

Information

- 3 Read this workbook and use it as a class resource. All work in this book is kept for your future reference. Do not submit these pages.
- 3 The course assignments can be found at the class website: **www.starstab.com** Once you are at this site go to “Enter your Classroom”.
- 3 Please be sure to go to the “Class Study Links” page. There you will find a variety of links set up to help you with your assignments. Many of these links are directly related to your assignments.
- 3 All assignments are turned in by e-mail to: **preschool@starstab.com** As you finish one assignment go directly on to the next one.
- 3 Remember; “No News is Good News” as you will only be notified if your assignments are incorrect or incomplete. So continue on at your own pace.



What Is Development?

Development



follows a pattern of stages. Human development progresses through similar stages in about the same order. For example, babies learn to sit up before they learn to walk.



occurs at a different rate for different people. Each person is an individual and will progress through the stages of development at a different rate. For example, one child may learn to read at six years of age, while another may not read until he/she is seven.



follows a sequence so that skills build on earlier learning. For instance, before a child can speak in sentences, he/she must first learn words. Development follows a step-by-step sequence.



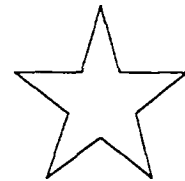
is interrelated. Each different area of development is related to other areas because they are connected in various ways in the brain. Physical, social, emotional, and intellectual development occur continually and are affected by each other.



continues throughout life. Sometimes it happens very quickly, and sometimes it progresses more slowly. It happens the quickest in the first two years of life. It does not stop at a certain age.

Center-Based Module 1

Child Growth & Development: Ages and Stages



STARS Training HANDOUT #2
(page 8)

Growth and Development Chart

PRESCHOOL DEVELOPMENT 3 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Growth is slow and even	Concept development: can match primary colors and name three	Takes turns and shares	Vocabulary has grown to 1000 words	Needs space and time for dancing and musical activities
Height increases 2 to 3 inches or nearly double the birth height	Can count to five or more	Plays with a small group of children	Speaks in longer sentences	Is ready for tabletop activities such as puzzles, peg boards, drawing and cutting
Gains 3 to 5 pounds	Knows "big" and "little"	Shows affection for younger children	Uses language to describe objects and events and to explain reasons for behavior and events	Needs areas and opportunities for release of energy--
Builds a tower of nine blocks. Uses stairs easily	Listens and can be reasoned with	Chooses a special friend	Asks and answers questions beginning with "What?" "Who?" and "Why?"	climbing, running, jumping, bouncing, throwing, pedaling
Rides a trike, climbs	Shows a greater awareness of time	Expresses anger verbally	Uses language in imaginative play and make-believe	Needs time and space for group play
Does a forward somersault	Understands words of place. Uses fantasy and imaginative play	Selects activities independently	Plays associatively	Needs quiet times
Cuts across paper but not on a line	Extremely curious, asks many questions	Plays associatively	Is egocentric	Enjoys involvement in food preparation
Draws simple forms, figures and faces	Shows increasing attention span	Can often ask for help if needed	Imitates adults and other children	Plays games
Paints with a large brush	May know shapes (circle, triangle, square)	Imitates adults and other children	Begins to develop sympathy	Likes to be read and told stories
Pours from a pitcher but often spills	Repeats simple rhymes and fingerplays	Can help put toys away	Can help put toys away	Shows conversational abilities
Unbuttons, zips, faces shoes, dresses and undresses with some help	Responds to rhythms and sings simple songs	Seeks approval and attention	Indicates negatives by inserting "no" or "not" before simple nouns or verb phrase, "Not baby"	
Bounces, throws and catches a ball				
May stay dry all night. Expresses the need to use toilet				

Center-Based Module 1

Child Growth & Development: Ages and Stages



STARS Training **HANDOUT #2**
(page 9)

Growth and Development Chart

PRESCHOOL DEVELOPMENT 4 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Gains an average of 4 to 5 pounds	Draws a person with a detailed figure	Makes demands for attention	Speech is 95% intelligible	Needs time for conversation
Grows 2 to 2.5 inches	Puts together more complex puzzles	Shows off for company	Vocabulary has grown to 1500 to 2000 words	Needs opportunities for activities which encourage language and concept development
Is extremely active in play	Matches letters to the letters in own name	May call others names	Asks many questions	
30ounces a ball	Can name colors, shapes and textures	Brags about accomplishments	Acts out and tells stories	Is receptive to open-ended questions
Walks backwards	Can count from 1 to 10	Wants to please	Shows pleasure in playing with word sounds and meanings	Needs to use a variety of equipment and materials in play
Jumps over a low rope	Has a longer attention span-- twelve to fifteen minutes	Enjoys leadership roles but may criticize or be bossy	Tries out made-up words and sounds	Needs opportunities for cooperative play
Shows greater hand-eye coordination	Likes imaginative, dramatic play and dressing up	Is able to play with groups, better about sharing and taking turns	Gives longer answers to simple questions	Needs physical activity
Strings small beads	Imitates others' behaviors	Plays cooperatively and imaginatively	Uses past tense	May enjoy dancing and balancing
Dresses self, buttons, snaps, zips own clothes	Asks many questions and wants simple, honest answers	Is likely to have imaginary worries and fears	Delivers verbal messages	Needs space and time for construction games
Laces shoes	Can tell stories mixing fact and fantasy	Begins to use words instead of just pushing and fighting to express frustration and anger	Gives first and last name, sex, brothers' and sisters' names and telephone number	Needs materials and equipment that are accessible
Gallops	May have an imaginary playmate	Experiments and solves problems independently	Has increased control of voice-- may sing on pitch	Begins to handle self-care
Skips				Is ready for work bench with real tools and materials (supervised)
Hops on one foot				
Ties without help				
Points with more precision				
Cuts on a line with scissors				
Puts together simple puzzles				

Center-Based Module 1

Child Growth & Development:

Ages and Stages

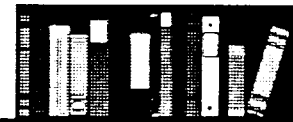


STARS Training **HANDOUT #2**
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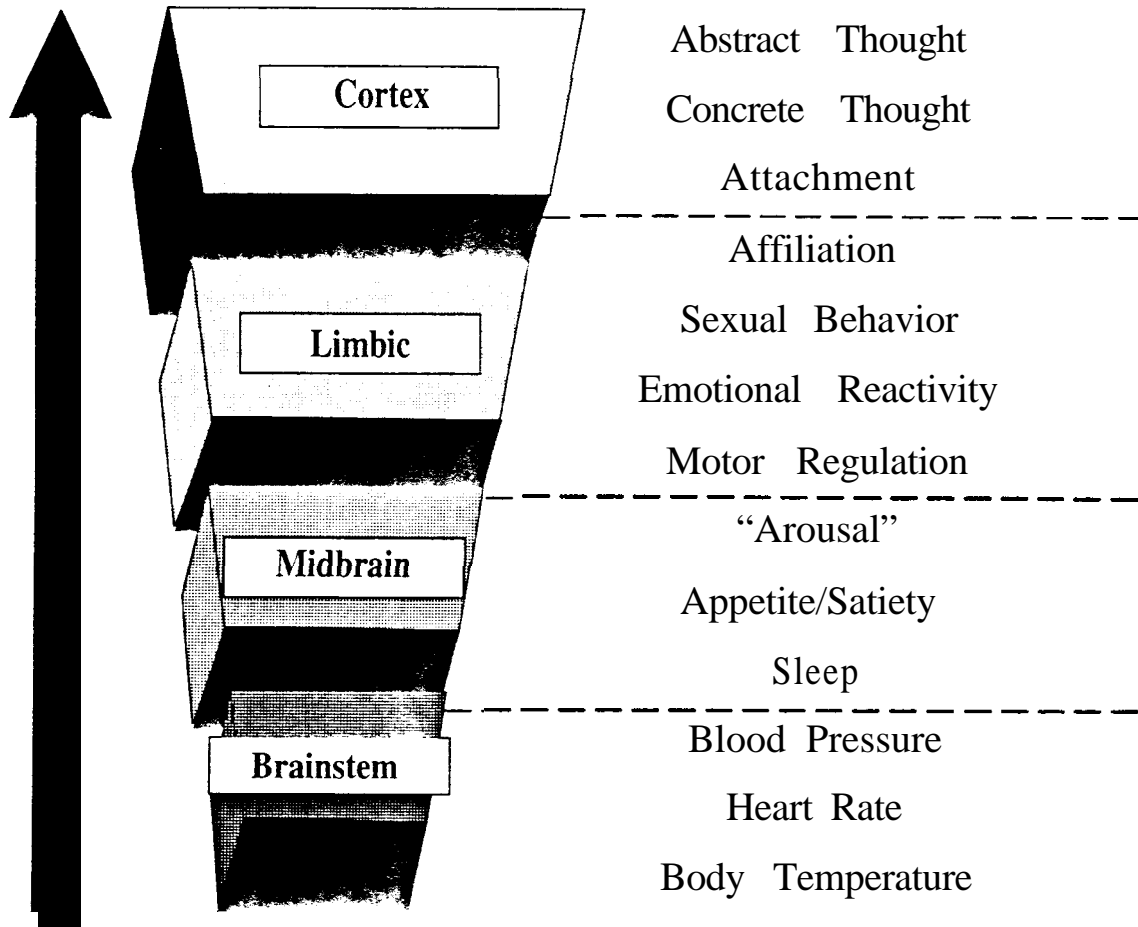
Growth and Development Chart

PRESCHOOL DEVELOPMENT 5 YEAR OLDS

PHYSICAL	INTELLECTUAL	EMOTIONAL-SOCIAL	LANGUAGE	ACTIVITIES
Gains 4 to 5 pounds	Shows a definite form- pose in using materials and objects	Can substitute verbal threats for physical acts	Speech is 100% intelligible	Is ready for activities that encourage math and reading readiness skills
Grows an average 2 to 2.5 pounds	Likes to count objects--can count from 1 to 20	Enjoys playing with other children his own age	Vocabulary has grown to 2000-2500 words	Needs to practice conversation frequently
Head size is approximately that of an adult	Can print numbers from 1 to 5	Plays in cooperative groups	Repeats nursery rhymes, poems and songs	Needs activities to encourage development of concepts, colors, shapes, opposites
May begin to lose 'baby' teeth	Can compare objects by size and weight	May choose to play alone	Recalls events in order	Needs opportunities for large and small groups, cooperative play and playing alone
Body is adult-like in proportion	Can name shapes and the days of the week	Likes to run errands	Follows three-step directions	Likes to make choices about activities
Skips, climbs, marches, gallops, hops	Classifies objects	Takes responsibility for own actions	Says full name and address	Needs help understanding feelings and actions
Tries jumping rope	Is learning to solve problems	Protects younger children	Uses future tense	Needs time for music and movement activities
Catches a small ball, elbow at sides	Is interested in why	Respects others' belongings	Uses past tense inflective {-er} appropriately	
Throws well	Knows the difference between fantasy and reality	Greater awareness of rules	Uses irregular verbs consistently: went", "caught-, "swam", "gave"	
Rides a scooter, may want to ride a bicycle instead of a trike	Can remember better	Plans surprises and jokes	Pronounces words clearly and uses much longer sentences	
Balances on one foot		Enjoys dramatic play	Uses more words to express needs, fears, feelings and ideas	
Puts together a 15-20 piece puzzle		Is purposeful, patient, outgoing and friendly	Is a great talker	
Copies designs, letters and numbers		Is proud of possessions and abilities	Answers questions and asks for information	
Draws shapes from a model. Draws a human figure with features. Uses a knife for cutting		May exaggerate or brag about self or family to other children		



Brain Functions



The human brain is organized from the most simple (for example, the fewest cells are in the brainstem) to the most complex (for example, the most cells are in the cortex). These areas organize during development and change in the mature brain in a "use-dependent" fashion.

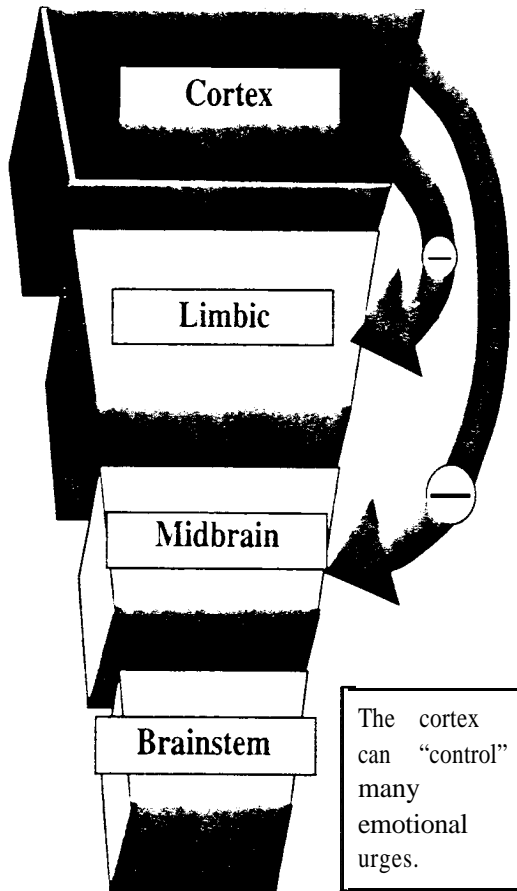
Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the "Cycle of Violence."* Houston, TX: CIVITAS Child Trauma Programs. Baylor College of Medicine, 1996.



Brain Development

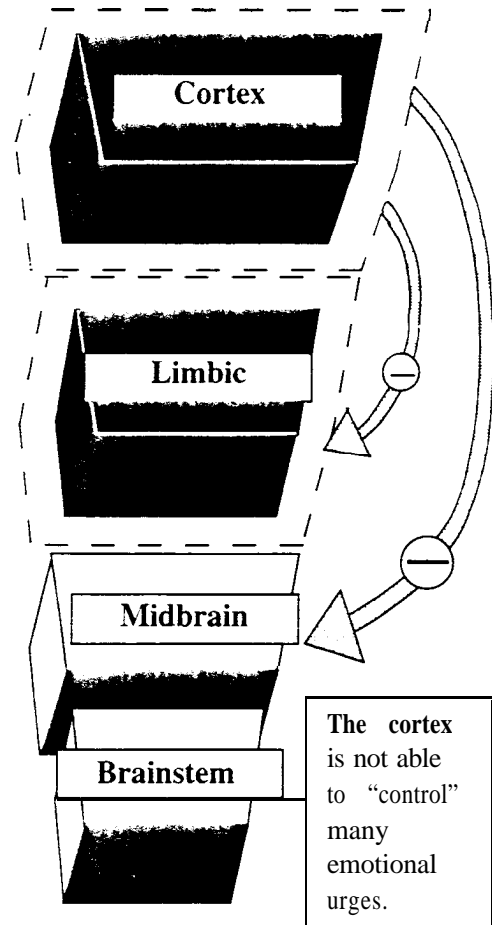
Mature Brain

The thinking part of the brain (cortex) is usually in charge.



Immature Brain

The thinking part of the brain (cortex) is often not in charge.



People with mature brains are usually able to tolerate frustration, resist impulsive actions, and calm themselves down enough so they don't quickly show anger or violence

People with immature brains are more likely to get frustrated easily, act impulsively, and quickly show anger or become violent

Young children have more impulsive and aggressive actions because the cortex part of the brain is not yet highly developed. Teenagers and adults whose brains did not develop in a healthy way can also act more impulsively, be more aggressive, and become violent very quickly.

Adapted from: B. Perry. (1996). *Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence.'* Houston, TX: CIVITAS Child Trauma Programs, Baylor College of Medicine, 1996.

Unit : Enhancing Child Development



Brain development proceeds throughout life, but the vast majority of the critical structural organization takes place in childhood. According to Perry (1996), the brain develops

- 1) sequentially, from the brainstem, to the midbrain, to the limbic region, to the cortex,
- 2) optimally and most efficiently during critical periods of sensitivity, and
- 3) in a “use dependent” way. As the more complex areas of the brain organize, they are able to moderate and “control” the “reactive” lower portions of the brain, which helps explain why a six-year-old child is generally more capable of controlling the urge to scream, kick, or bite another person than a three-year-old child. Each area of the brain develops, organizes, and becomes fully functioning at different stages during childhood. The brainstem controls the autonomic system, such as body temperature, heart rate, and blood pressure. The brainstem is mostly organized by one month of age. The midbrain, which controls sleep, appetite/satiety, and “arousal,” is mostly organized by 1 year of age. The limbic region, which controls emotional reactivity, sexual behavior, and affiliation, is mostly organized by age 3. The cortical region of the brain controls “attachment,” concrete thought, and abstract thought. It is well established by age 3 but can be greatly impacted for many years. As shown in Figure 1, the earlier a region of the brain has passed its critical and sensitive periods, the more difficult it is later to change that region of the brain (Perry, 1996).

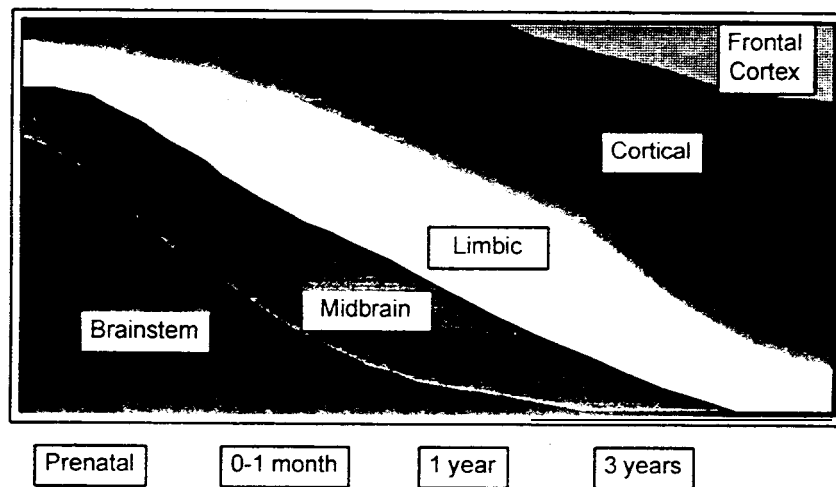


Figure 1: Critical and Sensitive Periods of Brain Development

One myth that abounds about children and their development is “Children are resilient.” Resiliency means that the brain is elastic, and that it returns to its original state. However, the truth is that “children are malleable.” Malleable means that the brain develops according to how it is used. When children are nurtured, protected, and guided in healthy ways, their brains have the potential to develop optimally. When children are inadequately nurtured, protected, and guided, their brains have less-than-optimal development. Some children are even traumatized. The brains of traumatized children develop as if the entire world is chaotic, unpredictable, violent, frightening, and devoid of nurturance (Perry, 1996). These children can have great difficulties, including attachment disorders, learning disabilities, attention disorders, dissociative disorders, lack of impulse control, lack of “conscience,” being very sullen and withdrawn, or acting in violent ways.

Curriculum Planning

Curriculum planning falls into four categories. You must understand the planning process of all four levels to have a well rounded program. To start the process off you must develop overall goals for your program, or use the established philosophy of the center you work at.

1. **Low-Term Plans** (Scope & Sequence): This curriculum plan is in the form of a statement written out as the overall goals for the children at the center/home. This would be included in the handbook, and includes the type of programming used, if any.
2. **Weekly Plans**: These are usually in the form of a weekly chart. Here is where you take the overall program goals and develop the weekly themes. A theme is a topic that the children will be learning about from many different modes. When planning weekly plans you need to understand that you will not necessarily include every need/goal and every area on everyday or even every week. As you look at the overall plan you will cover all goals. Check to see that several weeks plans flow together in a series, that seems appropriate for the ages, needs, interests, and abilities of the children in your care.
3. **Daily Plans**: These plans are drawn up from the weekly overview, taken in detail day by day. Daily plans are set up around your daily classroom routine. As you do this, you need to block out the “set” times throughout the day. List snack times, circle times, nap times, and activity times. This plan is a time generated plan, it should cover the complete day from opening to closing. The plans work as a reminder for everyone involved in that room. If you only work a small shift during part of the day, get together with the other child care providers to complete these plans.
4. **Lesson Plans**: These are individual activity plans. The lesson plans are similar to a recipe for an activity. These plans will include all supplies needed and the step by step process to complete the activity. These types of lesson plans are great to write up and store in a notebook or file system divided by topics or themes.

Prop Boxes:

Prop boxes are containers stocked full of all the supplies needed for a specific activity or theme. These can be prepared ahead of time, labeled, and stored. When you come to a unit covering that topic, pull out the prop box! Prop boxes can also be used to **enhance** interest areas/centers.

Planning Formats

Weekly Plans:

Weekly plans are like a schedule of activities planned around a theme or unit. Please consider the following when you plan:

- ❖ Start with a theme
- ❖ Have a general outline
- 3 Make all activities relate to each other
- ❖ Ensure that activities address all developmental areas
- :+ Ensure that they are age appropriate
- ❖ Allow for both inside & outside activities
- ❖ Be sure to allow for flexibility

Weekly Plans				
Theme/Unit _____				
Age group _____				
Classroom _____				
Monday	Tuesday	Wednesday	Thursday	Friday

List out your plans for each day's activities

Daily Plans:

Daily plans are like a time schedule. All activities are placed into a time slot. These are used daily as an hour by hour guideline to follow. Please consider the following when making daily plans;

- ❖ Use your weekly planner as a guide for each day
- ❖ Write in specific times for every activity
- ❖ Allow time for transitions
- ❖ Remember to include both active and quiet activities
- 3 Remember to include both indoor & outdoor activities
- 3 Be sure to block out times for naps, snacks, & meals
- 3 Be sure to allow for flexibility

Daily Plan

Theme/Unit _____
Age Group _____
Classroom _____

Time	Indoor Activity	Outdoor Activity	Meals Served
6-7			x x
7-8			x x
8-9			x x
9-10	x x	xx	Snack
10-11			x x
11-12			x x
12-1	x x	xx	Lunch
1-2	Nap Time	Xx	x x
2-3	Nap Time	xx	x x
3-4	x x	x x	Snack
4-5			x x
5-6			x x

List out all activity titles placed at the correct time slot.

Lesson Plans:

Lesson plans are wonderful resources. They are detailed plans to run one activity. As you develop lesson plans you should set up either a file box or a notebook to store them in. Use dividers to organize the lessons by topics, units, or themes.

Things to consider when setting up lesson plans:

- ❖ Be as complete as possible
 - :* State the age appropriate level for each activity
- ❖ Include all supplies needed
 - :+ State the approximate time to complete
 - =* State any special notes: messy, noisy, difficult.. .
 - :* Be as clear as possible in the steps to follow

Lesson Plan

Activity Title _____
Age Level _____
Approximate Time Needed _____
Developmental Goals & skill overview: _____

Supplies needed:

- 1.
- 2.
- 3.
- 4.
- 5.

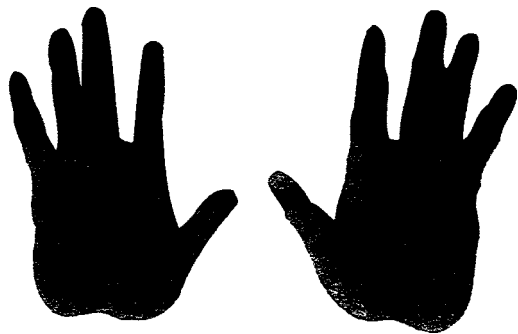
Step by Step Directions:

Tips f o r s u**ccessful Group Times**

- ◆ Schedule group time when all children are well rested and nourished.
- ◆ Hold group time activities in an area that has few distractions.
- ◆ Position yourself and all the children so they can see you.
- ◆ Make sure all the children are ready before you begin speaking.
- ◆ Maintain eye contact throughout the activity.
- ◆ Use your voice and facial expressions to gain and keep the children's attention.
- ◆ Shorten or change activities that aren't going well.
- ◆ End large group activities before the children lose interest.

Educational Value of Fingerplays

- ◆ Helps develop finger dexterity
- ◆ Provides experience in dramatization
- ◆ Helps some children with speech defects
- ◆ Helps to draw out shy or timid child
- ◆ Helps to transition from group or other activities
- ◆ Helps prevent quarreling and pushing during waiting periods
- ◆ Promotes language development



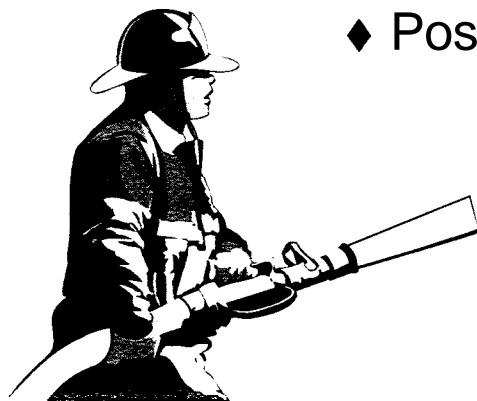
USING FINGERPLAYS



Dramatic Play Themes and Props



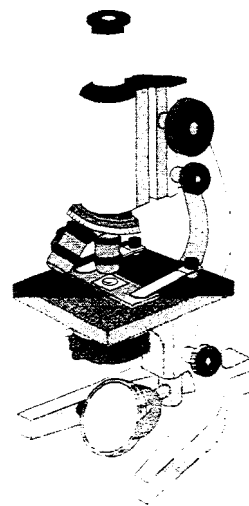
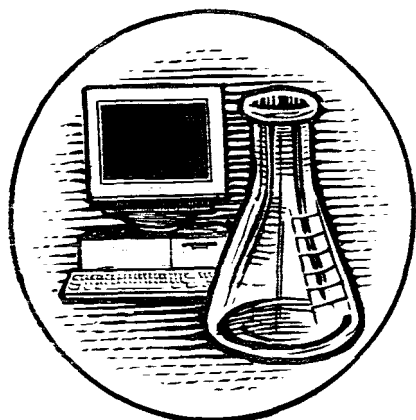
- ◆ Hair salon
- ◆ Farm
- ◆ Grocery store
- ◆ Circus
- ◆ Bakery
- ◆ Fire station
- ◆ Hospital
- ◆ Construction site
- ◆ Florist
- ◆ Airport
- ◆ Fast-food restaurant
- ◆ zoo
- ◆ Dentist office
- ◆ Campground
- ◆ Post office



Science Activities

Science activities should offer children opportunities for

- ◆ observing
- ◆ noting differences and likenesses
- ◆ solving problems
- ◆ collecting specimens
- ◆ developing interests and abilities
- ◆ estimating
- ◆ measuring
- ◆ sorting
- ◆ classifying
- ◆ predicting



Value of Music Activities



Teachers use music with young children for several purposes:

- ◆ To provide an opportunity to learn and use language.
- ◆ To provide a pleasant background for playing, eating, and sleeping.
- ◆ To build a sense of community.
- ◆ To release tension and energy, and to calm angry feelings.
- ◆ To express feelings through movement and dance.
- ◆ To make learning fun.
- ◆ To teach listening skills.
- ◆ To teach differences in sounds.
- ◆ To develop an understanding of musical concepts, including loud-soft, high-low, fast-slow, up-down.
- ◆ To develop an appreciation of different cultural backgrounds.



Value of Activity Areas

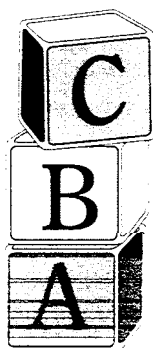
The art area helps children:

- Develop positive self-concept.
- Experience creative process.
- Learn to express ideas and feelings.
- Learn names and use tools.
- Develop visual perceptual skills.
- Observe color, texture, and line composition.
- Learn to identify shapes and colors.
- Develop hand-eye coordination.
- Promote language development.



The blockbuilding area helps children:

- Develop problem-solving skills.
- Learn mathematical and spatial relationships.
- Develop language skills.
- Learn classification of shape and size.
- Develop large and small motor skills.
- Develop size and shape classification skills.
- Develop basic concepts of balance, proportion, shape, and weight.
- Develop organization skills



The dramatic play area helps children:

- Develop self-expression skills.
- Develop sensitivity to peers.
- Learn to interpret facial expressions, gestures, and tone of voice.
- Develop an understanding of various roles.
- Develop social relationships.
- Improve self-image.



(continued)

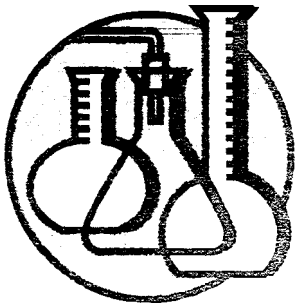
The library helps children:

- Increase vocabulary.
- Increase appreciation of the printed word.
- Develop listening skills.
- Develop appreciation of ideas presented by others.
- Learn care of books.



The science area helps children:

- Develop observation skills.
- Develop new vocabulary.
- Practice classification skills.
- Practice prediction skills.
- Develop an understanding of the biological and physical environments.



The small manipulative area helps children:

- Practice following directions.
- Practice problem solving.
- Increase visual perception skills.
- Learn to take turns.
- Observe likenesses and differences in objects.
- Practice sorting and classification skills.
- Practice matching colors, sizes, shapes, and similar objects.

The music area helps children:

- Develop positive self-concept.
- Express feelings.
- Learn names and sounds of instruments.
- Develop language skills.
- Practice listening skills by differentiating sounds.
- Experience creative process.

