

## How to Use This Glossary

- Content vocabulary terms in this glossary are words that relate to this book's content. They are **highlighted yellow** in your text.
- Words in this glossary that have an asterisk (\*) are academic vocabulary terms. They help you understand your school subjects and are used on tests. They are **boldface blue** in your text.
- Some of the vocabulary words in this book include pronunciation symbols to help you sound out the words. Use the pronunciation key to help you pronounce the words.

### Pronunciation Key

**a** .... at  
**ā** .... ape  
**ä** .... father  
**e** .... end  
**ē** .... me  
**i** .... it  
**ī** .... ice  
**o** .... hot  
**ō** .... hope  
**o** .... saw

**ô** .... fork, all  
**oo** .. wood, put  
**ōō** .. fool  
**oi** .. oil  
**ou** .. out  
**u** .... up  
**ū** .... use  
**ü** .... rule  
**u** .... pull  
**ŋ** .... sing

**ˆ**.... indicates preceding sound is pronounced with an open nasal passage  
**th**... **thin**  
**th**... **this**  
**zh** .. treasure  
**ə** .... ago, taken, pencil, lemon, circus  
**'**.... indicates primary stress (symbol in front of and *above* letter)  
**'**.... indicates secondary stress (symbol in front of and *below* letter)



**abdominal thrust** A quick, upward thrust with the heel of the hand into the abdomen that forces air from the lungs out to expel an object caught in the throat. (p. 121)

**\*abstractly** Thinking separately from any specific object or occurrence. (p. 368)

**accessible** Easily used by those with disabilities. (p. 401)

**accommodation** (ə-,kă-mə-'dā-shən) Children changing their thinking about concepts to make new information fit. (p. 329)

**accommodations** Classroom changes made to allow children with special needs to more fully participate. (p. 389)

**accreditation criteria** A set of standards that represents high-quality, developmentally appropriate programs. (p. 219)

**\*acquaint** To make familiar with. (p. 490)

**active listening** Listening to understand the meaning of a speaker's words; a strategy in which

a teacher listens to what a child says and then repeats to show that he or she had heard the child (p. 22)

**active play** Fun physical activities in which children participate. (p. 510)

**\*adequate** Enough or sufficient. (p. 255)

**advisory board** A group of people who give directors only recommendations on decisions to be made. (p. 225)

**advocacy** The process of pleading a cause to influence change for the best interest of others. (p. 69)

**advocates** People who inform legislators (or policy makers) of their clients' needs. (p. 69)

**\*alternative** Offering a choice between two or more options. (p. 151)

**anecdotal record** (a-nik-'dō-təl) A written description that focuses on a specific incident. (p. 136)

**aphasia** (ə-'fa-zh(ē-)) A language impairment that affects a child's (or adult's) use of speech and understanding of language. (p. 392)

**assimilation** (ə-,si-mə-'lā-shən) Children taking in new information and trying to make it fit with what they already know and understand. (p. 328)

**at-risk** Environments that interfere with proper development and well-being of children. (p. 94)

**attachment behavior** A sign of bonding, when an infant shows a strong preference for one person. (p. 302)

**attention deficit hyperactivity disorder (ADHD)** A disorder of the central nervous system, caused by a lack of certain brain chemicals, whose characteristics include having difficulty paying attention and following instructions and being aggressive, impulsive, and overly active. (p. 393)

**attention span** The time spent on one activity. (p. 327)

**auditory discrimination** The skill of hearing similarities and differences in sounds and words. (p. 448)

**au pair** A person from another country who lives with a family and cares for its children to receive exposure to American culture as a part of his or her employment. (p. 7)

**autism spectrum disorder** A brain disorder that impacts normal development, communication, and social interaction. (p. 393)

**authentic assessment** Collections of children's work that can be shared during parent-teacher conferences to illustrate children's development; teacher's assessment of children's growth and development in many different areas by observing and participating in natural play situations. (p. 139)

**automated external defibrillation (AED)** An electrical shock that reestablishes normal heart rhythm. (p. 122)

**autonomy** (ö-'tä-nə-mē) A sense of independence. (p. 330)

## B

**\*bias** (bī '-əs) A tendency to favor one person's side over the other's. (p. 132)

**bilingual** Able to speak more than one language. (p. 54)

**biohazardous** Materials that have come into contact with bodily fluids and are potentially hazardous. (p. 108)

**Bloom's taxonomy** (tak-'sä-nə-mē) A system of ranking mental abilities from very basic thinking skills to more complex thinking skills. (p. 423)

**board (board of directors)** A group of individuals who support a program's purpose and are designated

to make decisions about the program but are not employed by the program. (p. 224)

**body language** The way you move your hands and arms, hold your body, and use facial expressions. (p. 23)

## C

**call-and-response songs** Songs in which an adult sings questions and children sing back the answers. (p. 506)

**cardiopulmonary resuscitation (CPR)** An emergency technique used when a heartbeat or pulse is not detected for 10-12 seconds. (p. 122)

**caregiver report form** A form used to organize and record the routine care provided each day to children. (p. 311)

**centration** Children's ability to focus on only one characteristic at a time. (p. 347)

**cesarean section** A surgical procedure used to deliver some babies. (p. 95)

**checklist** A list of specific information for which an observer is looking that can be checked off, indicating demonstration of a behavior or skill. (p. 135)

**child abuse** An intentional injury afflicted on a child. (p. 146)

**child care** The broad term that describes any situation in which children are provided with supervision, support, and sometimes training by individuals outside the child's immediate family. (p. 6)

**Child Development Associate (CDA)** A nationally recognized credential program for early childhood professionals. (p. 14)

**child neglect** The failure to provide a child with basic life necessities, including food, clothing, shelter, and medical care. (p. 148)

**choice time** A transition technique that lets children decide which activity they would like to participate in next. (p. 243)

**chore board** A board that features pictures of different cleanup activities, such as washing paintbrushes and putting away tricycles, in various sections of the board and allows children to select a classroom chore to perform. (p. 243)

**close-ended materials** Items primarily used in one way, with an expected result. (p. 421)

**cognitive development** How children think, communicate, make decisions, and solve problems. (p. 85)

**collage** (kə-'lāzh) A picture made by gluing many different pieces of materials onto a backing. (p. 502)

**collective bargaining** The process of workers and employees agreeing to working conditions, contracts, and benefits. (p. 45)

**compassion** The ability to respond sensitively to others' feelings and experiences. (p. 178)

**compensatory time** Extra pay or time off for hourly employees who work overtime. (p. 45)

\***comply** To follow the rules of. (p. 8)

**concept** A general idea formed from other information. (p. 328)

**concrete operations period** The developmental stage between ages 7 and 11 during which children learn to think more rationally and less magically. (p. 368)

**conferences** Meetings between family members and staff. (p. 59)

**confidentiality** The practice of always maintaining the privacy of others. (p. 66)

\***consensus** Mutual agreement. (p. 282)

**consequences** Events that occur as the result of a particular behavior—either positive or negative. (p. 190)

**conservation** The act of considering several variables at one time. (p. 368)

\***consistent** Continually the same. (p. 339)

**constituents** The residents of electoral districts. (p. 71)

**continuing education** Updating career knowledge and acquiring new job skills. (p. 63)

**cool-down moment** A short period of time in which the child must sit apart from group activities that he or she is interrupting, yet still be in clear sight of the teachers. (p. 192)

**cooperative learning** A child's ability to investigate a specific topic of interest with other children. (p. 355)

**cooperative play** Children playing together and agreeing on play activities and themes. (p. 343)

**core learning skills** Life skills, which affect learning not just during childhood but also throughout the life span. (p. 415)

**creative movement** Responding to music or a mental image with physical motion. (p. 508)

**crisis nursery** A 24-hour service for parents who feel at risk to hurt their child. (p. 151)

**curriculum** Experiences and activities that support and guide children's learning. (p. 422)

**custody rights** The rights to care and guardianship of a child. (p. 283)

## D

**deficiency** A lack in one or more nutrients, especially over a long period of time. (p. 161)

**dehydrated** Ill from loss of water or body fluids. (p. 266)

**depth perception** The ability to judge distance and to see objects in perspective. (p. 367)

\***designated** Set apart for a specific purpose. (p. 252)

**developmentally appropriate** Items and activities that fit the abilities and ages of children. (p. 250)

**developmentally appropriate curriculum** Activities teachers offer that are geared to the varying abilities and levels of development of a whole group of children. (p. 422)

**discrimination** Unfair treatment based on age, gender, race, ethnicity, religion, physical appearance, disability, or other factors. (p. 45)

**diversity** The individual qualities people have that make them different from one another. (p. 374)

**documenting** Providing a written record of activities or information related to suspected child abuse or neglect. (p. 150)

**dramatic play** Realistic or fantasy situations that children act out. (p. 480)

**dress codes** Rules for professional dressing in the workplace. (p. 63)

**dyscalculia** (dis-'kal-kyə-'lē-ə) A math-skills disorder in which children may be unable to count objects or to recognize basic shapes. (p. 392)

**dyslexia** (dis-'lek-sē-ə) A reading disorder in which a child (or adult) may have trouble recognizing letters of the alphabet and difficulty reading. (p. 392)

## E

**egocentric** (,ē-gō-'sen-trik) Children's way of thinking, during their first year of life, about the world only from their own points of view. (p. 304)

**emergent literacy** Children's gradual development of literacy skills over time. (p. 440)

**empathy** ('em-pə-thē) The skill of putting yourself in another's place; the ability to understand another person's feelings. (p. 41)

\***encounter** To first see or meet. (p. 397)

**entrepreneur** (än-trə-p(r)ə-'nər) A person who owns and operates a business. (p. 13)

**environment** The people, culture, and physical and social surroundings in which a person lives. (p. 90)

**ethics** ('e-thiks) Internal guidelines for distinguishing right from wrong. (p. 42)

\***evaluate** To determine the value of a program. (p. 131)

\***expand** To increase. (p. 506)

\***exposure** Experience with or access to. (p. 166)

**eye-hand coordination** The ability to move the hands and fingers precisely in relation to what is seen. (p. 300)

## F

\***facilitate** To help or bring about learning without controlling it. (p. 420)

\***factors** Things that contribute to a result. (p. 90)

**fall zones** Areas designated to keep children from walking into unsafe areas, or safety factors that will prevent injuries. (p. 264)

**family relations policy** A child care program's policy for how families should be treated and included in the program. (p. 274)

**fiber** A plant material that helps the body eliminate waste. (p. 161)

**field guide** A book for identifying natural items such as flowers, insects, trees, and birds. (p. 471)

**financial management** Balancing income and expenses to meet the costs of the daily operation of a working program. (p. 227)

**finger plays** Specific hand motions that accompany a song. (p. 448)

**flexibility** The ability to adapt willingly to change. (p. 25)

**food-service sanitation certificate** A state-issued document indicating that proper food-service practices are being followed. (p. 120)

**for-profit** Programs that are designed to bring in more income than they spend on their services. (p. 210)

\***foundation** A base that you build upon. (p. 22)

**frequency count** A record of how many times a particular behavior or situation occurs during a specific period of time. (p. 136)

**frostbite** The freezing of body tissue, usually in feet, hands, face, and ears. (p. 110)

\***functions** Purposes. (p. 187)

## G

**governing board** A group of individuals who have the ability to tell directors what actions to take and have final authority for decisions. (p. 225)

**growth plateau** Growth that is slow and steady in young school-age children. (p. 366)

**guidance** Involves behavior modeling and corrective actions by adults, which help children learn about appropriate behavior. (p. 181)

## H

**heat exhaustion** Physical stress on the body caused by overheating and the loss of fluid and salt through profuse sweating. (p. 110)

**heredity** Qualities and traits passed from parents to children through their genes at conception. (p. 90)

\***highlight** To bring attention to. (p. 459)

**hormones** Chemical substances carried in the blood that impact growth and development. (p. 366)

**hypothermia** (hī-pō-'thər-mē-ə) A health condition that results when body temperature becomes dangerously low. (p. 110)

## I

**I-messages** A communication method that includes a specific description of behavior, how it affects you, and your feelings about it. (p. 187)

**immunizations** Vaccines that protect people from certain diseases. (p. 106)

**inclusion** A federal law that states that children with disabilities must be educated whenever possible with children who are not disabled. (p. 396)

**\*inanimate** Nonliving. (p. 480)

**\*individual** Separate and personalized. (p. 238)

**Individualized Education Plan (IEP)** A written document that outlines how to encourage the development of a child with special needs. (p. 400)

**Individualized Family Service Plan (IFSP)** A plan that sets goals to meet the overall special needs of a child, including assessment, goals for development, and ways to promote family support and involvement. (p. 400)

**industry** The desire to perform skills, to succeed at tasks, and to make social contributions. (p. 369)

**inferiority** A feeling of not having met expected standards. (p. 369)

**\*inhibit** To discourage. (p. 500)

**\*initiative** The ability to take first steps. (p. 9)

**intelligence quotient** The ratio between mental age and chronological age. (p. 418)

**intentional teaching** A strategy that teachers use to plan activities that are responsive to individual children's abilities and needs. (p. 422)

**\*interact** To have contact with and communicate with one another. (p. 54)

**intervention services** Resources and specialized help for children and their parents. (p. 98)

**invented spelling** Spelling a word the way it sounds. (p. 450)

**inventory record** A list of equipment and supplies on hand. (p. 255)

**\*investigate** To observe or look into by close examination. (p. 150)

**isolation room** A separate room for children who become ill. (p. 251)

## J

**\*jeopardy** Danger. (p. 280)

**job jar** A container filled with pieces of paper that show pictures of activities that students use to select classroom chores. (p. 243)

## L

**labor union** An organization of workers in a similar field. (p. 45)

**language arts** Activities that teach children to listen, speak, read, and write. (p. 440)

**latchkey children** Children who stay home alone before or after school. (p. 374)

**learning centers** Clearly defined spaces for specific types of play or investigation. (p. 258)

**learning disability** A disorder that affects the way the brain processes information. (p. 392)

**learning specialists** Professionals trained to identify learning disorders and to help children overcome them. (p. 393)

**lesson plan** A detailed, written explanation of an activity, including the purpose, materials needed, step-by-step instructions, evaluation, and possibly follow-up activities. (p. 430)

**license exempt** Not required to have a license to operate a program. (p. 216)

**light table** A low, lighted table with a white plastic top on which children can put objects for close inspection. (p. 467)

**literacy** The ability to read and write language. (p. 356)

**locomotion** The act of moving from place to place. (p. 509)

**lyrics** Words to songs. (p. 504)

## M

**\*major** Very important. (p. 242)

**mandated** Required by law. (p. 15)

**manipulatives** Toys or materials that children can handle and change with their hands. (p. 414)

**mathematical vocabulary** Words that express numbers, quantities, shape, size, or volume. (p. 458)

**mathematics** The study of shapes and numbers and the use of numbers. (p. 458)

**maze** A deliberately confusing series of pathways. (p. 514)

**melody** The tune of a song. (p. 504)

**minimum wage** The lowest hourly amount a worker can earn. (p. 45)

**multiple intelligences** Gardner's belief that people vary in terms of type of intelligence and learning strengths, just as they differ in learning styles. (p. 418)

**MyPyramid** A tool developed by the U.S. Department of Agriculture to help individuals make healthful food choices and be active every day. (p. 162)

## N

**nanny** An in-home care provider who may or may not live with the family. (p. 7)

**naturalistic observation** A record of natural behaviors of children as they occur. (p. 133)

**nature education** Teachings about the environment and life on Earth. (p. 469)

**networking** Making use of all your personal and professional contacts to further your career goals. (p. 28)

**neurons** Nerve cells in the brain. (p. 91)

**nonprofit** Programs that have no owners or stockholders who receive money from the program's income. (p. 210)

**nontoxic** Not poisonous. (p. 263)

**numerals** Written symbols that represent numbers. (p. 461)

**nutrients** Substances in food that the body uses to function, to grow, to repair tissue, and to produce energy. (p. 160)

**nutrition** The process through which the body uses the nutrients in food. (p. 160)

## O

**objective observation** Recorded facts without personal opinion or bias. (p. 132)

**objectives** Learning outcomes for children to achieve or to experience through participation in a specific curriculum activity. (p. 423)

**object permanence** The understanding that an object continues to exist even when out of sight. (p. 300)

**on demand** Conducting routines according to each child's individual needs. (p. 310)

**one-to-one correspondence** Counting each object once. (p. 348)

**open door policy** A policy that allows parents or approved family members to visit an early childhood program at any time. (p. 54)

**open-ended materials** Items that can be used in a variety of ways, with no single correct result. (p. 421)

**open-ended questions** Questions that require more than a yes or no answer and often begin with how, what, when, where, and why. (p. 433)

**organizational chart** A document letting staff know to whom they report. (p. 222)

**\*outcome** Result. (p. 421)

## P

**parallel play** Children playing near each other but not with each other. (p. 331)

**parent or guardian report form** A document that parents or guardians complete that details an infant's activities and behavior before arrival at the center. (p. 312)

**participant observer** Someone who interacts with children while observing them. (p. 133)

**pathogens** Disease-causing organisms. (p. 107)

**perceptual motor skills** Skills that require the coordination of vision, intellect, and movement. (p. 299)

**\*period** Length of time. (p. 446)

**perishable** Foods that will become spoiled if not refrigerated or frozen. (p.167)

**perspective taking** When children learn to consider and respect other children's points of view as well as their own. (p. 87)

**philosophy** General beliefs, concepts, and attitudes about learning, such as in programs for children. (p. 208)

**pitch** The highness or lowness of musical sounds. (p. 504)

**positive reinforcement** A consequence that rewards a particular behavior, making it more likely to be repeated. (p. 190)

**prenatal** Before birth. (p. 95)

**prenatal development** Changes that occur to humans during the nine months of pregnancy. (p. 296)



**preoperational period** The period when children are between 2 and 7 years old in which they start to think symbolically and imaginatively. (p. 327)

**\*prevention** Taking action to keep something from happening. (p. 117)

**print-rich environment** The use of printed materials throughout the classroom in meaningful ways. (p. 441)

**\*primary** The first in rank or importance. (p. 54)

**prioritize** To put tasks in order of importance. (p. 39)

**probation** A period of time in which an employer observes the employee's work and behavior in order to assess whether the employee is fit to remain with the company. (p. 45)

**\* process** A series of changes. (p. 304)

**process versus product** The principle that what children learn while making art is more important than the product they create. (p. 500)

**productive language** The ability to use words to express oneself. (p. 335)

**professional ethics** The standards of right and wrong that apply to your professional behavior. (p. 62)

**program goals** Identify basic skills, concepts, and attitudes to develop and encourage in children. (p. 208)

**program governance** The process of a director and a board making decisions about a program's policies and procedures. (p. 224)

**program sponsors** Specific groups that fund or manage a program, such as an early childhood program. (p. 210)

**\*prohibits** Forbids. (p. 389)

**project approach** A method of teaching that allows children to explore projects, or in-depth investigations of specific topics, in developmentally appropriate ways. (p. 425)

**prop box** A container for storing items used for specific dramatic play themes. (p. 483)

**proportion** The size relationship of parts. (p. 499)

**props** Items that suggest and support dramatic play themes. (p. 483)

**puberty** A transition stage when children undergo a series of physical changes and begin to look like adult men and women. (p. 366)

**public relations** Communicating information about your program to the public. (p. 55)

**rating scale** A recorded letter or numerical evaluation of listed items by an observer. (p. 137)

**rational counting** The understanding that the last number counted in a group represents the entire number of objects in the group. (p. 348)

**rebus recipe** A recipe that shows ingredients and directions with picture symbols. (p. 468)

**receptive language** The ability to understand spoken words. (p. 335)

**redirection** Steering a child's disruptive behavior to a different, more acceptable activity that still meets the child's basic needs. (p. 190)

**reference checks** Contacting people who know the applicant's character, job performance, and employment skills. (p. 223)

**referral** Sending a family that needs assistance to a support service or resource. (p. 99)

**\*refine** To perfect. (p. 370)

**reflexes** Instinctive, involuntary bodily reactions to a stimulus such as a noise or touch. (p. 298)

**Reggio Emilia Approach** A unique approach to teaching, which originated in Reggio Emilia, Italy, in which children are considered competent, capable, and motivated learners and full of potential, and collaborative learning is stressed (p. 426)

**registration** The written notification to city or state officials by a care provider of pertinent information, including intention to provide services, instead of a formal program license. (p. 216)

**\*require** To need. (p. 448)

**resilience** Learning to cope with and recovering from difficult situations, such as the hardships of neglect and abuse. (p. 152)

**\*resort** (to) Use. (p. 330)

**\*resources** Sources of information. (p. 472)

**\*responsibility** A required task or duty. (p. 39)

**\*restrict** To avoid or limit. (p. 166)

**résumé** ('re-zə-,mā) A summary of your career objectives, work experience, job qualifications, education, and training. (p. 33)

**rhythm instruments** Musical instruments with which children experiment to make their own rhythms. (p. 505)

**risk management plan** Written emergency procedures. (p. 116)

**rote counting** Memorizing and reciting numbers in order without any real understanding of what the numbers represent. (pp. 348, 460)

**routine** A regular, expected procedure that is followed to accomplish something. (p. 239)

**running record** A record in which an observer creates a sequential record of anything that happens during a specific time period. (p. 136)



**safety policy** A policy that states the rules and procedures that protect children and staff at a child care facility. (p. 116)

**sanitized** Cleaned in a way that will kill organisms that can cause illness. (p. 256)

**scaffolding** Building the support needed for children's learning of emerging concepts or skills. (p. 422)

**schedule** A plan for how time will be used. (p. 236)

**science** A process of collecting knowledge about the physical world and how the world works. (p. 463)

**screenings** Examinations given to a group of children to look for one specific health problem. (p. 111)

**self-directed** Learning to cooperate in class activities in an independent fashion with less physical or verbal direction needed from the teacher. (p. 237)

**self-discipline** The ability to guide your own behavior. (p. 183)

**self-help skills** Skills that allow children to help take care of their personal needs. (p. 325)

**\*sensitivity** A physical reaction to a common substance. (p. 113)

**sensorimotor** (*sen(t)s-rē-'mō-tər*) Learning through the senses of sight, touch, taste, hearing, and smell. (p. 85)

**sensorimotor period** (*sen(t)s-rē-'mō-tər 'pīr-ē-əd*) The time frame during which infants develop their intellect. (p. 300)

**sensory** Involving or related to the senses. (p. 85)

**sensory table** A table with a boxlike, hollow top that can hold water, sand, beans, or other substances for children to explore. (p. 467)

**separation anxiety** A child's fear of separation from familiar people. (p. 336)

**\*sequence** A certain order of things. (p. 299)

**seriation** Children's ability to organize objects according to increasing or decreasing size; identifying size relationships between objects. (pp. 347, 460)

**service learning** Community service that is part of your schoolwork. (p. 30)

**sexual harassment** An act of discrimination; any unwelcome verbal or physical behavior of a sexual nature. (p. 45)

**social competence** ('sō-shəl 'kām-pə-tən(t)s) A person's ability to get along with others in acceptable and appropriate ways. (p. 178)

**social responsibility** The practice of making a positive contribution to a community and obeying community laws. (p. 491)

**social studies** A curriculum area that teaches about self, families, communities, and the world. (p. 485)

**sociocultural theory** Vygotsky's theory that children learn their culture's beliefs, customs, and skills through social interactions with skilled peers and adults. (p. 354)

**solitary play** Children playing alone rather than with other children. (p. 331)

**specialized lessons** Lessons that are similar to clubs in that they allow children to apply skills, to expand interests, and to form friendships. (p. 378)

**special needs** Circumstances that cause a child's physical, cognitive, and behavioral development to vary significantly from the norm. (p. 388)

**spontaneous dramatic play** Dramatic play that children engage in without suggestion or direction from adults. (p. 480)

**\*stable** Firmly established. (p. 353)

**staff turnover** The rate at which employees leave their jobs, creating the need for hiring new employees. (p. 310)

**stranger anxiety** An infant's fear of unfamiliar people. (p. 304)

**subjective description** An observation based on personal judgments. (p. 132)

**\*subside** To lessen in frequency. (p. 349)

**\*subsidy** A governmental financial assistance program. (p. 227)

**support groups** Groups that meet regularly to discuss common concerns and needs. (p. 278)



**symbolic thinking** Children's more advanced thought process in which they understand that one thing can stand for something else. (p. 327)

**synapses** Electrical connections between neurons in the brain. (p. 91)

## T

**teachable moments** Unplanned opportunities for learning. (p. 421)

**temperament** A typical way a child responds to people and situations; a person's inborn style of reacting to the environment. (pp. 86, 302)

**temper tantrum** An episode in which a child shows anger or frustration in an aggressive or destructive way. (p. 336)

**tempo** The rhythm and speed at which a song is sung. (p. 504)

**\*terminate** To fire. (p. 222)

**theme** One central topic around which the teacher selects activities because he or she thinks the topic will entice children. (p. 427)

**\*theories** ideas and principles about a subject that can be investigated using the scientific method. (p. 88)

**three dimensional** Shapes and objects that have height, width, and depth. (p. 502)

**toddler** A child between the ages of 12 and 36 months. (p. 324)

**toxic** Poisonous. (p. 254)

**toxins** Harmful substances that can cause disease or illness. (p. 119)

**trade publications** Magazines and newsletters written for people in an industry by organizations that support the industry. (p. 29)

**traffic pattern** The pattern of the room and the direction the children take to get from one area to another. (p. 259)

**transition** A short activity or procedure used to guide children smoothly from one activity, routine, or event to another. (p. 242)

**transition techniques** Signals or short activities that prompt children to move from one place or routine to another. (p. 242)

**trend** The overall direction in which a society moves within a given time frame. (p. 6)

## U

**universal precautions** Infection-control guidelines that protect individuals from infectious disease and limit its spread. (p. 107)

## V

**\*vary** To be different. (p. 184)

**visual discrimination** The ability to notice similarities and differences in shapes and alphabet letters. (p. 449)

**vocalizations** Sounds made by infants that imitate adult language. (p. 301)

## W

**wellness** Overall good health and well-being. (p. 160)

**whole language** The inclusion of reading and writing in various classroom activities. (p. 441)

**work ethic** A personal commitment to work hard and to do one's very best. (p. 25)

**workers' compensation** State laws requiring your employer to provide financial help if you are injured on the job and cannot work. (p. 45)