

**CHAPTER 19**

# Approaches to Teaching and Learning

## Study Guide

**Directions** Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

### Teaching Children

Experiences you plan for children must \_\_\_\_\_

### How Children Learn

At birth, only about \_\_\_\_\_ of the brain's learning pathways are developed.

As a result:

- \_\_\_\_\_
- \_\_\_\_\_

Keep the following principles in mind when planning:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Core Learning Skills

Focus and Control: \_\_\_\_\_

\_\_\_\_\_

Perspective Taking: \_\_\_\_\_

\_\_\_\_\_

Communication: \_\_\_\_\_

\_\_\_\_\_

## Chapter 19 Approaches to Teaching and Learning (continued)

Making Connections: \_\_\_\_\_  
\_\_\_\_\_

Critical Thinking: \_\_\_\_\_  
\_\_\_\_\_

Taking on Challenges: \_\_\_\_\_  
\_\_\_\_\_

Self-Directed, Engaged Learning: \_\_\_\_\_  
\_\_\_\_\_

### Learning Styles

There is no \_\_\_\_\_

Working with a child's natural learning tendencies and preferences is the best way to  
\_\_\_\_\_

Learning styles include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Multiple Intelligences

Intelligence quotient (IQ): \_\_\_\_\_

Multiple intelligences: \_\_\_\_\_

Gardner's eight types of human intelligence include:

- Linguistic: \_\_\_\_\_
- Logical-mathematical: \_\_\_\_\_
- Spatial: \_\_\_\_\_
- Bodily-kinesthetic: \_\_\_\_\_
- Musical: \_\_\_\_\_

## Chapter 19 Approaches to Teaching and Learning (continued)

- Interpersonal: \_\_\_\_\_
- Intrapersonal: \_\_\_\_\_
- Naturalistic: \_\_\_\_\_

### Grouping and Peer Learning

Grouping begins with \_\_\_\_\_

Same-age grouping: \_\_\_\_\_

Developmental grouping: \_\_\_\_\_

Mixed-age grouping: \_\_\_\_\_

Often early childhood teachers \_\_\_\_\_

\_\_\_\_\_

Generally, groups should be \_\_\_\_\_

Usually, the \_\_\_\_\_ the child, the \_\_\_\_\_ the group size should be.

### Learning Through Play

Early childhood specialists agree that \_\_\_\_\_

Classroom teachers should \_\_\_\_\_

Teachers can also add richness to play and introduce new concepts to play by

\_\_\_\_\_

Effective teachers \_\_\_\_\_

Authentic assessment: \_\_\_\_\_

Teachable moments: \_\_\_\_\_

Play materials can be either:

• \_\_\_\_\_

• \_\_\_\_\_

## **Chapter 19 Approaches to Teaching and Learning** (continued)

### **Curriculum Planning for Children**

As a child care professional, an important part of your job is \_\_\_\_\_

\_\_\_\_\_

Curriculum: \_\_\_\_\_

### **The Intentional Teacher**

Developmentally appropriate curriculum: \_\_\_\_\_

\_\_\_\_\_

Intentional teaching: \_\_\_\_\_

\_\_\_\_\_

Scaffolding refers to \_\_\_\_\_

The ideal curriculum \_\_\_\_\_

\_\_\_\_\_

### **Building a Strong Curriculum**

The key to a strong curriculum is \_\_\_\_\_

A strong curriculum is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Setting Goals and Objectives**

Objectives: \_\_\_\_\_

\_\_\_\_\_

Lesson objectives often begin with the phrase \_\_\_\_\_

\_\_\_\_\_

Bloom's taxonomy: \_\_\_\_\_

\_\_\_\_\_

## Chapter 19 Approaches to Teaching and Learning (continued)

The key levels to Bloom's taxonomy are:

- Level 1: \_\_\_\_\_
- Level 2: \_\_\_\_\_
- Level 3: \_\_\_\_\_
- Level 4: \_\_\_\_\_
- Level 5: \_\_\_\_\_
- Level 6: \_\_\_\_\_

### Approaches to Teaching

Team planning requires \_\_\_\_\_  
\_\_\_\_\_

Larger programs may have a \_\_\_\_\_  
\_\_\_\_\_

#### Project Approach

In the project approach to teaching, child care professionals \_\_\_\_\_  
\_\_\_\_\_

A project refers to \_\_\_\_\_  
\_\_\_\_\_

Keep the following in mind when using the project approach:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **Chapter 19 Approaches to Teaching and Learning** (continued)

### **Reggio Emilia Approach**

The core features of the Reggio Emilia approach include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### **Theme Approach**

Theme: \_\_\_\_\_

Teachers pick themes they believe \_\_\_\_\_

Themes are usually \_\_\_\_\_

Many curriculum areas are included to \_\_\_\_\_

If a field trip is included, it is usually \_\_\_\_\_

\_\_\_\_\_

### **Implementing Curriculum**

In the United States, most early childhood teachers use \_\_\_\_\_

Regardless of the curriculum approach used, curriculum is implemented to \_\_\_\_\_

\_\_\_\_\_

Children need many different chances to \_\_\_\_\_

### **Scheduling Curriculum Activities**

Timing affects \_\_\_\_\_

### **Developing Lesson Plans**

Lesson plan: \_\_\_\_\_

\_\_\_\_\_

## Chapter 19 Approaches to Teaching and Learning (continued)

The basic information that you record on a lesson plan includes:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Teaching Styles

It is important for teachers to be aware of \_\_\_\_\_

\_\_\_\_\_

### Integrating Style

When working with children, a teaching style becomes \_\_\_\_\_

\_\_\_\_\_

### Beliefs of Teachers

What a teacher believes about children and how they learn can have an impact on

\_\_\_\_\_

The most reliable information regarding how children will learn best may come from

\_\_\_\_\_

### Benefits of Different Styles

Some children may relate better to \_\_\_\_\_

\_\_\_\_\_

When teachers with different styles interact with children throughout the day, children have opportunities to \_\_\_\_\_

\_\_\_\_\_

## **Chapter 19 Approaches to Teaching and Learning** (continued)

### **Encouraging Creativity**

Interacting with children in ways that show children that creativity is valued will

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Additional strategies to foster creativity and resourcefulness include:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Open-ended questions: \_\_\_\_\_

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Open-ended questions encourage children to \_\_\_\_\_

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Children can apply creativity in \_\_\_\_\_ curriculum areas.