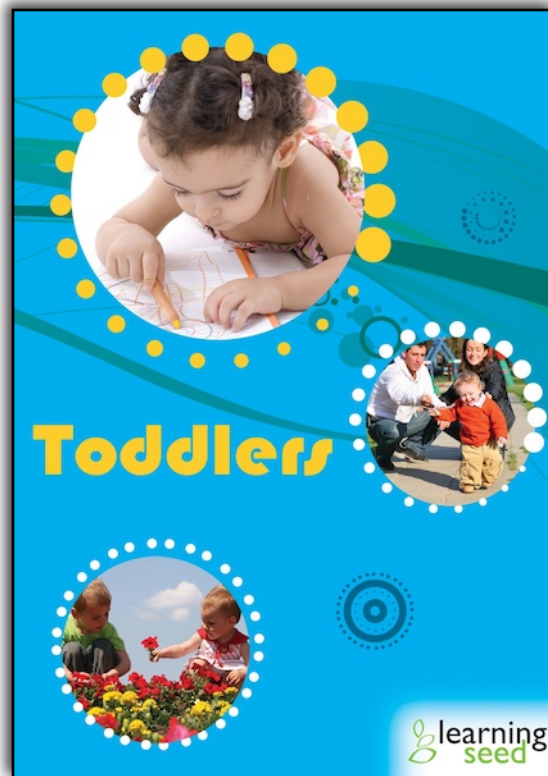


# Toddlers



# EDUCATOR'S RESOURCE GUIDE

Copyright © 2011 Learning Seed



Suite 301  
641 West Lake Street  
Chicago, IL 60661  
800.634.4941

[info@learningseed.com](mailto:info@learningseed.com)  
[www.learningseed.com](http://www.learningseed.com)

## Legal Niceties

### This Resource Guide

#### Copyright © 2011 Learning Seed.

This teaching guide is copyrighted according to the terms of the Creative Commons non-commercial license (<http://creativecommons.org/licenses/by-nc/2.5/>). It may be reproduced, in its part or its entirety, for classroom use. No part of this guide may be reproduced for sale by any party.

#### You are free:

- to copy, distribute, display, and perform the work.
- to make derivative works.

#### Under the following conditions:

- Attribution. You must attribute the work to Learning Seed.
- Noncommercial. You may not use this work for commercial purposes.
- For any reuse or distribution, you must make clear to others the license terms of this work.
- Any of these conditions can be waived if you get permission from the copyright holder.

#### Resource Guide Credits

Writer: Kara Kranich

Editor: Kari McCarthy

Copy Editor: Jennifer Smith, Michael Robbins

## The Video

#### Copyright © 2011 Learning Seed.

This video program is protected under U.S. copyright law. No part of this video may be reproduced or transmitted by any means, electronic or mechanical, without the written permission of the Publisher, except where permitted by law.

DVD LS-1354-11-DVD ISBN 1-55740-553-0

#### Closed Captioning

This program is closed-captioned.

#### Questions, suggestions or comments?

Email us at [info@learningseed.com](mailto:info@learningseed.com) or call 800.634.4941

# Table of Contents

Program Summary.....4  
 National Standards.....5  
 Additional Resources.....6

## Lesson Plans

### Guide and Create Expectation:

Lesson 1a: “A Long Time Ago...” (K-W-L Chart).....7  
OR  
 Lesson 1b: Unit Pre-test (Fill-in-the-Blank).....8

### Define and Interpret Information:

Students watch the video *Toddlers* during this lesson.  
 Lesson 2: “Again!” (Independent Practice).....9  
AND  
 Lesson 3: “Boiling Points” (Collaborative Learning).....10

### Generate and Differentiate Ideas:

Lesson 4: “Yummy!” (Journaling Exercise).....11  
AND  
 Lesson 5: “Be a Toddler” (Skits/Poster & Group Presentation).....12-13

### Develop and Evaluate Performance:

Lesson 6a: “Toddler Activities” (Essay).....14  
OR  
 Lesson 6b: Unit Post-test (Multiple Choice).....15

**Appendix**.....16

Student Worksheets and Rubrics

Glossary

## Program Summary

Toddlers go through various stages of development that include physical, cognitive, social, and emotional growth. These occur simultaneously and affect each other. Not all toddlers develop at the same pace, but there are certain “milestones” to look for near certain ages to make sure the toddler is developing appropriately.

### Unit Teaching points:

1. Toddlers’ gross motor milestones include stability in walking, climbing, negotiating stairs, and running.
2. Toddlers’ fine motor milestones include holding a crayon, building block towers, placing pegs on a board, self-feeding, and imitating strokes written on paper.
3. A toddler’s diet should consist of the healthiest foods possible and equal 1000 to 1300 calories.
4. Early intervention services can assist toddlers with physically challenging conditions.
5. Jean Piaget’s theory placed toddlers in the last two sub-stages of the Sensorimotor stage of development.
6. Toddlers process everything they experience almost like a computer takes in, stores, and retrieves information.
7. Toddler language development progresses from the first spoken word to short two-word sentences used to request things, make observations, and make their feelings known.
8. Erik Erikson’s stage theory places children from birth to 18 months in the “Trust vs. Mistrust” stage where primary caregivers can help by practicing consistency.
9. Toddlers ages 18 months to 3 years fall into the stage called “Autonomy vs. Shame and Doubt” where they begin to practice independence and to understand how their behavior affects others.
10. The natural development of toddlers involves a wide range of emotions that includes feelings of separation anxiety, tantrums thrown when feeling overwhelmed, an emerging sense of humor, and the beginnings of empathy.
11. Beginning with their parents or guardians, toddlers form relationships with others.
12. Social and emotional milestones include becoming self-aware, establishing trust, and attaining autonomy.

# National Standards

## **NASAFACS - National Standards for Family and Consumer Sciences**

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

4.4 Demonstrate a safe and healthy learning environment for children.

4.5 Demonstrate techniques for positive collaborative relationships with children.

4.6 Demonstrate professional practices and standards related to working with children.

12.1 Analyze principles of human growth and development across the life span.

12.2 Analyze conditions that influence human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

## Additional Resources

### Online

<http://healthymeals.nal.usda.gov>

<http://www.childdevelopmentinfo.com>

<http://www.nncc.org/child.dev/todd.dev.html>

### Books

Bright Toddler: Understand and Stimulate Your Child's Development  
Richard C. Woolfson

Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach  
Donna S. Wittmer & Sandy Petersen

Innovations: Infant and Toddler Development  
Kay Albrecht & Linda G. Miller

Intervention Strategies for Infants and Toddlers with Special Needs: A Team Approach  
Sharon A. Raver

# Lesson Plan 1a

**Purpose:** Guide and Create Expectations  
**Name:** A Long Time Ago...  
**Type:** KWL Chart  
**Est. Length:** 45 minutes

## Lesson Summary

Students will create a Know, Want to Know, Learned (K-W-L) chart.

## Lesson Materials

- Worksheet A (K-W-L Chart) in the Appendix
- Pencil/pen

## Lesson Objectives

- Students evaluate what they already know about toddlers.
- Students consider what they want to know or want to learn about toddlers.

### I. Lesson Set-up: (5 minutes)

Ask students to answer the following question in a open forum discussion:

- What do you think of when you hear the word “toddler”?

### II. Learning Activity (35 minutes)

Instruct students to follow the directions on Worksheet A to create a K-W-L chart.

- In section “Know”, students should include all the information they currently know about toddlers, and also information about themselves as toddlers (childhood stories or experiences of personal growth).
- In section “Want to know,” students should include what they want to learn about toddlers during this unit.
- Students should leave the “Learned” section blank for now.

### III. Closure: Discussion (5 minutes)

Have a class discussion about Toddlers. The five questions below should guide your daily closing discussion.

- How do you know a child has entered the “Toddler” stage?
- Why might a toddler’s third year be called “The Terrible 2s”?
- Why is it important to know what types of food a toddler can eat?
- How do toddlers communicate?
- What should you do if a toddler has not reached a developmental milestone?

## Lesson Plan 1b (Alternative)

**Purpose:** Guide & Create Expectations  
**Name:** Unit Pre-test  
**Type:** Fill-in-the-Blank  
**Est. Length:** 30 minutes

### Toddlers Unit Pre-test

As an alternative to Lesson 1a: “A Long Time Ago...”, you can guide and create student expectations by using this pre-test.

See Worksheet B in the Appendix for the Fill-in-the-Blank Pre-test.

### Unit Pre-test Answer Key

Toddlers go through various stages of development that include physical , cognitive , social , and emotional growth. The first few years of life are full of dramatic physical changes, from height and weight to erupting teeth, and especially brain cell development. As toddlers go through each day, they experience the sights , sounds , textures , and tastes of their world. These experiences create new connections in their brains. During the toddler years, children learn to express and channel strong emotions . Experiencing these emotions can lead to a better sense of self and assist in their overall development . Remember, not all children develop at the same rate and they will get there when they are ready !

## Lesson Plan 2

**Purpose:** Define & Interpret Information  
**Name:** Vocabulary  
**Type:** Independent Practice  
**Est. Length:** 45 minutes

### Lesson Summary

Students watch the video *Toddlers*, and identify the process the brain goes through to remember or learn something.

### Lesson Materials

- Copies of “Vocabulary” (Worksheet C in the Appendix) for each student
- Pencil/pen
- *Toddlers* (video)



### Lesson Objectives

- Students will learn how a toddler remembers something.
- Students will learn the process used by the brain to remember or learn something.

### I. Lesson Set-Up (5 minutes)

Ask students to journal answers to the following questions. Then lead a class discussion about some of the responses.

- How do you learn or remember something?
- Does a toddler use the same process?

### II. Learning Activity (35 minutes)

#### DURING the video:

1. Distribute copies of “Vocabulary” (Worksheet C).
2. Instruct students to complete Part A while they watch the video *Toddlers*.

#### AFTER the video:

To aid in retention, instruct students to complete Part B after they have watched the film.

### III. Closure: Discussion (5 minutes)

Have a class discussion about *Toddlers*. The five questions below should guide your daily closing discussion.

- How do you know a child has entered the “Toddler” stage?
- Why might a toddler’s third year be called “The Terrible Two’s”?
- Why is it important to know what types of food a toddler can eat?
- How do toddlers communicate?
- What should you do if a toddler has not reached a developmental milestone?

# Lesson Plan 3

**Purpose:** Define & Interpret Information  
**Name:** Boiling Points  
**Type:** Collaborative Learning  
**Est. Length:** 60 minutes

## Lesson Summary

Students will discover what it feels like to be in a situation with an upset child.

## Lesson Materials

- Copies of “Boiling Points” (Worksheet D in the Appendix) for students
- Notebook paper
- Pencil/pen

## Lesson Objective(s)

- Students learn how to react when a child is upset.
- Students learn how a parent or caregiver might feel when a child is upset.

### I. Lesson Set-up (5 minutes)

Instruct students to journal their answers the following questions. Then direct a class discussion about.

- Have you ever seen a child having a temper tantrum?
- What did you do?
- How did you feel?

### II. Learning Activity (50 minutes)

#### PART A: Collaborative Activity (20 minutes)

1. Distribute Worksheet D “Boiling Points” (in the Appendix).
2. Separate students into groups of two or three. Inform them each member must participate.
3. Instruct groups to create and then depict a skit of a child having a temper tantrum.

#### PART B: Presentations (30 minutes)

1. Direct one group at a time to present their skit in front of the class.
2. After each skit, the class can ask questions to the group or make observations of what they saw.
3. Ask each student how they felt while playing their role.

### III. Closure: Discussion (5 minutes)

Each day, ask these five questions below to guide a daily closing discussion about Toddlers.

- How do you know a child has entered the “Toddler” stage?
- Why might a toddler’s third year be called “The Terrible 2s”?
- Why is it important to know what types of food a toddler can eat?
- How do toddlers communicate?
- What should you do if a toddler has not reached a developmental milestone?

# Lesson Plan 4

**Purpose:** Generate & Differentiate Ideas  
**Name:** Yummy!  
**Type:** Journaling Exercise  
**Est. Length:** 60 minutes

## Lesson Summary

Students will plan a nutritious and safe meal for a toddler.

## Assessment Materials

- Copies of “Yummy!” (Worksheet E in the Appendix) for each student
- Pencil/pen
- Computer with internet access (optional)



## Assessment Objectives

- Students identify what foods are safe for toddlers.
- Students identify what foods are healthy/nutritious for toddlers.
- Students identify the stages of food a toddler goes through.

### I. Lesson Set-up (5 minutes)

Facilitate a student discussion around the following questions and create a list of shared answers with the class.

- What are some foods you liked to eat as a toddler?

### II. Assessment Activity (50 minutes)

1. Instruct students to create a nutritious and safe meal for a toddler.
2. Distribute copies of “Yummy!” (Worksheet E) to each student.
  - Students may reference this source. <http://healthymeals.nal.usda.gov>

### III. Closure: Discussion (5 minutes)

Each day, ask these five questions below to guide a daily closing discussion about Toddlers.

- How do you know a child has entered the “Toddler” stage?
- Why might a toddler’s third year be called “The Terrible Two’s”?
- Why is it important to know what types of food a toddler can eat?
- How do toddlers communicate?
- What should you do if a toddler has not reached a developmental milestone?

## Lesson Plan 5 (page 1 of 2)

**Purpose:** Generate & Differentiate Ideas  
**Name:** “Be a Toddler”  
**Type:** Skits/Poster & Group Presentation  
**Est. Length:** 60 minutes

### Lesson Summary

Students research different aspects of toddler development. Students will then demonstrate different situations showing a toddler’s physical, cognitive, and emotional development.

### Lesson Materials

- Copies of “Be a Toddler” (Worksheet F in the Appendix) for each student
- Notebook paper
- Pencil/pen
- Poster board and Markers
- Computer with internet access
- Worksheet F Rubric



### Lesson Objectives

Students learn the following attributes of toddlers: Gross motor skills, Fine motor skills, Tertiary circular reaction stage, Beginnings of Thought stage, Trust versus Mistrust stage, Autonomy versus Shame & Doubt stage.

# Lesson Plan 5

(page 2 of 2)  
(Estimated Time: 60 minutes)

## I. Lesson Set-up (5 minutes)

Lead a discussion about defining the physical, emotional, and cognitive characteristics of toddlerhood. Create a list of answers shared with the class.

## II. Learning Activity (50 minutes)

### PART A: Group Activity (25 minutes)

1. Break students into 6 preset groups: 1) gross motor skills 2) fine motor skills 3) tertiary circular reaction 4) beginnings of thought 5) trust versus mistrust 6) autonomy versus shame & doubt
2. Distribute copies of “Be a Toddler” (Worksheet F) to each student.
3. Instruct the groups to research their developmental stage or category for a presentation. Suggested sources include:  
<http://www.childdevelopmentinfo.com/development/piaget.shtml>,  
<http://www.childdevelopmentinfo.com/development/erickson.shtml>
4. The group can decide how to present their research to the class, but every student must be involved in the presentation.

### PART B: Presentations (25 minutes)

1. Have groups come up in front of the class one group at a time and present their research.
2. The rest of the class can ask questions to the group or make observations.

## III. Closure: Discussion (5 minutes)

Have a class discussion about Toddlers. The five questions below should guide your daily closing discussion.

- How do you know a child has entered the “Toddler” stage?
- Why might a toddler’s third year be called “The Terrible Two’s”?
- Why is it important to know what types of food a toddler can eat?
- How do toddlers communicate?
- What should you do if a toddler has not reached a developmental milestone?

## Lesson Plan 6a - Assessment (page 1 of 2)

<b>Purpose:</b>	Develop & Evaluate Performance
<b>Name:</b>	"Toddler Activities"
<b>Type:</b>	Project Based
<b>Est. Length:</b>	60 minutes

**Summary:** Students complete their KWL chart (Worksheet I) from Lesson 1a: "A Long Time Ago..."

Students create a daily schedule for a typically developing toddler or a toddler with an impairment.

### Assessment Materials

- Partially completed K-W-L chart (Worksheet A in the Appendix)
- Copies of "Toddler Activities" (Worksheet G in the Appendix) for each student
- Notebook paper
- Pencil/pen
- Worksheet G Rubric

### Assessment Objectives

- Students will learn activities that are appropriate for toddlers with or without impairments.
- Students will learn how impairments can affect a toddler's development.

#### I. Lesson Set-up (10 minutes)

1. Instruct students to complete the 'L' (Learned) section on their K-W-L chart. They should be able to add at least 5 pieces of information to the chart.
2. Ask each student to share one piece of information they learned from this unit.

#### II. Assessment Activity (50 minutes)

1. Distribute copies of "Toddler Activities" (Worksheet H in the Appendix) to each student.
2. Instruct students to create a schedule for a typically developing toddler or a toddler with impairments.
3. Remind students to create a schedule that reaches all areas of development.

## Lesson Plan 6b - Assessment (Alternative)

**Purpose:** Develop & Evaluate Performance  
**Name:** Post-test  
**Type:** Multiple Choice  
**Est. Length:** 30 minutes

### Unit Post-test

As an alternative to the project-based assessment in Lesson 6a, you can develop and evaluate student performance with the Post-test found on Worksheet H in the Appendix.

### Unit Post-test Answer Key

1. The 4 main categories of toddler development do not include:  
e) language
2. From the day the baby is born until it's first birthday, the baby's weight should:  
c) triple
3. Which is a physical characteristic of a toddler?  
d) large head
4. This needs to happen for a brain cell connection to become permanent:  
a) the same event happens over and over again
5. The pincer grasp allows for fine motor play that does *not* include:  
c) kicking
6. All of the following happen while toddlers sleep, *except*:  
d) language development
7. A toddler's emotional outburst caused by an overwhelming situation is called:  
c) a temper tantrum
8. A toddler learns best:  
b) through play
9. The distress felt by children when their usual caregiver departs is called:  
e) separation anxiety
10. A toddler has their most meaningful relationship with:  
a) a parent or guardian

# Appendix

**Student Worksheets**  
**Glossary**  
**Rubric**



Name \_\_\_\_\_

**Directions:** Fill in the blanks with the correct words from the Word Bank at the bottom of the page.

Toddlers go through various stages of development that include \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ growth. The first few years of life are full of dramatic \_\_\_\_\_ changes. From height and weight to erupting teeth, and especially \_\_\_\_\_ cell development. As toddlers go through each day, they experience the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ of their world. These experiences create new \_\_\_\_\_ in their brains.

During the toddler years, children learn to \_\_\_\_\_ and \_\_\_\_\_ strong \_\_\_\_\_.

Experiencing these emotions can lead to a better sense of \_\_\_\_\_ and assist in their overall \_\_\_\_\_.

Remember, not all children \_\_\_\_\_ at the same rate and they will get there when they are \_\_\_\_\_!

**Word Bank**

brain	emotions	self	develop
development	ready	textures	physical
physical	tastes	connections	social
sounds	cognitive	express	
channel	emotions	sights	

Name \_\_\_\_\_

**Part A: During the Film**

**Directions:** As you watch the video *Toddlers* write definitions for the following words.

1. Toddler
2. Neurons
3. Dendrites
4. Synapses
5. Gross Motor Skills
6. Fine Motor Skills
7. Developmental Milestones
8. Sensorimotor Stage
9. Tertiary Circular Reactions
10. Beginnings of Thought
11. Encoding
12. Storage
13. Retrieval
14. Attachment
15. Empathy

**Part B: After the Film**

On the back of this sheet, sketch and describe how a toddler's brain creates connections. Then create a diagram to describe what needs to happen for a toddler to form a memory.

Name \_\_\_\_\_

**Directions:** Your group has 20 minutes to create a skit about a toddler having a temper tantrum.

A temper tantrum is an emotional outburst that happens because a child is dealing with an overwhelming frustration that they otherwise cannot cope with. These “upsets” usually occur because of new people, places, or expectations, as well as overstimulation or tiredness.

Here are a few situational ideas to get you started:

- Going to daycare for the first time, a new babysitter/nanny
- Going to stay the night at a relative
- Going to the doctor/dentist
- Meeting a new friend

or: feel free to come up with your own ideas!

#### **PART A: Group Work**

1. Create a skit of a situation when a child might have a temper tantrum. Identify and demonstrate some positive ways to help the child work through the temper tantrum.
2. Decide who will assume each role in the skit/situation.
3. Practice presenting your skit and explaining how you feel in the character of whatever role you are playing.

#### **PART B: Presentations**

1. Everyone from your group has to participate in the presentation.
2. Make sure you understand your roles and are able to explain how you felt in the situation.
3. Remember, the class can ask questions, so be prepared!
4. Try to discuss with other groups how the situation could have been handled differently.

Name \_\_\_\_\_

**It is time to create a nutritious and safe menu for a toddler!**

**Directions:**

1. Select foods and drinks that would be healthy and stage-appropriate for a toddler.
2. Once you select your menu, identify in which stage the foods would be safe.
3. Explain why you chose those foods and how they would be used.

The following words may be useful: slurping, chewing, self-feeding, using utensils, bottle, sippy cup, straw, regular cup.

The following website may help with different safe food or drink choices: <http://healthymeals.nal.usda.gov>

**WRITE YOUR MENU BELOW:**

Name \_\_\_\_\_

**Directions:** Your teacher will assign your group one area of a toddler's physical, cognitive, or emotional development.

Write your research topic here \_\_\_\_\_

**PART A: GROUP WORK**

1. Discuss what you already know about your topic.
2. Research your topic until your group has enough information to present to the class.  
Additional sources include:
  - <http://www.childdevelopmentinfo.com/development/piaget.shtml>
  - <http://www.childdevelopmentinfo.com/development/erickson.shtml>
3. Decide how you want to present research to the class. For example, you could create a poster with the most important information and read the information to the class. Or, you can perform a skit that illustrates either physical, cognitive, social or emotional development.

**PART B: PRESENTATIONS**

1. Everyone from your group has to participate in the presentation.
2. Make sure you understand your topic and are able to explain how your skit or poster represents one area of development.
3. Remember, the class can ask questions, so be prepared!

Name \_\_\_\_\_

CATEGORY	5	4	3	2	1
<b>Research / Facts</b>	There were 8 or more facts given	There were 6-7 facts given	There were 5 facts given	There were 3-4 facts given	There were 1-2 facts given
<b>Accuracy of Research / Facts</b>	All information given was correct	1 piece of information was incorrect	2 pieces of information were incorrect	3 pieces of information were incorrect	More than 2 pieces of information were incorrect
<b>Toddler Example</b>	The example made perfect sense	The example made good sense	The example somewhat made sense	The example did not make a lot of sense	The example did not make sense at all
<b>Presentation (How group chose to present information, was group well rehearsed, was the information displayed neatly)</b>	The presentation included all aspects	The presentation did not include 1 aspect	The presentation did not include 2 aspects	The presentation did not include 3 aspects	The presentation did not include any of the aspects
<b>Use of Group Time</b>	Group time was always well-used	Group time was mostly well-used	Group time was mostly well-used about half the time	Group time was not well-used much of the time	Group time was not well-used

### How to Use this Rubric

A rubric is a useful tool for ensuring fair and consistent grading methods of student's work and performance in a variety of categories.

To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value.

Add up the scores that your student's work has earned and divide by a perfect score of 25 to assign his or her grade.

For example:  $4 + 4 + 3 + 1 + 4 = 16$ , the grade is  $16/25$ .

Name \_\_\_\_\_

**Directions:** First, decide what type of toddler you would like to make a schedule for: typically developing, down syndrome, cerebral palsy, visual impairments, hearing impairments, or another type.

**Next:** create an appropriate schedule that starts when they wake up in the morning, includes what they will do throughout the day, and ends when they go to bed at night. Include what a parent or caregiver might be doing during the time that the toddler is asleep.

The routine should be beneficial to the toddler's development, but don't forget fun! Provide consistency so the toddler will learn what to expect during the day. Make sure this is a realistic schedule (include time for naps). The routine should start to foster a bond between the toddler and parent or caregiver.

If you choose to create a routine for a toddler with impairments, include how those impairments specifically affect the toddler's development. You should also include what type of intervention services could be used, such as physical therapy, parental support, and social services.

Make sure to include activities for:

- 1) Physical development (gross motor and fine motor)
- 2) Cognitive development
- 3) Social development
- 4) Emotional development activities

**TODDLER TYPE:** \_\_\_\_\_

**SCHEDULE:**

Name \_\_\_\_\_

CATEGORY	5	4	3	2	1
<b>Appropriate Activities for a Toddler</b>	All of the activities are appropriate	1 activity was not appropriate	2 activities were not appropriate	3 activities were not appropriate	4 or more activities were not appropriate
<b>Accuracy of Research</b>	All information given was correct	1 piece of information was incorrect	2 pieces of information were incorrect	3 pieces of information were incorrect	More than 3 pieces of information were incorrect
<b>Schedule (Full Day, Beneficial to toddlers, fun, fosters a bond with parent or caregiver)</b>	The schedule included all aspects	The schedule did not include 1 aspect	The schedule did not include 2 aspects	The schedule did not include 3 aspects	The schedule did not include any of the aspects
<b>Development/ Impairments</b>	Schedule reaches all areas of development and addresses all impairments	Schedule reaches 3 areas of development and addresses impairments	Schedule reaches 2 areas of development and somewhat addresses impairments	Schedule reaches 1 area of development or doesn't address impairments well	Schedule does not reach any area of development or ignores impairments
<b>Proofreading</b>	There were no mistakes	There was 1 mistake	There were 2 mistakes	There were 3 mistakes	There were more than 3 mistakes

### How to Use this Rubric

A rubric is a useful tool for ensuring fair and consistent grading methods of student's work and performance in a variety of categories. To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value. Add up the scores that your student's work has earned and divide by a perfect score of 25 to assign his or her grade. For example:  $4 + 4 + 3 + 1 + 5 = 17$ , the grade is  $17/25$ .

Name \_\_\_\_\_

**Directions:** Circle the best answer for each of the following:

<p>1) The 4 main categories of toddler development do <i>not</i> include:</p> <ul style="list-style-type: none"> <li>a) emotional</li> <li>b) cognitive</li> <li>c) physical</li> <li>d) social</li> <li>e) language</li> </ul>	<p>6) All of the following happen while toddlers sleep, <i>except</i>:</p> <ul style="list-style-type: none"> <li>a) hormones are released for growth and development</li> <li>b) energy is restored</li> <li>c) tissues grow and repair themselves</li> <li>d) language development takes place</li> <li>e) more blood flows to the muscles</li> </ul>
<p>2) From the day the baby is born until its first birthday, the baby's weight should:</p> <ul style="list-style-type: none"> <li>a) stay the same</li> <li>b) double</li> <li>c) triple</li> <li>d) lose weight</li> <li>e) waver up and down</li> </ul>	<p>7) An emotional outburst by a toddler due to an overwhelming stimulation is called:</p> <ul style="list-style-type: none"> <li>a) an attachment</li> <li>b) separation anxiety</li> <li>c) a temper tantrum</li> <li>d) crying</li> <li>e) empathy</li> </ul>
<p>3) Which is a physical characteristic of a toddler:</p> <ul style="list-style-type: none"> <li>a) short trunk</li> <li>b) large hands</li> <li>c) lots of hair</li> <li>d) large head</li> <li>e) long legs</li> </ul>	<p>8) A toddler learns best:</p> <ul style="list-style-type: none"> <li>a) by memorization</li> <li>b) through play</li> <li>c) when eating</li> <li>d) visually</li> <li>e) with auditory skills</li> </ul>
<p>4) This needs to happen for a brain cell connection to become permanent:</p> <ul style="list-style-type: none"> <li>a) the same event happens over and over again</li> <li>b) an event happens once</li> <li>c) the child guesses what will happen next</li> <li>d) something scares the child</li> <li>e) nothing needs to happen</li> </ul>	<p>9) The distress felt by children when their usual caregiver departs is called:</p> <ul style="list-style-type: none"> <li>a) sharing disorder</li> <li>b) attachment</li> <li>c) detachment</li> <li>d) emotional anxiety</li> <li>e) separation anxiety</li> </ul>
<p>5) The pincer grasp allows for fine motor play that does <i>not</i> include:</p> <ul style="list-style-type: none"> <li>a) crayons</li> <li>b) turning pages of a book</li> <li>c) kicking</li> <li>d) tearing paper</li> <li>e) working with clay</li> </ul>	<p>10) A toddler has their most meaningful relationship with:</p> <ul style="list-style-type: none"> <li>a) parent or guardian</li> <li>b) toy</li> <li>c) friend</li> <li>d) sibling</li> <li>e) blanket</li> </ul>

<b>Attachment</b>	emotional bond; two-way process through which infants form emotional bonds with another person
<b>Dendrites</b>	branch-like extension fibers that can receive messages from other neurons through synapses
<b>Developmental Milestones</b>	tasks most children can perform at certain ages
<b>Empathy</b>	identification with and understanding of another's situation and feelings
<b>Encoding</b>	process by which information is first stored in a form usable to memory
<b>Fine Motor</b>	skills that require the ability to coordinate small muscle groups in the arms, hands, and fingers
<b>Gross Motor</b>	skills that require the large muscles in the arms and legs, as well as strength and stamina
<b>Holophrases</b>	one-word utterances that stand for a whole phrase, meaning depends on usage context
<b>Neurons</b>	basic nerve cells in our brains that have the ability to communicate with other cells
<b>Parallel Play</b>	children often play side by side as opposed to playing games of give and take or sharing
<b>Retrieval</b>	process by which material in memory storage is found, brought into awareness and used
<b>Sensorimotor Stage</b>	one of the cognitive development stages by Piaget, has six sub-stages and toddlers fall into the last 2: Tertiary Circular Reactions and Beginnings of Thought
<b>Separation Anxiety</b>	distress felt by children when their usual caregiver departs, usually begins around 7-8 months and peaks around 14 months
<b>Storage</b>	placement of information into memory
<b>Symbolic Thought</b>	mental representation or internal image of a past event or object, gives the ability to pretend
<b>Synapses</b>	small gaps between neurons
<b>Telegraphic Speech</b>	speech in which words that are not critical are left out
<b>Temper Tantrums</b>	emotional outbursts by a toddler resulting from overwhelming frustration with which the child cannot otherwise cope
<b>Tertiary Circular Reaction</b>	children move from simply repeating actions that are pleasing to them to conducting mini-experiments and observing their outcomes and learn by trial and error; generally occurs around 12-18 months
<b>Toddler</b>	term generally used for 1- and 2-year-olds, refers to the way they walk with a "toddle"