Sharing the Journey Literature for Young Children 1st edition Yellin Solutions Manual

SKU: 9781138077904-SOLUTIONS

Chapter 2

Child Development and Literature

Chapter Overview

A. The Role of Literature in Healthy Child Development

How do children develop? What stages do they go through? Parents, caregivers, and teachers need to know what to expect (or not expect) at a particular age. This chapter reviews some of the major research on child development and ties it to reading books aloud and discussing books that enhance children's language skills as well as social, psychological and emotional development.

Schooling is about developing the whole child, not just teaching isolate skills. The various genres of children's literature present a broad view of human nature and the human experience that help children, as the psychologist Bruno Bettelheim put it, "find meaning in our lives."

B. Early Physical Development

In this section, which looks at children's physical development (such as when toddlers learn to walk), we briefly describe various picture books that deal with young children's concerns about their own development, such as Kraus's *Leo the Late Bloomer.*

C. Cognitive Development

In the next section, we review the contributions of Jean Piaget and his stages of intellectual growth, along with Lev Vygotsky's theories related to speech, social interactions and healthy intellectual development. Next we summarize Jerome Bruner's stages of cognitive growth and the role that short- and long-term memory play. The more recent theory of information processing is also included. This is all tied to children's literature as the basis for child–adult discussions; for example, Yuichi's *One Stormy Night* stimulates healthy discussion about children's fear of storms and animals.

D. Social and Moral Development

The section on social development among young children builds on the stages described by Erik Erikson. Moral development—understanding right from wrong—builds on the work of Lawrence Kohlberg. Children's literature examples are used to support these theories and lead to discussions in the home and classroom.

E. Language Development

For children's early language development, we contrast the Behaviorist Theory of B.F. Skinner with that of Noam Chomsky's Innatist Theory, recognizing that elements of both theories, as described in the Pragmatist or Social Cultural theory,

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may explain more about how children acquire language and the development of their native language.

F. Literacy Development

Finally, we relate all of these stages of child development to the major stages of literacy development from infancy through the primary grades. Again, the focus is on sharing quality books with children to stimulate their language and thought.

Key Concepts

A. Postural reorganization
B. Assimilation
C. Accommodation
D. Equilibrium
E. Inner speech
F. Egocentric speech
G. Social interaction theory
H. Zone of proximal development
I. Scaffolding
J. Information processing theory
K. Episodic memory
L. Semantic memory
M. Stimulus-response theory
N. Language acquisition device
O. Paralinguistic stage
P. Holophrase stage
Q. Pivot-open stage
R. Telegraphic stage
S. Language reduction
T. Language expansion
U. Language extension

Test Questions

Essay Questions

Directions: Students should demonstrate their understanding of the main concepts discussed in this chapter. They should organize and express their thinking in complete sentences and

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well organized paragraphs. Include book titles and descriptions of activities wherever possible to support your answers.

1. How does the home and school constitute a healthy child environment? What factors do parents, caregivers, and teachers need to consider? What role does literature play in such an environment?
2. Describe one children's book that deals with children's physical development. Then state how you would use that book to stimulate discussion among your own children. What follow-up activities would you use?
3. Compare and contrast the work of Jean Piaget and Lev Vygotsky. How did they contribute to our understanding of children's intellectual growth?
4. What is meant by *information processing theory*? As a caregiver/teacher, how will this knowledge help you to work with young children?
5. How does Erik Erikson's description of the first three stages of life help you to better understand the personality development of young children? How will you use this information to design activities in the classroom?
6. How does Lawrence Kohlberg's first two stages of moral development better help you to lead young children in book discussions? What follow-up activities will you design to build on children's early moral reasoning?
7. Describe the contrasting views of language development according to the Behaviorist and Innatist theories. How will this knowledge help you to work with your children?
8. What role(s) does television/video games play in the development of young children? What do you see as positive and negative in these mediums? As a caregiver/teacher, how will you use television/video games with young children to assure their healthy growth and development?
9. Describe the literacy development in young children from infancy through the primary grades. Describe some books and activities you would use at each of these stages.

Possible Answers to Essay Questions

1. Research indicates that having caregivers read to preschool-age children helps them in their reading. Hearing books read to them in the home and school helps children adapt to the outside world because they are introduced to new information and they learn how to make friends, how to resolve conflict in a positive manner, and many other social skills. Reading to children helps their linguistic, cognitive, social, psychological, and emotional development.
2. Answers will vary. Some possible book titles are *Step by Step, The Babies Are Coming, Leo the Late Bloomer, Don't Worry, Dear,* and *Silent Lotus.*
3. Piaget's research, based on the innate view of intellectual growth, showed that children's intellectual growth parallels their physical growth. Children learn as they adapt to their physical and social environments. The adaptation includes two

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processes: assimilation and accommodation. The driving force behind adaptation is equilibrium in which children seek harmony as they learn new information.

Piaget claimed that a child passes through three stage between birth and age eleven: (1) Sensorimotor, in which children learn through their senses; (2) preoperational, in which children learn to use symbols and words to represent objects and ideas; and (3) concrete operational, in which children learn as they manipulate real objects.

Vygotsky was influenced by Piaget's research and agreed that innate forces drive the intellectual growth of children; however, Vygotsky believed that by age two, external forces play as great of role as internal ones.

Vygotsky posits that egocentric speech (when they talk to themselves) and inner speech (when children rehearse in their heads what they are going to say before they say it) play an important part in children's mental growth.

Vygotsky believed that social interaction is important to children's growth; this is often referred to the *sociocultural* or *social interaction* theory.

Vygotsky also found that children often learn how to do any performance when they are interacting with an adult or any other person who knows how to do the act; this is referred to as the *zone of proximal development*.

4. Information processing theory is based on brain research. It focuses on how new knowledge is processed, stored, and later retrieved. The three parts associated with this theory are sensory registers, short-term memory and long-term memory. Sensory registers refer to all our senses receiving information, but only for a brief moment. Short-term memory is our working memory, which is stored temporarily in the brain. Long-term memory allows us to store information permanently in our brains.

   The second part of the question will have varied answers, based on students' understanding.

5. The answers will vary based on students' understanding of Erickson's stages, which are (1) trust vs. mistrust, (2) autonomy vs. shame and doubt, and (3) initiative vs. guilt. The answers should refer to books that emphasize the importance of the unconditional love of parents (trust), children learning to do things by themselves or overcoming fears, and making friends help children through these stages.

6. Answers will vary. Kolberg's first two moral developmental stages are punishment and obedience and the individual and exchange.

7. Behaviorist theory of B.F. Skinner posits that environmental factors and interactions between caregivers imprint children's oral language in their minds. This is referred to as the *stimulus-response theory*. Babies imitate what they hear.

8. Noam Chomsky and other theorists, who embrace the innatist theory, believe that every newborn child possesses the mental ability to acquire language. Chomsky called this the *language acquisitions device* (LAD). This permits children to speak phrases they have never heard before.

   The second part of the questions will have a variety of answers, based on students' experiences.

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9. Answers will vary based on students' experiences. Educational channels on television can help the language development of children if an adult is there to discuss the program with children. It is widely agreed that TV should never be used as a babysitter ,and young children should never be exposed to any type of violence such as that seen in many cartoons and regular programs.
10. Answers will vary; however, all answers should mention the following stages:
    a. Stage 1: Birth to 9 months; as adults share books, infants begin to understand the purpose of books that bring pleasure.
    b. Stage #2: 9 to 18 months; babies begin to recognize familiar objects in books, and they learn the role of the different family members.
    c. Stage #3: 18 to 3 years; children learn to comprehend simple plots, develop literacy register, and learn rhyming words.
    d. Preschool and kindergarten are often called the *emergent literacy stage* in which they learn directionality of text, the alphabet, and some words.
    e. Primary grades are often referred to as the *grounded stage,* in which learn to read. Sharing books, discussing books with children, and giving them plenty of time to read is needed to help children become successful readers.

Class Assignments

A. Find Vygotsky's *Thought and Language* (E. Haufmann & G. Vaka, Eds. & Trans) and read it so you can read more about his language theories.

B. Find Piaget's book *The Language and Thought of the Child* so you can read more about his theory about language development.

C. After reading this chapter, create a matrix to indicate the cognitive, social, moral, and language acquisition development stages of children.

D. Eric Erickson theorized the social development of young. Using your university's curriculum library, find 10 books that you could read to young children to help them develop trust, become independent, and build their self-confidence.

E. Obtain permission from your university's child care center or any public child care center and spend an hour or two in each of the areas to listen to the type of communication (talk) in infants from birth to 9 months, in babies from 9 to 18 months, and from 18 months to 3 years. Transcribe what you observe and hear. Compare your findings with a classmate.

More Activities to Share with Young Children

A. Volunteer to read to a group of third graders. Read to them Polacco's *Aunt Chip and the Great Triple Creek Dam Affair*. After discussing the book with the students, ask them what they would do if they didn't have televisions, DVD players, or any other video device. Record their responses; then, from their responses, write a free verse poem about their ideas.

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B. Volunteer to read to one second-semester first grader and a struggling second-grade reader. Share read with them Mary Ann Hoberman's (2010) *You Read to Me, I'll Read to You.* Ask both children if they enjoyed reading a book in that manner. Record their comments. Also make comments on each of the children's oral language development.

C. Obtain permission from an elementary principal to work with four third graders and four first graders. First teach the third graders to make slime (recipe below). After you are confident that the third graders know how to make the slime (once you have taught them how to make it with your directives, you may want them to make a second batch one their own while you observe), invite the four first graders to the room and have the third graders teach them how to make the slime. Then have the first graders make a second batch of slime without help from the third graders. Do you see the zone of proximal development at work? If so, when? Write a short passage explaining what you did and your observations of the students.

Recipe for slime.

Each student will need the following each time they make a batch of slime:

Measuring cups (for 1 cup and one-half cup)
Measuring spoon for 1 teaspoon.
2 bowls large enough to hold 2 cups of water
A large spoon for stirring
1 cup white school glue (Elmer's type)
1 teaspoon borax (laundry detergent)
1 and one-half cup water, separated
Zip lock bags
optional: any color food coloring

In one bowl combine

1 teaspoon of borax
1 cup of water

Stir the water and borax until the borax dissolves

In the other bowl mix

One-half cup of white school glue
One-half cup of water
Drop or two of food coloring

Combine with fingers the borax mixture with the glue mixture.

At first the mixture will be runny, but soon it turns into a slimy gel.

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Chapter 2

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Literature in Healthy Child Development

- Central to children's acquisition of literacy and adaptation to the world outside their homes
- Beneficial for later scholastic achievement
- Helpful for developing concepts about objects, places, occupations, and nature



Early Physical Development

- Regions in the brain that control activity "move from head to toe."
- When babies learn and experience things on their own, this allows the synapses in their brains to form.
- The toddler stage is marked by walking, talking, and exploring.
- Gross motor development continues in ages 3-5; physical activity should be encouraged.

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Cognitive Development

- Jean Piaget
  - Theorized that children's intellectual growth parallels their physical growth
    - Adaptation to physical and social environment stimulates learning
    - Assimilation and accommodation
  - Claimed that cognitive growth proceeded through three distinct stages:
    - Sensorimotor intelligence (approx. birth-2 years)
    - Preoperational intelligence (approx. 2-7 years)
    - Concrete operational intelligence (approx. 7-11 years)

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Cognitive Development

- Lev Vygotsky
  - Argued for the importance of intellectual symbols such as speech, writing, and math
    - Egocentric speech
    - Important role of adults in children's cognitive growth
  - Developed notion of a zone of proximal development
    - A child's potential for enhanced performance made possible by adult assistance

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Cognitive Development

- Jerome Bruner
  - Influenced by Piaget and Vygotsky
  - Theorized children's mind developed in three stages: enactive, iconic, and symbolic
  - Developed idea of schemata in storing and recalling information
  - Also believed in important role of adults in child development, termed *scaffolding*

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Information Processing Theory

- Three parts working together to process, store, and retrieve new knowledge
  - Sensory registers – senses of touch, taste, and smell that introduce us to new stimuli
  - Short-term memory – takes this new information and temporarily stores it in the brain
  - Long-term memory – allows us to store information on a permanent basis

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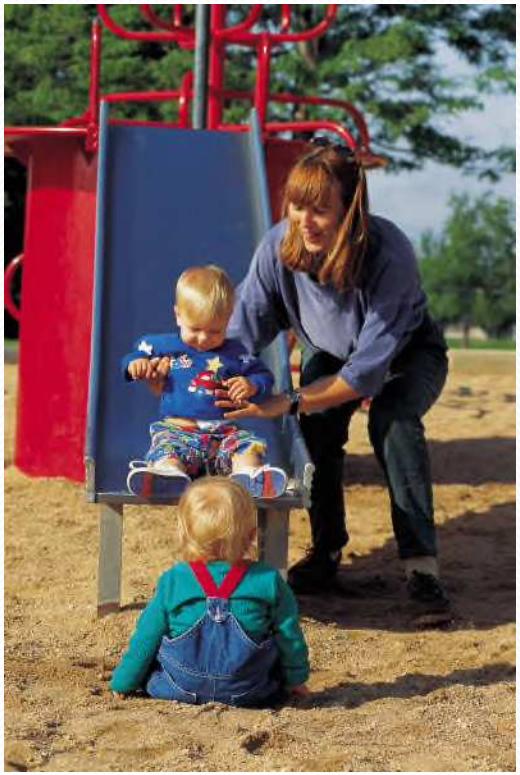
Social Development

- Erik Erikson's stages of life include:
  - Trust vs. mistrust (birth-1 year)
  - Autonomy vs. shame and doubt (approx. 1-3 years)
  - Initiative vs. guilt (approx. 3-6 years)
- New research to promote healthy child development
  - Help children become more responsible, outgoing, and considerate

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Moral Development

- Lawrence Kohlberg's stages of moral development include:
  - Punishment and obedience (approx. 1-5 years)
  - The individual and exchange (approx. 6-12 years)
- Observing young children at play and in the classroom helps adults assess moral development



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Language Development

- Behaviorist theory
  - Actions and interactions between parents and child are the environmental factors that imprint language in a baby's mind
  - Stimulus-response theory
- Innatist theory
  - Every newborn child possesses the mental ability to acquire language
    - Noam Chomsky: the language acquisition device
  - Acknowledges the necessity of a stimulating, supportive environment

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Language Development

- Pragmatic or sociocultural theory
  - Combination of innate ability and positive language environment explains how infants learn language
- Stages of communication and language acquisition
  - Paralinguistic
  - Babbling
  - Holophrase
  - Pivot-open
  - Telegraphic speech

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Before Reading Further…

Some studies have investigated the effect of television on children's cognitive and literacy development. Some researchers report that television is linked to increased violent behavior, decreased attention span, and obesity. Others say limited amounts of television, especially educational programming shared with an adult, can have a positive impact on children.

What do you think? What is television's role in the growth of children today?

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Language Pattern Development

- Language reduction
  - Children automatically shortening lengthy, adult syntax to something more manageable
- Language expansion
  - Adults stretching a child's sentences into fully formed responses
- Language extension
  - Adults using fully formed sentence to complement the child's shorter sentences

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Literacy Development



- Infants and toddlers
  - Stage 1: Birth-9 months
    - Learn through their senses and attracted to bright colors
    - Small, soft books they can hold, with no detachable pieces
  - Stage 2: 9-18 months
    - Enjoy interacting and exploring
    - Books that allow them to touch, push, and listen
  - Stage 3: 18 months-3 years
    - Can identify objects and understand simple plots and rhymes
    - Books with flaps and basic plots

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Literacy Development

- Preschool and kindergarten
  - Emergent literacy stage
    - Child recognizes books as part of a communication system
    - Sight words
    - Rebus books

An example rebus.

Today is my first day of school. I packed my  with all the supplies I need for class, including new , my tasty , and my favorite . I wanted to take my  but he would not like to sit still in class.

Literacy Development

- Primary grades
  - Grounded stage
    - Most emphasized subject is reading
    - Focus on reading for meaning and decoding words to make sense in a story
  - Expanding stage
    - Tackling sentences, paragraphs, and chapters
    - Using context clues within sentences to figure out meaning

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Author Sketches



- Rachel Isadora

  Incorporated her love of ballet in *Opening Night* (1984)

- Mo Willems

  Winner of 3 Caldecott Honors, 6 Emmys, and the Carnegie Medal

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