

Test Bank preschool-appropriate-practices-environment-curriculum-and-development-5e-janice

1. The role of a teacher in a self-directed learning environment is not very different from that of a teacher in a traditional classroom.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 The Teacher in the Self-Directed Learning Environment

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: BEAT.19.02.01 - Understand the teacher's role in the self-directed learning environment.

ACCREDITING STANDARDS: NAEYC.4.D.07 - Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs.

KEYWORDS: Bloom's: Remembering

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2. Appropriate curriculum activities and materials should be based on children's developmental levels.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-1 The Teacher in the Self-Directed Learning Environment

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: BEAT.19.02.01 - Understand the teacher's role in the self-directed learning environment.

ACCREDITING STANDARDS: NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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3. How teachers determine the developmental levels of the children should be based mainly on how they interact with one another.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-2 Children's Developmental Levels

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVE: PACB.EAT.19.02.02 - Understand and determine children's developmental levels.

TIVES:

ACCREDITING STANDARD: NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Understanding

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4. Most infants eventually progress beyond the mastery level to the meaning level of development.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-4 Stages of Interaction

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVE: PACB.EAT.19.02.04 - Describe manipulation, mastery, and meaning; determine their time frames; and carry out the teacher's tasks.

ACCREDITING STANDARD: NAEYC.4.D.07 - Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs.

KEYWORDS: Bloom's: Remembering

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5. Teacher observations of children can be recorded only on file cards.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-9 New Technology for Observing and Recording

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVE: PACB.EAT.19.02.09 - Use new technology for observing and recording.

ACCREDITING STANDARD: NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Understanding

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Multiple Choice

6. Teachers can determine children's developmental levels by:

- a. having them take achievement tests.
- b. interviewing each child.
- c. observing their interactions with materials.
- d. observing their social interactions.

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-3 The 3-M Method for Observing Interaction

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: BEAT.19.02.03 - Use the 3-M method for observing interactions between children.

STANDARDS: NA EYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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7. Children who use materials the same way over and over are at:

- a. the mastery level of development.
- b. the manipulative level of development.
- c. the meaning level of development.
- d. the parallel play level of development.

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-4 Stages of Interaction

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: BEAT.19.02.04 - Describe manipulation, mastery, and meaning; determine their time frames; and carry out the teacher's tasks.

STANDARDS: NA EYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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8. Children at the manipulative level of development:

- a. exhibit symbolic play.
- b. exhibit exploratory play.
- c. build bridges and buildings with blocks often.
- d. name with structures they are building.

ANSWER: b

POINTS: 1
DIFFICULTY: Easy
REFERENCES: 2-4 Stages of Interaction
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVE: PACC.BEAT.19.02.04 - Describe manipulation, mastery, and meaning; determine their time frames; and carry out the teacher's tasks.
ASSESSING STANDARD: NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.
KEYWORDS: Bloom's: Remembering
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9. When children spontaneously “practice” a new skill, they are exhibiting the _____ level of development.

- a. meaning
- b. manipulative
- c. mastery
- d. symbolic play

ANSWER: c
POINTS: 1
DIFFICULTY: Easy
REFERENCES: 2-4 Stages of Interaction
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVE: PACC.BEAT.19.02.04 - Describe manipulation, mastery, and meaning; determine their time frames; and carry out the teacher's tasks.
ASSESSING STANDARD: NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.
KEYWORDS: Bloom's: Remembering
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10. Both Maria Montessori and Jean Piaget determined that children’s repetitive actions:

- a. are critical for intellectual growth.
- b. show they are not developing as swiftly as they should be.
- c. are seen mainly in infants, not preschoolers.
- d. are part of the meaning level of development.

ANSWER: a
POINTS: 1
DIFFICULTY: Medium
REFERENCES: 2-4 Stages of Interaction
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVE: PACC.BEAT.19.02.04 - Describe manipulation, mastery, and meaning; determine their time frames;

TIVES: and carry out the teacher's tasks.

ACCREDITING ST NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions

ANDARDS: to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Understanding

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11. Children who stack the same kind of blocks on top of one another are exhibiting:

- a. the manipulative level of development.
- b. symbolic play.
- c. exploratory play.
- d. the mastery level of development.

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-4 Stages of Interaction

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECPAPC.BEAT.19.02.04 - Describe manipulation, mastery, and meaning; determine their time frames;

TIVES: and carry out the teacher's tasks.

ACCREDITING ST NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions

ANDARDS: to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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12. Children who play together with the same materials are demonstrating:

- a. the mastery level of development.
- b. cooperative play.
- c. parallel play.
- d. symbolic play.

ANSWER: b

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-6 Observing Children's Interactions with One Another

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECPAPC.BEAT.19.02.06 - Observe children's interactions with one another.

TIVES:

ACCREDITING ST NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions

ANDARDS: to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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13. Social play categories were observed and described by:

- a. Jean Piaget.
- b. Maria Montessori.
- c. Lev Vygotsky.
- d. Mildred Parten.

ANSWER: d

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-6 Observing Children's Interactions with One Another

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: APC.BEAT.19.02.06 - Observe children's interactions with one another.

TIVES:

ACCREDITING STANDARD: NAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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14. What children say as they play can help a teacher decide:

- a. whether they need more practice in the activity.
- b. how to tell them what comes next.
- c. if they should start all over with manipulation.
- d. when to stop parallel play.

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-7 Listening to What Children Say

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: APC.BEAT.19.02.07 - Listen to what children say.

TIVES:

ACCREDITING STANDARD: NAEYC.4.D.07 - Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs.

KEYWORDS: Bloom's: Remembering

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15. Teachers who make on-the-spot recordings of child observations will:

- a. possibly spend too much time observing.
- b. not be using the Child Interaction Form.
- c. be too preoccupied to help many children.
- d. be able to tell how the curriculum is working.

ANSWER: d

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-8 Recording Observations

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: PACC.BEAT.19.02.08 - Record observations on the Child Interaction Form.

TIVES:

ACCREDITING STANDARD: NAEYC.4.D.07 - Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs.

KEYWORDS: Bloom's: Understanding

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16. The Child Interaction Form can be used:

- a. either for individuals or for all children at once.
- b. by trained teachers only, not other staff members.
- c. in a certain center, but not moved to other centers the same day.
- d. mainly for observing a single child's interactions.

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-8 Recording Observations

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: PACC.BEAT.19.02.08 - Record observations on the Child Interaction Form.

TIVES:

ACCREDITING STANDARD: NAEYC.4.D.07 - Teachers talk and interact with individual children and encourage their use of language to inform assessment of children's strengths, interests, and needs.

KEYWORDS: Bloom's: Remembering

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17. A teacher's comments to the child she is observing should:

- a. give the child praise.
- b. reflect the child's actions.
- c. question the child about who taught her.
- d. make sure the child answers her questions.

ANSWER: b

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-10 Responding to Individual Children as They Work and Play

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: PACC.BEAT.19.02.10 - Respond to individual children as they work and play.

TIVES:

ACCREDITING STANDARD: NAEYC.2.B.01.b - Children have varied opportunities to engage throughout the day with teaching

DARDS: staff who facilitate their social competence.

KEYWORDS: Bloom's: Remembering

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18. To serve as a behavior model, a teacher should:

- a. stop children who are out of control.
- b. set an example of caring for every child.
- c. let the children take control of activities.
- d. teach lessons on how to behave.

ANSWER: b

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-12 Serving as a Behavior Model for the Children

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: PACC.BEAT.19.02.12 - Serve as a behavior model for the children in your classroom.

VERB:

ACCREDITING STANDARD: STANNAEYC.2.B.01.b - Children have varied opportunities to engage throughout the day with teaching

DARDS: staff who facilitate their social competence.

KEYWORDS: Bloom's: Remembering

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19. To be a facilitator of learning, a teacher should:

- a. ask questions to see if children can answer correctly.
- b. tell the children how the computer operates.
- c. let the environment do the teaching.
- d. tell teaching assistants what they must do.

ANSWER: c

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-12 Serving as a Behavior Model for the Children

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: PACC.BEAT.19.02.12 - Serve as a behavior model for the children in your classroom.

VERB:

ACCREDITING STANDARD: STANNAEYC.2.B.01.b - Children have varied opportunities to engage throughout the day with teaching

DARDS: staff who facilitate their social competence.

KEYWORDS: Bloom's: Remembering

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20. When teachers do not know the answer to a child's questions, they should:

- a. tell the child to look it up in a book.
- b. find the answer in the library.

- c. look for the answer together with the child.
- d. wait until the next day to find the answer.

ANSWER: c

POINTS: 1

DIFFICULTY: Medium

REFERENCES: 2-12 Serving as a Behavior Model for the Children

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVE: PACC.BEAT.19.02.12 - Serve as a behavior model for the children in your classroom.

ACCREDITING STANDARD: 2.B.01.b - Children have varied opportunities to engage throughout the day with teaching staff who facilitate their social competence.

KEYWORDS: Bloom's: Understanding

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Subjective Short Answer

21. While circulating around the room, the teacher will first make _____ observations to be sure that children are comfortable with their self-selected activities.

ANSWER: general

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-5 Observing Children's Interactions with Materials

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVE: PACC.BEAT.19.02.05 - Observe children's interaction with materials.

ACCREDITING STANDARD: 4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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22. On the back of the Child Interaction Form, teachers should record a child's accomplishments and _____.

ANSWER: needs

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-8 Recording Observations

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVE: PACC.BEAT.19.02.08 - Record observations on the Child Interaction Form.

ACCREDITING STANDARD: 4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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23. Powerful interactions between teachers and children should be validating, personal, respectful, and _____.

ANSWER: accepting

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-10 Responding to Individual Children as They Work and Play

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVE: PAC.BEAT.19.02.10 - Respond to individual children as they work and play.

VERBS:

ACCREDITING STANDARD: STANNAEYC.2.B.01.b - Children have varied opportunities to engage throughout the day with teaching

STANDARDS: staff who facilitate their social competence.

KEYWORDS: Bloom's: Remembering

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24. Teachers should avoid comparing one child with another, although they can compare a child's current actions with _____.

ANSWER: previous actions

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-11 Reflecting the Child's Actions with Comments

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVE: JECPAC.BEAT.19.02.11 - Reflect the child's actions with comments and questions.

TIVES:

ACCREDITING STANDARD: STANAEYC.4.D.08 - Teachers observe and document children's work, play, behaviors, and interactions

STANDARDS: to assess progress. They use the information gathered to plan and modify the curriculum and their teaching.

KEYWORDS: Bloom's: Remembering

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25. It is not necessary for a teacher to respond to a child every time the teacher _____.

ANSWER: observes a child

POINTS: 1

DIFFICULTY: Easy

REFERENCES: 2-11 Reflecting the Child's Actions with Comments

QUESTION TYPE: Subjective Short Answer

HAS VARIABLES: False

LEARNING OBJECTIVE: PAC.BEAT.19.02.11 - Reflect the child's actions with comments and questions.

VERBS:

ACCREDITING STANDARD: STANNAEYC.2.B.01.b - Children have varied opportunities to engage throughout the day with teaching

DARDS: staff who facilitate their social competence.
KEYWORDS: Bloom's: Remembering
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Essay

26. How would you set the stage and lead the way in helping the children in your class to:

- (a) care about themselves,
- (b) care about one another, and
- (c) care about their environment?

What would you do, for example, to be a model for children in all three of these regards?

ANSWER: Answers will vary.

POINTS: 1

DIFFICULTY: Hard

REFERENCES: 2-12 Serving as a Behavior Model for the Children

QUESTION TYPE: Essay

HAS VARIABLES: False

LEARNING OBJECTIVE: PAC.BEAT.19.02.12 - Serve as a behavior model for the children in your classroom.

YES:

ACCREDITING STANDARD: EY.2.B.01.b - Children have varied opportunities to engage throughout the day with teaching

DARDS: staff who facilitate their social competence.

KEYWORDS: Bloom's: Applying

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