

Physical Development from One to Three

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 10–1: Growth and Development from One to Three

1. How old is a toddler? _____
2. Between what ages is a child referred to as a preschooler? _____

3. What factors, besides genes and heredity, influence growth and physical development? _____

4. How do height and weight gains change from age one to three? _____

5. Describe how body proportions change between ages two and three. _____

6. On average, about how many primary teeth emerge during a child's first year? Second year? Third year? How many primary teeth make up a full set?

7. At what age should a child start going to the dentist? Why? _____

8. Do all children reach developmental milestones at the same age? Why or why not?

9. How can learning about developmental milestones help caregivers plan activities? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from One to Three

Chapter 10 continued

10. Give one example of a gross motor skill and one example a fine motor skill that is characteristic of each age group listed in the chart below.

Age	Gross Motor Skill	Fine Motor Skill
12 to 18 months		
18 to 24 months		
2 to 2½ years		
2½ to 3 years		

11. Which skill requires greater dexterity: walking steadily or turning on a faucet? Explain. _____

12. What does the brain do in sensory integration? _____

Section 10–2: Caring for Children from One to Three

13. Describe how nap and nighttime sleep patterns change between ages one and two. _____

14. How do night terrors differ from nightmares? Which is more serious? _____

15. Compare the self-feeding abilities of one-, two-, and three-year-olds. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Physical Development from One to Three

Chapter 10 continued

16. Should a growing two-year-old drink a full cup of milk or eat an entire apple or banana at one time? Why or why not?

17. Give examples of each of the following ways to make meals appealing to children.

A. Color: _____

B. Texture: _____

C. Shape: _____

D. Temperature: _____

E. Ease of eating: _____

18. Give two tips for parents who are trying to teach their child good eating habits. _____

19. List three basic hygiene skills that children can learn between the ages of one and three. _____

20. Should toddlers be expected to brush their own teeth? Explain. _____

21. What are signs that a child is physically and emotionally ready for toilet training? _____

Physical Development from One to Three

Chapter 10 continued

22. At about what age are children physically able to control their sphincter muscles? _____

23. What are advantages and disadvantages of synthetic fibers for children's clothing? _____

24. What does the term flame-resistant mean? Are all children's clothes required to be flame-resistant?

25. How does a vaccine work to protect children from a disease? _____

26. Why can peeling paint be a health hazard for children? _____

27. For each hazard below, give an example of how to reduce the risk for young children.

A. Choking: _____

B. Unsafe toys: _____

C. Poisoning: _____

D. Burns: _____

E. Traffic accidents: _____

F. Sunburn: _____

G. Pets: _____

**Growth and Development
from One to Three**

SECTION 10-1

Promoting Motor Skill Development

Directions: Motor skill development is a primary goal for one-, two-, and three-year-olds. The chart on page 298 in the text identifies fine and gross motor skills typically mastered during specific age spans. Similar lists are available on the Internet. Choose two of the age groups listed on the chart. For each age span, plan five developmentally appropriate activities that would aid development of specific motor skills. Categorize each skill as a fine motor or gross motor skill. [Answers will vary.]

Age span 1: _____

Activity: Description:	Skill developed: Skill category:

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

***Growth and Development
from One to Three***

Section 10–1 continued

Age span 2: _____

Activity: Description:	Skill developed: Skill category:

Copyright © by the McGraw-Hill Companies. All rights reserved.

Planning Meals for Young Children

Directions: Listed below are four menus for young children. Using information from Section 10-2, evaluate the meals to identify ways they could be improved. In the spaces below the menus, list at least two problems you see or suggestions you can make to improve the menus. Then complete the rest of the activity.

Menu A
 Fried hamburger on a bun
 French fries
 Fried apple pies
 Milk

Menu B
 Meat loaf
 Mashed potatoes
 Applesauce
 Grits
 Vanilla pudding
 Milk

Menu C
 Meatballs
 Green beans
 Brussels sprouts
 Dinner rolls
 Lime sherbet
 Milk

Menu D
 Baked trout
 Baked potato
 Stuffed acorn squash
 Garlic bread
 Milk

Evaluation

1. Menu A: _____

2. Menu B: _____

3. Menu C: _____

4. Menu D: _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Caring for Children from One to Three

Section 10–2 continued

5. How would you change two of these menus to make them more suitable for a child one-to-three years old? Make your new menus by crossing out and adding to the menus on the previous page. Keep in mind that you can change the type of food, the method of cooking, or the way of serving the food. In the lines below, explain why you made the changes.

6. In the space below, plan a dinner menu for a three-year-old. Specify serving amounts. Then evaluate the menu by circling either “Yes” or “No” to the left of the questions that follow.

Food	Serving Size
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- | | | |
|-----|----|---|
| Yes | No | A. Are all food groups from Figure 10-3, pages 304–305, represented? |
| Yes | No | B. Are the amounts appropriate for a three-year-old? |
| Yes | No | C. Does the meal contain a variety of colors? |
| Yes | No | D. Are the food textures varied? |
| Yes | No | E. Are the food shapes varied? |
| Yes | No | F. Can the foods be eaten easily by a three-year-old? |
| Yes | No | G. Does the menu avoid having too many strong flavors that a child might not like? |