

***Intellectual Development  
from Four to Six***

**CHAPTER 15**

**Study Guide**

**Directions.** Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

**Section 15–1: Brain Development from Four to Six**

1. What does IQ stand for? How is the IQ number determined? \_\_\_\_\_  
\_\_\_\_\_
2. What IQ scores are considered average for children? \_\_\_\_\_
3. Why is the value of intelligence tests limited? \_\_\_\_\_  
\_\_\_\_\_
4. Preschools and kindergartens typically use several techniques to assess children’s development. Why?  
\_\_\_\_\_  
\_\_\_\_\_
5. How might cultural bias affect intelligence testing? \_\_\_\_\_  
\_\_\_\_\_
6. How can caregivers and teachers use Gardner’s theory of multiple intelligences? \_\_\_\_\_  
\_\_\_\_\_
7. After each of the phrases below, write the name of the kind of intelligence that is being described.
  - A. Ability to imagine things visually and think in three dimensions. \_\_\_\_\_
  - B. Ability to recognize and draw upon features of the environment. \_\_\_\_\_
  - C. Ability to learn and use language. \_\_\_\_\_
  - D. Ability to use the body to solve problems and to perform physical skills. \_\_\_\_\_  
\_\_\_\_\_
  - E. Ability to understand oneself. \_\_\_\_\_
  - F. Ability to understand other people. \_\_\_\_\_
  - G. Ability to analyze problems and explore scientifically. \_\_\_\_\_
  - H. Skill in performing and appreciating musical patterns. \_\_\_\_\_

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***Intellectual Development from Four to Six***

***Chapter 15 continued***

8. Summarize the thinking of children who are in Piaget's preoperational period. \_\_\_\_\_

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9. Give an example (different from those in the text) of preoperational thinking among children ages four to six in each of the following areas:

A. Use of symbols: \_\_\_\_\_

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B. Limited focus: \_\_\_\_\_

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C. Make-believe play: \_\_\_\_\_

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D. Egocentric viewpoint: \_\_\_\_\_

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10. Sarah bombards her parents with questions such as "Why?" "How come?" and "Where?" Due to this behavior, how old do you think Sarah is \_\_\_\_\_

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11. Compare the theories of Vygotsky and Montessori on how children learn. How are the theories similar? How are they different?

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**Section 15–2: Learning from Four to Six**

12. Six-year-old Seth is drawing a picture with different colors of crayons. Write a comment that a care-giver could make that would promote self-esteem. Then write a question that would encourage Seth to organize his thoughts.

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13. Carol is walking with her five-year-old grandson in the park. Write comments or questions that Carol could say that would promote learning.

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14. Identify four drawbacks of too much television for children ages four to six.

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15. What are phonemes? What is a favorite type of book that helps children become more aware of phonemes?

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16. What is alliteration? Is “babies bite bananas” an example of an alliteration? \_\_\_\_\_

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17. Why do some children who are bilingual seem to have an advantage in reading over children who speak one language?

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**Intellectual Development from Four to Six**

**Chapter 15 continued**

**18.** What kinds of books or stories are four- to six-year-olds likely to enjoy? \_\_\_\_\_

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**19.** Give four examples of art materials that are appropriate for four- to six-year-olds. \_\_\_\_\_

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**20.** Holly is making something out of modeling clay. Her mother teases her by saying “What in the world is that supposed to be?” What could Holly’s mother have said that would better promote learning and self-esteem?

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**21.** What are finger plays? \_\_\_\_\_

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**22.** Identify three common household items that children can use as musical instruments. \_\_\_\_\_

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**23.** How does preschool help prepare children for kindergarten? \_\_\_\_\_

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**24.** Identify three abilities that indicate a child is ready to attend school. \_\_\_\_\_

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**25.** Cousins Josh and Tracy are both five years old. Josh started kindergarten, but Tracy has to wait until next year. Why do you think they were not able to enroll together?

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***Intellectual Development from Four to Six***

***Chapter 15 continued***

**26.** Brad wants to give his son Nick an idea of what school will be like. What can Brad do?

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**27.** What are some things parents can do to increase their child’s feelings of independence before the child enters the unfamiliar world of school?

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**28.** Children ages four to six improve dramatically in what two areas of language development?

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**29.** Why are children able to say a word like “mop” sooner than a word like “please”?

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**30.** What are three reasons children may experience speech difficulties?

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**Brain Development  
from Four to Six**

**SECTION 15-1**

# Identifying Theories of Intellectual Development

**Directions:** In this section, you studied the theories of intellectual development. The four researchers are listed in the box below. For each description or example in the chart that follows, identify the researcher whose theory it describes. Write the researcher's name in the space provided in the chart. Names may be used more than once.

- |                    |              |
|--------------------|--------------|
| <b>Researchers</b> |              |
| • Vygotsky         | • Montessori |
| • Piaget           | • Gardner    |

Researchers	Descriptions or Examples
	1. Children move through a series of learning stages as they develop intellectually.
	2. Learning occurs in, and depends on, the social environment.
	3. Children learn naturally if placed in a prepared learning environment containing appropriate materials.
	4. Children between ages two and seven can view the world only from their own perspective.
	5. Each person has a blend of intelligences.
	6. Teachers should collaborate with students rather than lecturing them.
	7. Teachers should allow students a great deal of independence and never interrupt a student engaged in a task.
	8. If caregivers recognize that a child is high in one type of intelligence, they can provide learning opportunities to build on that strength.

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# Adjusting to School

**Directions:** The situations below describe children who are starting school. If the parents' words and actions will help the child adjust to school, write "Yes" in the blank to the left of the number. In the space below the description, explain why. If the parents' actions and words will *not* help the child adjust to school, write "No" in the blank and suggest a better approach in the spaces provided.

\_\_\_\_\_ 1. Ethan turned five just before the school district's birthday cutoff date for starting school. Still, Ethan's parents were unsure about enrolling him. He would be among the youngest in his class. His grandparents claim that he is very bright for his age. However, his attention span is short, and he has trouble following directions. His parents decide to wait until next year to enroll Ethan in kindergarten.

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\_\_\_\_\_ 2. The week before Julia was going to school, she and her mother shopped for school supplies. They followed the list that the teacher had sent home. Julia picked things in the colors that she wanted. When they got home, she put them in her school bag. Every day she took things out and looked at them, waiting for school to begin.

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\_\_\_\_\_ 3. The week before school started, Andrew started to have trouble sleeping. He had always gone to bed easily, but he began to insist that one of his parents stay with him. They were both very busy, though, and told him he had to go to sleep on his own.

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\_\_\_\_\_ 4. Every day, when Shemika gets home from school, she and her mother argue. She wants to play outside, but her mother says she should do her homework first. “You should finish your work before having fun,” her mother says. Shemika pouts and cries.

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\_\_\_\_\_ 5. All during August, Domnick asked his older sister what school was like. Finally, his mother took him to visit the school. They walked around to see the other rooms and looked at the kindergarten classroom. They met the teacher, who was preparing the room for the new year. Domnick’s name was already on the bulletin board.

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\_\_\_\_\_ 6. As the summer came to a close, Amber's parents often talked about school. Her mother said, “It will be so lonely here without you.” Her father said, “It will be a big adjustment for you, little girl. You won’t be able to sleep late. You’ll miss your TV shows. You’ll be away from home all day long. That’s OK, though, because you’ll have fun.”

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\_\_\_\_\_ 7. Antonio will start kindergarten next week, and he is showing signs of anxiety. He is timid about meeting new people. Antonio loves to play kickball. Antonio’s mother arranged a play day in the local park. She invited several children who will be in Antonio’s class to come to the park to play kickball and other games.

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