

*Emotional and Social Development  
from Four to Six*

**CHAPTER 14**

# 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 14–1: Emotional Development from Four to Six

1. What new challenges do children ages four to six face? \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

2. Briefly describe the emotional characteristics of children of the following ages.

A. Age four: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Age five: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Age six: \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. A four-year-old's active imagination can lead to fears. Why? \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

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4. What is self-confidence? What is initiative? How are they related? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What characteristics might indicate that a child may have Attention Deficit Hyperactivity Disorder (ADHD)? \_\_\_\_\_  
\_\_\_\_\_
6. How do four- to six-year-olds differ from toddlers in the ways they express anger? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Four-year-old Daniel does not want to sleep alone in his bedroom because he believes there is a ghost in his closet. How would you respond? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. How can parents and other caregivers help children work through jealous feelings? What responses should they avoid? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Name at least four possible signs of stress or tension in preschoolers and kindergartners.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Describe two techniques for discovering the cause of the stress. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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11. When a child is showing symptoms of stress, should parents ease up on rules to reduce the stress? Why or why not?

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12. Name three ways to help preschoolers develop self-confidence. \_\_\_\_\_

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**Section 14–2: Social and Moral Development from Four to Six**

13. Who are a preschooler’s peers? Compare four-year-olds to toddlers in the way they relate to their peers during play.

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14. Use what you know about the general patterns of social development in four- to six-year-olds to identify the approximate age of the child in each description below.

A. Erik and his neighbor rarely quarrel, and they no longer snatch each other’s toys.

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B. Kaitlyn wants to spend even more time with her best friend than she did last year, but their parents are frustrated because they seem to bicker a lot.

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C. Shareef took his mother by the hand and brought him to the room where he was building interlocking blocks. “Look at my house!” Shareef said proudly.

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D. Megan begged to join a soccer team, but she paid little attention during practice and at the games.

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E. Connor told Kenny, “You know, Jackson still watches baby shows on television,” and Kenny laughed

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- 15.** Chase and Austin, both six, are playing with a plastic bat and a whiffle ball. Describe a situation that might result in aggressive behavior between them. As a counselor at a day camp, how would you help them resolve the problem?

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- 16.** Summarize two possible benefits and two possible drawbacks of competition as it pertains to children's development.

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- 17.** How can competitive team sports help develop cooperation? \_\_\_\_\_

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- 18.** In order for their child to be well-rounded, is it necessary for parents to sign their kindergartner up for a sports team?

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- 19.** Summarize the changes in relationships with family members from ages four to six.

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- 20.** What is moral development? \_\_\_\_\_

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**21.** What change in moral development takes place in the preschool years? How might this change affect how parents instruct preschoolers?

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**22.** Working with a group of children, Lisa saw four-year-old Marissa hit Autumn in the play kitchen. Immediately Lisa told Marissa, “We do *not* hit others. Hitting hurts. You’re never going to have any friends if you act like that.” Then she made a point of ignoring Marissa the rest of the afternoon. What did Lisa do right? What did she do wrong?

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**23.** Explain the importance of modeling good moral behavior.

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*Emotional Development  
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**SECTION 14-1**

# Giving Constructive Feedback

**Directions.** Children from four to six are generally sensitive to criticism. Unsure of their abilities, they dislike being told that they did something wrong or need to improve. Read the following statements. In the spaces provided, write how you would rephrase the statement to make it more positive and constructive.

1. "You'll never get that tower of blocks to stay up if you don't work more carefully."  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. "I don't see any of the things you're describing in that picture. It just looks like a bunch of squiggles to me."  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. "You weren't picked for the team until last because you don't try hard enough."  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. "You mean you don't know how to tie your shoes yet?"  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. "Go clean your room, and do the whole job this time."  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Social and Moral Development**  
*from Four to Six*

**SECTION 14-2**

**Teaching by Example**

**Directions:** Read each of the case studies below. Then answer the questions that follow.  
*[Answers will vary depending on the student's analysis. Possible responses are shown.]*

1. Terry Franklin woke up to the first day of spring weather, "I can't imagine going into the office today," he told his family at breakfast. "It's been such a long winter. I think I'll call in sick and enjoy this beautiful day!"

A. What values did Terry show his children with this comment? \_\_\_\_\_  
 \_\_\_\_\_

B. What will his children learn from his actions? \_\_\_\_\_  
 \_\_\_\_\_

C. How do you think Terry would react if his children said they wanted to stay home from school because the weather was too nice?  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Shane and his family were finishing up their picnic at the park. Five-year-old Shane was picking up their trash to throw it out when his sister said, "Don't bother. They have people who work here who come around and clean up. They'll take care of it."

A. What values did Shane's sister show? \_\_\_\_\_  
 \_\_\_\_\_

B. What will Shane learn from her words and actions? \_\_\_\_\_  
 \_\_\_\_\_

3. Six-year-old Jenny loves to draw and paint. Her father is happy that she likes art so much and proud of how well she draws. To give her materials to work with, he brought home blank paper and colored markers from the office.

A. What values were shown by Jenny's father? \_\_\_\_\_  
 \_\_\_\_\_

B. What example did he set for Jenny? \_\_\_\_\_

C. What do you think Jenny's father would say if she took something from a store? \_\_\_\_\_  
 \_\_\_\_\_

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4. At dinner, Carly laughingly told the family how she and her friend had tricked their boss at work when she punched in her friend’s time card an hour before her friend got to work.

A. What values did Carly show? \_\_\_\_\_

\_\_\_\_\_

B. What example might her younger brother learn from her story? \_\_\_\_\_

\_\_\_\_\_

5. Melissa and Kara claim they like to go to the mall to “people watch,” as well as to shop. Sometimes they take their two young cousins along. “What is that guy doing with *her*?” Kara comments, looking at a couple she does not know. “She could stand to lose about 20 pounds and she definitely needs a better haircut.”

A. What values did Kara show? \_\_\_\_\_

\_\_\_\_\_

B. What example did she set for the young cousins? \_\_\_\_\_

\_\_\_\_\_

6. Michelle’s mother always scolded her for tattling or talking negatively about others. However, Michelle often heard her mother talking on the phone and the conversations often include unkind remarks about other people.

A. Why do you think Michelle’s mother says one thing but does the opposite? \_\_\_\_\_

\_\_\_\_\_

B. What effect might this have on how well Michelle minds her about other things? \_\_\_\_\_

\_\_\_\_\_