and share them with the class.

Physical development:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Cognitive development:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Social-emotional development:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Motor Sequence for Infants

Standing with help
Walking alone
Head control
Hitching
Rolling over
Walking with help
Creeping
Crawling
Standing holding on to furniture
Standing alone
Social and Emotional Development

Rank these social-emotional skills in the order they occur in the development of a child. Begin by writing the number 1 beside the first skill that the child develops. Check your answers by referring to the development scales listed in the Appendix of the text.

A. Can quiet self by sucking.
B. May become possessive about toys, hiding them from others.
C. Begins to have sense of humor.
D. Enjoys social aspects of feeding time.
E. Shows interest in play activities of others.
F. Recognizes a parent’s voice.
G. Shows increased negativism.
H. Is more aware of and sensitive toward other children.
I. May be able to play peek-a-boo game.
J. Likes to explore new places but wants to be able to return to caregiver.
K. May not always want to be cooperative.
L. Desires constant attention from caregiver.
M. Shows feelings of security when held or talked to.
N. Engages in imaginative play related to parents’ actions.
Developmental Review

Name ___________________________ Date ___________ Period ___________

Read the following definitions and write the corresponding terms in the blanks.

1. Infants differ in ____, or the quality and intensity of emotional reactions.

2. Looking, smiling, clinging, cooing, and crying are examples of ____ behaviors.

3. At birth the infant’s physical abilities are limited to ____.

4. By five months of age, the infant will have ____ his or her weight.

5. The sucking and rooting reflexes are necessary for ____.

6. The Moro reflex occurs when a baby is startled by a noise or sudden ____.

7. The ____ reflex occurs when the infant’s palm is touched.

8. When an infant’s feet touch a flat surface, the ____ reflex can be observed.

9. The fact that infants three to six months old prefer the smell of a parent to that of a stranger indicates these infants are starting to show ____.

10. ____ refers to the order in which a child is able to perform new movements.

11. ____ is a movement in which infants support their weight on their hands and knees.

12. The best way to test for ____ is to show a toy to a child, cover the toy with a blanket and see if the child attempts to uncover the toy.

13. A child plays with kitchen toys after watching his mother cook. This is an example of ____.

14. When a child uses the phrase “Mommy go,” this is an example of ____.

15. ____ is the tendency to feel distressed.

16. ____ or levels of movement, vary in infants.

17. How actively involved a child is with his or her surroundings is ____.
Child Development Services I & II
Inclement Weather Assignment

Day 5:

Complete the Ch 5 Review and Reflect Questions, numbers 1-11, on page 138 of the chapter.

Write the question followed by the answer.

Number each question/answer set.

Leave a space between each question/answer set.
Matching: Match the following terms and identifying phrases.

1. Occurs when the baby is startled by a noise or sudden movement.
   A. Babinski reflex
   B. delayed reflex

2. After touching the infant's palm, his or her hands will grip tightly.
   C. Moro reflex
   D. Palmar grasp reflex

3. Infants turn their heads toward anything that brushes their faces.
   E. reflex
   F. rooting reflex

4. The infant fans his or her toes out when his or her feet are stroked.
   G. stepping reflex
   H. sucking reflex

5. When the infant is placed on his or her feet, his or her legs move in a walking motion.

6. When placing a finger on the lips or mouth, the infant will suck.

7. An automatic body response to a stimulus.

True/False: Circle T if the statement is true or F if the statement is false.

T  F  8. There are weight and height differences between boys and girls by two years of age.
T  F  9. When normal reflexes are not present in infants, it may be a sign of brain or nerve damage.
T  F  10. New movements tend to develop in fingers and toes and move inward.
T  F  11. Crawling is the movement in which infants support their weight on their hands and knees.
T  F  12. Infants will gaze longer at patterned objects than they will at solid colors.
T  F  13. Infants cannot distinguish between parents' and strangers' voices until about three months of age.
T  F  14. Infants begin to show judgment at about 12 months of age.
T  F  15. Telegraphic speech consists of four-word phrases.
T  F  16. Attachment refers to the quality and intensity of emotional reactions.
T  F  17. Toddlers love to explore, but do not understand the dangers involved.
T  F  18. Growth is the slowest during the first two years of life.
T  F  19. Differences in infants' temperaments can be observed during the first few days of life.
T  F  20. Early attachment behaviors include gurgling, clinging, laughing, and cooing.
T  F  21. The first signs of separation anxiety appear at about three months of age.
Multiple Choice: Choose the best response. Write the letter in the space provided.

_____ 22. The average weight of a baby at birth is ____ pounds.
   A. six
   B. seven and one-half
   C. eight
   D. eight and one-half

_____ 23. The average newborn infant measures ____ inches.
   A. 19
   B. 20
   C. 16
   D. 22

_____ 24. Most infants can sit upright at ____ months of age.
   A. three to five
   B. four to six
   C. six to eight
   D. eight to ten

_____ 25. Most infants can roll over from stomach to back at about ____ months of age.
   A. two
   B. three
   C. four
   D. six

_____ 26. The concept of object permanence begins to develop at ____ months of age.
   A. zero to three
   B. three to six
   C. six to nine
   D. nine to twelve

_____ 27. Which of the following is not an attachment behavior?
   A. Crying.
   B. Laughing.
   C. Eating.
   D. Kicking.

_____ 28. By 24 months of age, most children measure ____ inches in height.
   A. 22 to 26
   B. 26 to 30
   C. 28 to 32
   D. 32 to 36

_____ 29. A social-emotional trait of a child 12 to 24 months of age would be ____.
   A. playing next to, but not with, other children
   B. displaying no separation anxiety
   C. climbing stairs
   D. recognizing the colors red and blue

Essay Questions: Provide complete responses to the following questions or statements.

30. How can you test a child to see if he or she understands the concept of object permanence?

31. Explain the concept of deferred imitation.

32. As a caregiver, what would be your reaction to an occurrence of separation anxiety in a one-year-old?
Development of Two-Year-Olds

Activity A
Chapter 6
Name ____________________________
Date ____________________________ Period ____________________________

Use the information in the text to answer the following questions about two-year-olds.

1. What advances in the area of gross-motor development are usually observed in two-year-olds?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What advances in the area of fine-motor development are usually observed in two-year-olds?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Explain the difference between comprehension skills and expressive language skills. Which skills do children develop sooner?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What math readiness skills do two-year-olds have?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What types of experiences do two-year-olds enjoy acting out as they play?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. How do most two-year-olds feel about possessions? What actions display this attitude?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(Continued)
7. Why are fears so common among two-year-olds?

8. How can a teacher encourage a two-year-old’s emotional development?

9. List at least four important considerations for teachers of two-year-olds.
Interview one or both parents of a two-year-old child. Ask how that child has developed and changed in the past year in relation to each of the areas listed. If necessary, explain each type of development to the parent or parents you are interviewing. Then compare the child’s actual development with the usual development for two-year-olds as described in the text.

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</tr>
<tr>
<td>Expressive language skills</td>
<td>Math readiness</td>
</tr>
<tr>
<td>Social development</td>
<td>Emotional development</td>
</tr>
</tbody>
</table>

What usual developments of two-year-olds has this child not yet achieved?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

In what ways has this child matured beyond the level of most two-year-olds?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Development of Three-Year-Olds

Activity C
Chapter 6

Name __________________________
Date __________________________ Period__________

Use the text to answer the following questions about three-year-olds.

1. What new gross-motor skills do three-year-olds have?__________________________________________

2. List some new fine-motor skills of three-year-olds.__________________________________________

3. In what way are the thinking skills of the three-year-old more mature than the thinking skills of
   the two-year-old?__________________________________________

4. What flaws still exist in the three-year-old’s ability to think?________________________________

5. What new language comprehension skills do three-year-olds develop?__________________________

6. What new expressive language skills do three-year-olds develop?______________________________

7. What new math readiness developments can be observed in three-year-olds?____________________

8. How does a three-year-old’s attitude toward possessions differ from a two-year-old’s attitude
   toward possessions?__________________________________________
9. How do three-year-olds handle their emotions?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

10. How do three-year-olds usually express their anger?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

11. What are four important considerations when teaching three-year-olds?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Interview one or both parents of a three-year-old child. Ask how that child has developed and changed in the past year in relation to each of the areas listed. Refer to the text to explain the types of development to the parent or parents you are interviewing. Then compare the child's actual development with the usual development for three-year-olds described in the text.

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</table>

What usual developments of three-year-olds has this child not yet achieved? ____________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

In what ways has this child matured beyond the level of most three-year-olds? _________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________

______________________________________________________________________________________________________________
Read the following list of self-help skills. Write the word *two* beside each skill that is usually mastered by a two-year-old. Write the word *three* beside each skill that is usually mastered by a three-year-old.

1. Opens snaps and zippers.
2. Gets through the night without wetting.
3. Drinks using straws.
4. Puts on socks.
5. Begins to cooperate in dressing.
6. Pours liquid from a small pitcher.
7. Removes socks, shoes, and pants.
8. Washes and dries face and hands.
10. Uses knife for spreading.
11. Pulls on simple garments.
12. Starts using the toilet when reminded.
13. Turns faucet on and off.
14. Has almost full control over toilet routines.
15. Unbuttons large buttons.
16. Seldom has bowel accidents.
17. Drinks from cups without assistance.
18. Works buckles.
19. Uses spoon to eat.
20. Puts on shoes that do not tie.
21. Unzips a zipper.
Read the following list of language skills. Determine whether each is a language comprehension skill or an expressive language skill. Place a C in front of skills that are language comprehension. Place an E in front of skills that are expressive language skills.

1. Combines two or more words such as “Boy hit.”
2. Understands and answers routine questions such as “What is your name?”
3. Uses prepositions in speech.
4. Follows three-part instruction.
5. Points to six body parts on self or doll.
6. Uses three-word sentences such as “You go home.”
7. Uses plurals, such as “I want more cookies.”
8. Uses negative terms such as “Mommy don’t go.”
9. Gives “just two” on request.
10. Understands the pronouns you and they.
11. Uses possessives such as “Mommy’s coat.”
12. Understands smaller.
13. Understands larger.
14. Provides appropriate answers for how questions.
15. Joins two sentences with a conjunction.
16. Uses adjectives, such as pretty.