

# Children and Parenting

## Chapter 9

*Caring for Children*

## Chapter 10

*Child Care Basics*

### Unit Preview

This unit is about child development and caring for children. In this unit, you will learn about:

- Being a successful parent.
- The different stages of childhood.
- Keeping children safe.
- The benefits of being a babysitter.

### Explore the Photo

Being a babysitter can help you to develop important skills that can be useful later in life. **What are some skills that babysitting might help you learn?**



## Life Skills Project Preview

### Your Relationship with Children

When you are done studying this unit, you will complete a project in which you will:

- ✓ Observe and analyze how children play with toys.
- ✓ Interview someone who cares for young children.
- ✓ Design a game or toy and share it with the class.

The prewriting activity below will help you get started.



### Prewriting Activity Make a List

Make a list of your five favorite toys or games from when you were young. After each toy or game, write a description that answers these questions:

- What age group was the toy or game designed for?
- Why was the toy or game fun?
- How did the toy or game help you learn?



# Caring for Children

## Section 9.1

### *Responsible Parenting*

■ **Main Idea** Strong parenting skills can help you protect children and meet their needs.

## Section 9.2

### *Child Development*

■ **Main Idea** Children develop in stages and learn through play and interaction at every stage.



A young boy with dark hair is smiling broadly, holding a baby in his arms. The boy is wearing a blue and white striped shirt. The baby is wearing a white shirt with a pattern of small animals. The background is a soft-focus green, suggesting an outdoor setting. A yellow speech bubble with a white arrow pointing to the boy is in the upper right. A blue pencil with a yellow eraser is positioned horizontally across the middle of the page, with the words 'Writing Activity' written on it in yellow. Below the pencil is a section of lined paper with blue horizontal lines and three hole punches on the left side.

## Explore the Photo

Help children learn by repeating and practicing tasks over and over. **What are some opportunities where you can help a child learn?**

### Writing Activity

#### Paragraph

**Your Parents** Write a paragraph about a parental quality, such as strict, compassionate, or supportive, that you experienced growing up. Include examples and details that demonstrate the quality. You can get ideas from vacation memories, attendance at your school functions, or how discipline is handled.

**Writing Tips** Follow these steps to write a unified paragraph:

1. Write a topic sentence about the parental quality you chose.
2. Write about examples that demonstrate this quality.
3. Use details to connect the topic sentence with your examples.



## Reading Guide



### Before You Read

**Pace Yourself** Short blocks of concentrated reading repeated frequently are more effective than one long session. Focus on reading for 10 minutes. Take a short break. Then read for another 10 minutes.

### Read to Learn

#### Key Concepts

- ✓ **Recognize** that parenting is a lifelong commitment to help children grow and learn.
- ✓ **Explain** the causes of child abuse and neglect how it can be prevented.

### Main Idea

Strong parenting skills can help you protect children and meet their needs.

### Content Vocabulary

- parenting
- guidance
- discipline
- child abuse
- child neglect

### Academic Vocabulary

- commitment
- consistent

### Graphic Organizer

As you read, list examples for each of the three basic needs that must be met for children to develop in healthy ways. Use a graphic organizer like the one shown to help you organize your information.

Children's Basic Needs		
Physical	Intellectual	Emotional/ Social

**Graphic Organizer** Go to this book's Online Learning Center at [glencoe.com](http://glencoe.com) to print this graphic organizer.

### Academic Standards



#### English Language Arts

**NCTE 4** Use written language to communicate effectively.



#### Mathematics

**NCTM Number and Operations** Compute fluently and make reasonable estimates.



#### Social Studies

**NCSS IV C Individual Development and Identity** Examine factors that contribute to and damage one's mental health and analyze issues related to mental and behavioral disorders in contemporary society.

**NCTE** National Council of Teachers of English

**NCTM** National Council of Teachers of Mathematics

**NSES** National Science Education Standards

**NCSS** National Council for the Social Studies

**D**o you remember who taught you to ride a bike, tie your shoes, or tell time? Was it your mother, father, grandmother, grandfather, or another adult? You can probably think of many people who have taught you what you know today. These caregivers have had a major influence on your life.

# Parenthood

Parents and other caregivers need to use good parenting skills. **Parenting** is the process of caring for children and helping them to grow and learn. This process can be very rewarding, but it also takes a lot of hard work.

Babysitting for younger siblings or other young children can introduce you to the basic skills necessary for good parenting. You can also learn parenting skills from watching your parents and by taking a child development or parenting course. The more you know about children, the more comfortable you will be with them. You will find that the way you handle children affects the way they behave toward you.

## Lifelong Commitment

Imagine coming across this job description:

- Work or be on-call 24 hours a day.
- Accept full responsibility for everything that happens.
- Give up a good deal of sleep, personal time, and freedom.
- Promise that you will do this job for a lifetime.
- Benefits may include unconditional love, joy, and a deep feeling of satisfaction.
- Do it all for no paycheck. In fact, this job will cost you money!

Would you apply for this job? These are just a few of the many things that might appear in a job description for parenthood. Parenthood is a major decision and a lifelong **commitment**, or promise. Effective parents must provide love, patience, guidance, and financial resources.



## As You Read

**Connect** In what ways will you still need your parents after you enter adulthood?

## Vocabulary

You can find definitions in the glossary at the back of this book.

**← Parenthood Lasts Forever** Choosing to be a mother or a father is a lifelong commitment. *What skills do you have that might make you a good parent?*



### Words for “Mom”

What do you call your mother? Is it Mom, mommy, or mama? People who study linguistics know that there are many names for “mother” around the

world, and it is interesting to see how much the names are alike. For example, *ma* and *mama* are used in parts of the Middle East and Latin America. In much of North America, she is *mom* or *mommy*. In some parts of the United Kingdom, children call their mothers *mum* or *mummy*, and in other parts she is called *mam* or *mammy*. She may be called *maman* in France, or *maadar* in the Farsi-speaking world.

**linguistics** |lin-,gwis-tiks| the study of human language, including the nature, structure, and modification of language. Linguists study the words, the sounds, and the written representations of languages around the world.


**NCTE 9** Develop an understanding of diversity in language use across cultures.

Parents are primary caregivers. They are responsible for providing a safe, loving, and educational environment for their children. They must fulfill a child’s physical needs as well as provide emotional support.

Many new parents are surprised to find how demanding parenthood can be in terms of time, energy, and money. Parents often have to make adjustments or give up their personal desires in order to provide for their children.

Parenthood can also bring many joys, however. The special relationship that develops between a parent and child is a fulfilling experience. All over the world parents claim that parenthood brings them happiness, love, and pride.



 **Intellectual Needs** Interacting with children helps improve their intellectual skills. *What are some other ways you can meet a child’s intellectual needs?*



## Children's Needs

Young children have physical, emotional, social, and intellectual needs that must be met. While you care for, play with, and teach children, it is up to you to fulfill these needs.

- **Physical Needs** All children have basic physical needs. They need healthful food, appropriate clothing, rest and sleep, and a safe environment. Infants express their needs by crying. Crying is their way of telling you they are hungry, wet, tired, frightened, ill, or unhappy. As children get older, they are better able to use words and sentences to express their needs.
- **Intellectual Needs** Children have intellectual needs, too. They need a stimulating, or interesting and exciting, environment and opportunities to explore. Read books out loud to children. Help a child play with puzzles and blocks. Offer toys or other safe objects, such as a wooden spoon and a plastic bowl, to experiment with. All of these activities can help children develop intellectual abilities.
- **Emotional and Social Needs** Children need to be held, cuddled, and comforted. Sometimes a kiss, a hug, or a gentle pat is all children need to be reassured that someone cares. Children are very sensitive to your feelings about them. Speak kindly to them. They can tell by the way you touch, hold, and talk to them that they are loved. In turn, children learn how to make friends, how to love, and how to interact with other people.

## Positive Communication

Children, like adults, respond better to positive statements than to negative ones. For example, say “Let’s play outside for awhile,” instead of “Do not play in the living room.” Emphasize what the children are allowed to do rather than what they should not do. You may also need to explain why. “Try to climb on the jungle gym this way, so you will not fall and get hurt.”

Praise is another way of focusing on the positive. You might say to a young child, “I think you did a terrific job finding all those marbles that spilled. You have really sharp eyes.”



## Character Counts

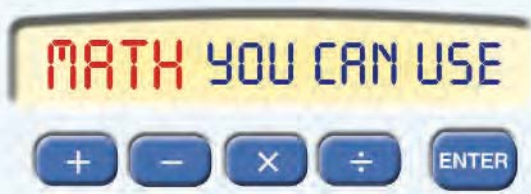
### Resourcefulness

When Danielle and her husband wanted to see a play, they needed a babysitter for their 9-month-old daughter, Amanda. Danielle called her younger brother, Christopher, and he agreed to babysit. When he arrived, the baby was sleeping. When Amanda awoke from her nap after her parents left, she was screaming loudly. Christopher changed her diaper and wrapped her in a warm blanket. He warmed a bottle for her, but she refused to take it and continued to scream. The screaming started to bother Christopher. He did not want to call and interrupt his sister at the play, but he was getting frustrated.

### You Make the Call

Christopher is tempted to just leave Amanda alone in her crib and shut the door, but he knows that would be wrong. Write a paragraph that explains what you think Christopher should do.





### Distribute Your Time

After dinner, Alice has two hours to spend with her young son before he must be put to bed. She would like to use this time to accomplish several tasks that will help meet a variety of his needs. If she would like to spend an equal amount of time helping him play with his toys, teaching him the alphabet, giving him a bath, getting him ready for bed, and reading him a story, how many minutes should she spend on each activity?

#### Math Concept **Time Calculations**

When performing calculations with time, remember that there are 60 minutes in one hour. You can convert all numbers to the proper units before performing the calculation. Convert hours to minutes by multiplying by 60; convert minutes to hours by dividing by 60.

**Starting Hint** The question asks for an amount in minutes, so determine the total minutes Alice has available by multiplying 2 by 60. Count up the number of activities Alice would like to accomplish, and divide the total minutes by the total number of activities.

**Math** For more math help, go to the Math Appendix located at the back of this book.

**NCTM Number and Operations** Compute fluently and make reasonable estimates.

## Encourage Independence

Children want to become independent and be able to perform tasks by themselves. As children try to do new tasks on their own, they will make mistakes and make messes. Be patient with children. It takes practice to learn skills such as using a fork, brushing teeth, or tying a shoe. Just like you, they learn from their mistakes.

As children perform more tasks for themselves, they learn to be more independent. Encourage independence:

- A step stool by the sink lets children wash their hands by themselves.
- Child-size toothbrushes, combs, and towels help children learn to groom and clean themselves.
- If children make mistakes, encourage them to keep trying. Praise their efforts, even when the results are not perfect.
- Allow children to decide which story to read or what game to play to make them feel important.

## Provide Guidance

Children need guidance to learn appropriate behavior. **Guidance** is the direction caregivers need to give children so they can learn basic rules for behavior. These rules help children stay safe, learn self-control, and learn to get along with others. Guidance can be direct, such as when you remind a child to put her shoes away, or when you make sure she does not touch the hot stove.

Guidance can also be indirect. You can show children the proper ways to behave when you set good examples, such as practicing good habits and manners.

With effective guidance, children start to learn to control their emotions and reactions. Guidance gives children security and positive self-esteem. When children are very young, they only understand being praised or being scolded. As they grow older, the guidance from caregivers will help them learn the difference between right and wrong. Children will gradually learn how to act appropriately in new situations.

## Quiet-Play Activities

In this activity you will create an activity box of quiet play activities that you can use with small children. Before you begin, read through the entire Hands-On Lab assignment. Write down any questions that you have about the assignment. Reread the text or ask your teacher for help if you need it.



### Supplies

- ✓ Paper
- ✓ Child-safe scissors
- ✓ Nontoxic glue sticks
- ✓ Nontoxic crayons
- ✓ Old magazines
- ✓ Modeling clay
- ✓ Storybooks
- ✓ Music CDs
- ✓ Craft box or plastic tub

### Develop Your Plan


- Making up stories, reading books aloud, or listening to music are good activities for infants and toddlers. Drawing with crayons, painting, making collages, and playing with clay are quiet activities for preschoolers.
- Fill a craft box or plastic tub with paper, children's safety scissors, nontoxic glue sticks, old magazines, crayons and markers, and modeling clay. Add your favorite children's books and CDs of children's music.

### Implement Your Plan


- Take your quiet-play activity box to a babysitting job. Choose one or more age-appropriate activities to use.
- Watch how the child reacts to each quiet activity. Write down what you learn by watching the child's response to each activity.
- Make a list of how the child used his or her senses during each activity.

### Evaluate Your Results

List the ways that quiet activities differed from active play activities. What conclusions can you draw? What other activities could you add to your activity box? Write one or more paragraphs to explain your answers.

 **Projects and Activities** Go to this book's Online Learning Center through [glencoe.com](http://glencoe.com) for more projects and activities.



 **Set an Example** You can guide children in the right direction by your own actions and behaviors. *What can you do to set a good example?*

**Discipline** ('di-sə-'plən) is the task of teaching a child which behaviors are acceptable and which are not. It is important to be **consistent**, or react the same way to a situation each time it occurs. It also means that you follow through and do what you say you will do. For example, 4-year-old Kyle throws his stuffed bear at his sister. If you tell Kyle that you will take the bear away if he does it again, then you must follow through and take away the bear. If you do not follow through, Kyle will not take you seriously and the negative behavior will continue. When you are consistent, children know what to expect.

In addition to being consistent, avoid making false threats. For example, telling a child that you will leave him or her at home alone if he or she misbehaves is a false threat. You know that it would be unsafe to leave a child at home alone without supervision.

 **Reading Check** *Explain* What are some ways to encourage children to be independent?

## Child Abuse and Neglect

Hundreds of thousands of children become the victims of child abuse and neglect each year. **Child abuse** means physical, emotional, or sexual injury to children. **Child neglect** is failure to meet a child's physical and emotional needs. People who leave young children alone or do not provide adequate food or medical attention are guilty of neglect. Many abused and neglected children are the victims of their own parents. Some children suffer from both abuse and neglect.



### Community Resources

#### Public Libraries

Librarians in public libraries may be able to help you find online resources. You may be able to access these resources at home or use them in the library.





Abuse and neglect occur in families from all income levels and racial and ethnic groups. Many victims suffer silently. They may have been threatened by their abusers with harm if they tell someone. Victims often feel guilty, even though the abuse was not their fault. Unless help is found, abuse and neglect tend to occur again and again.


## Causes of Abuse and Neglect

Why would someone injure a child? Emotional outbursts of anger and frustration are often the cause of child abuse. Adults who lose their tempers can inflict serious, life-threatening injuries on infants and children. The abuser may expect too much of a child. He or she may not be able to cope with personal problems. In some cases, substance abuse is also involved. In others cases, parents or caregivers may incorrectly think they are helping to teach the child right from wrong. Often times the abusers were abused or neglected as children. The emotional and physical damage that was done to them may cause them to do the same thing to their own children. It is never acceptable to hurt a child, no matter what the reason.

When a child does not receive basic food, clothing, shelter, or health care, he or she is the victim of neglect. Families under financial or emotional stress should seek help from agencies, friends, or extended family members.

## Prevent Abuse and Neglect

Abuse is very serious. If you ever suspect a child has been abused or neglected, tell a trusted adult. You can even make an anonymous report to a child protective services agency. If you think a child is in immediate danger, call 9-1-1. State child protective agencies require a social case-worker to investigate each report. In addition, early childhood professionals, health care providers, and teachers are required by law to report child abuse and neglect.

 **Victim Assistance** There are many agencies that provide assistance to families and children in abusive situations. *What resources are available in your area that might provide assistance to victims of abuse?*



### **Child Abuse and Neglect**

If you suspect that a child is being abused or neglected, you must report the situation. You can help keep the child safe. To report the situation:

- Tell a trusted adult what you suspect.
- Make an anonymous report to a child protective services agency.
- Call 9-1-1 if you think the child is in immediate danger.





### Community Resources

#### Tutoring Programs

Some school districts offer free after-school tutoring. Check with your guidance counselor to see if any schools in your area provide tutoring.



To help prevent abuse, a child should never be left with someone who is not reliable. Relatives, neighbors, and friends can often provide help in times of need. Several helpful groups exist to provide parenting support, including parenting courses. Some communities even have crisis nurseries where parents can leave their children while they cool off. One self-help group found in many cities is Parents Anonymous. While the children are occupied with activities, parents support each other as they learn new parenting skills and attitudes.

Child abuse is illegal and should never be hidden. All types of abuse and neglect have lasting effects on children. The longer abuse continues, the more serious the problem becomes. There is no prescribed treatment for child abusers. Counseling and parenting courses can help abusers face their problems. However, a good support system is always necessary. You can get more information about child abuse and its prevention from groups such as the National Committee for the Prevention of Child Abuse. Lists of agencies, organizations, and laws that provide help for victims of child abuse and neglect in your area can be found in telephone directories and online.

## Section 9.1 After You Read

### Review What You Have Learned

1. **Explain** why it is important to be consistent in discipline.
2. **Summarize** the reasons for child abuse and child neglect.

### Practice Academic Skills



#### English Language Arts

3. Create an informational flyer that offers tips to new parents about how to create a loving environment for children. Be sure to include information about providing for basic needs, independence, guidance, discipline, and setting a good example.

**NCTE 4** Use written language to communicate effectively.



#### Social Studies

4. Abuse and neglect have long-term effects. Research the long-term mental effects of child abuse or neglect. Prepare a short presentation for your classmates on how being abused as a child can affect a person as an adult.

**NCSS IV C** Examine factors that contribute to and damage one's mental health and analyze issues related to mental and behavioral disorders in contemporary society.



**Check Your Answers** Check your answers at this book's Online Learning Center at [glencoe.com](http://glencoe.com).

## Reading Guide

## Before You Read

**Be Organized** A messy environment can be distracting. To lessen distractions, organize an area where you can read this section comfortably.

## Read to Learn

## Key Concepts

- ✓ **Name** the developmental stages between birth and 5 years.
- ✓ **Analyze** the importance of learning through play.

## Main Idea

Children develop in stages and learn through play and interaction at every stage.

## Content Vocabulary

- developmental task
- independent play
- attention span
- cooperative play

## Academic Vocabulary

- sequence
- coordination

## Graphic Organizer

As you read, identify five milestones that usually occur during the preschool years of ages 3 to 5. Use a graphic organizer like the one shown to help you organize your information.



**Graphic Organizer** Go to this book's Online Learning Center at [glencoe.com](http://glencoe.com) to print this graphic organizer.

## Academic Standards



## English Language Arts

**NCTE 4** Use written language to communicate effectively.



## Science

**NSES A** Develop understandings about scientific inquiry.



## Social Studies

**NCSS IV D Individual Development and Identity** Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality.

**NCTE** National Council of Teachers of English

**NCTM** National Council of Teachers of Mathematics

**NSES** National Science Education Standards

**NCSS** National Council for the Social Studies

**A**s you grow, you change physically, emotionally, and mentally. These changes begin when you are born and continue through childhood. Much growth and development occurs during infancy, the toddler years, and the preschooler years. Play and positive interaction with parents and other caregivers are the major ways that children learn and develop during these rapidly changing years.



## As You Read

**Connect** What did you learn from playing with toys when you were a young child?

# Expectations for Children

There are general patterns to how children develop, but each child is unique and will develop in his or her own special way. It is important to treat each child as an individual. Even children who have the same parents experience different growth rates and patterns. After you spend time with children and get to know them, you will have an idea of what you can expect from each child.

The concept of developmental tasks is important to understand when caring for children. A **developmental task** is an achievement, such as walking or talking, that can be expected at specific ages and stages of growth.

The **sequence**, or order, of developmental tasks follows a pattern. For example, infants crawl before they walk. Some children achieve these milestones faster than others. Janie learned to walk by the age of 12 months, but Marta did not take her first step until 15 months.

Developmental tasks are useful for explaining what the typical child can do by certain ages. Toddlers babble sounds before they learn to say words. They say individual words before they speak in complete sentences. However, each child is a unique individual. Just as children do not grow at the same rate physically, they do not all perform developmental tasks at the same time.

## Vocabulary

You can find definitions in the glossary at the back of this book.



**Growth Milestones** Children reach different milestones as they grow and develop. *What can you do to encourage development?*

## Infants

Katrina, a newborn baby, eats every few hours. She sleeps 16 to 20 hours each day. As she gets older, she will stay awake longer and eat less often. In the first few months, her parents will develop a schedule so that Katrina can learn to have regular times for eating, bathing, sleeping, and playing.

Katrina will have many developmental tasks to learn, such as how to eat, sit alone, pick up objects, and crawl. She will learn how to play with toys and be comfortable with different people and places. Katrina will also need a great deal of love and attention. See **Figure 9.1** for a summary of developmental milestones that Katrina and all children will experience.

### Infant Milestones (Birth to 1 year of age)

- Coos and laughs (Birth to 6 months)
- Grasps at rattle (2 months)
- Smiles (2 months)
- Puts objects in mouth (2 months)
- Rolls over (3 to 6 months)
- Sits up alone (4 to 6 months)
- Says single words (6 to 12 months)
- Crawls (7 to 9 months)
- Pulls self up (9 to 12 months)
- Plays peek-a-boo (10 to 12 months)

## Toddlers

Toddlers are children who are one to three years old. The name comes from the unsteady way they walk, or toddle. Toddlers are usually full of energy and ideas. At birth, a child's brain is about 25 percent of its approximate adult weight. By age three, a child's brain has reached almost 90 percent of its size.

They are learning to be more independent by doing tasks for themselves and by being less dependent on the people who care for them. As a part of this new independence, they often use the word “no.” Toddlers can come to the table for meals when called, eat food without being encouraged, and follow safety rules such as not touching something hot.



**Everything Is New** You have been looking at the world for a long time, but everything is brand new to infants and toddlers. *What are some important things to remember when caring for adventurous toddlers?*

## Figure 9.1 Child Development

**Growing in Stages** Children develop physically, intellectually, emotionally, socially, and morally. *Other than parents, who plays a role in the development of children?*



**Physical Development** During the first 12 months of life, a child puts on weight, grows longer, and gains the muscle control to hold her head up, sit up, and crawl.

**Intellectual Development** During the first few years of life, a child develops the ability to think, reason, and solve simple problems. She learns to recognize familiar faces and places, and she learns to talk.



**Social Development** During the first weeks of life, a child has begun to learn how to relate to others. As a toddler, he learned to play with other children, make friends, and share toys.

**Moral Development** Parents teach their child a system of rules to guide his behavior. They teach him right from wrong, and they help him learn about the world around him.



**Emotional Development** As an infant, a child's needs were met as soon as she cried. A child learns to trust her caregivers, which is the first stage of emotional development.





## Toddler Milestones (1 to 3 years of age)

- Walks
- Learns the meaning of “No”
- Follows simple instructions
- Feeds self with spoon
- Identifies pictures
- Climbs stairs
- Undresses self
- Plays beside others
- Puts words into sentences
- Begins toilet learning

## Preschoolers

Preschoolers are children who are three to five years old. Preschoolers interact more with their playmates and like to play with children of all ages. They like to talk. Preschool children may carry on a conversation with make-believe playmates. They might imitate their heroes or pretend to be superhuman.

## Preschooler Milestones (3 to 5 years of age)

- Opens doors
- Dresses self
- Recognizes colors
- Rides a tricycle
- Repeats rhymes and songs
- Brushes teeth
- Speaks in sentences
- Begins cooperative play

## Children with Special Needs

Some children have special needs. Jake walks with a leg brace. Peter wears a hearing aid. Joanna has emotional problems. Each of these children has a particular special need, yet what they need most is to learn how to develop their abilities and enjoy life. For example, they need to learn to be as independent as possible, and they need encouragement to develop a positive self-concept. The attitudes of people around them are important in making this possible.



**Define** What is a developmental task?



**Special Needs** Children with special needs learn from caregivers who encourage independence. *How can children with special needs benefit from being independent?*

**COMMUNITY CONNECTIONS**

**Child Care** There are many opportunities to help parents and children. Find out what organizations in your community could use help providing childcare. Volunteer to provide childcare for the organization during meetings or other events.

## Age-Appropriate Toys

In this activity you will learn to choose age-appropriate toys. Before you begin, read through the entire Hands-On Lab assignment. Write down any questions that you have about the activity. Reread the text or ask your teacher for help if you need it.



### Supplies

- ✓ Toy catalogs
- ✓ Computer with Internet access (optional)

### Develop Your Plan

- Look through toy catalogs or visit Web sites that sell toys, or go to a store with a large selection of toys.
- Read the descriptions of several toys for different ages. If possible, visit an actual toy store so you can examine the toys.
- Toy packages are labeled for the appropriate age, usually 0-6 months, 6-12 months, 1-3 years, and 3 years and up. Choose at least two toys from each age group.
- For each toy, write what you think the child would learn. For example, does the toy teach about shapes and colors, or letters and numbers?
- Note any dangers, such as choking hazards, that each toy might have if given to a child who is not the appropriate age.

### Implement Your Plan

- Choose a toy to give to a sibling, family friend, or neighbor's child, based on his or her age.
- Watch how the child plays with the toy. Make a list of all the things he or she learns by using the toy.
- Compare the list with the one you made while developing your plan, and see how many matches you have.

### Evaluate Your Results

What types of toys do you think are the favorites among infants, toddlers, or preschoolers? What did you learn about choosing toys for children? Write one or more paragraphs to explain your answer.



**Projects and Activities** Go to this book's Online Learning Center at [glencoe.com](http://glencoe.com) for more projects and activities.




## How Children Learn

Young children learn from exploring their environment through the five senses of sight, sound, taste, touch, and smell. Children learn something from everyone and everything around them, including toys. Their first toys help develop their **coordination**, or movement. Other toys help children learn shapes, colors, letters, and numbers. As children grow, activities and toys can help them improve their intellectual abilities.

Young children also learn when they practice tasks over and over again. They learn when they observe and imitate others, and explore their environment. Everywhere a child is taken is a learning opportunity. Whether it is an aquarium, zoo, museum, garden, the neighbor's house, or a music festival, all of the senses are affected.

## Learning Through Play

Although every child is unique, most children go through a similar pattern of growth and development. As an older brother or sister, or as a babysitter, you can help children learn and discover new things by interacting with them. Show children that you are interested in them and that what they say and do matters to you. Children at every stage of development can benefit from playing with parents, caregivers, siblings, and other children. Playtime helps them develop motor skills, which is the development of their muscles, as well as their emotional, social, and intellectual skills.

 **The Five Senses** Young children learn by using all five senses. *How can you provide hands-on learning experiences?*



### **Community Resources** **Summer Programs**

Some schools and communities offer summer programs that help students improve their academic skills. Check your local newspaper or school bulletin board, or go online to find out what services are available in your area.





## SCIENCE YOU CAN USE



### Observe Child Behavior

To complete a scientific investigation or experiment, you collect data. Scientists collect data as numbers and descriptions, and then organize the data in different ways. Use your science skills to research the way different children react to the same activity.

**Procedure** Go to a park or children's play area to observe children at play. Select three individual children of the same age to observe. Record your observations in a chart like the one below. Examples are filled in for you.

Activity	Child 1	Child 2	Child 3
Slide	afraid to use it	used slide over and over	got to the top and changed her mind
Sandbox	played with pail and shovel	not interested	only wanted to use it when he was alone

**Analysis** What patterns do you notice in the data? What conclusions can you draw about the way children play?

**NSES A** Develop understandings about scientific inquiry.

### Infant Playtime

Four-month-old Nicholas is happy waving his arms and kicking his legs. He likes when someone plays with him. He enjoys being moved from place to place so he can look at new sights. A walk outside or to the grocery store is very interesting to him. Nicholas does not stay with one toy for very long. He, like other infants, has a short **attention span**. This means that toys and other objects hold his interest for only a short amount of time.

When infants discover their hands and can hold a toy, play becomes more important to them. They gradually learn to pick up a toy and hold it. It is natural for infants to play happily, first picking up one toy, then another. Playing with toys is one way babies learn about the world around them.

Infants who play alone and show little interest in interacting with other children are engaging in **independent play**. Infants play with their hands, toes, toys, or other objects. Toys that are easy to pick up and hold with tiny fingers are best for first toys. Infants like toys that are pleasant to touch, see, and chew on. Musical toys, squeeze toys, and stacking and nesting blocks are good toys for infants. Even small kitchen items, such as plastic measuring cups and spoons, or pots and pans, can be entertaining toys.

### Toddler Playtime

Toddlers need to play to develop their minds, bodies, and social skills. Toddlers are curious about everything and spend much of their time exploring. They pull out various toys, look them over, and go on to something else. Most toddlers play alone or watch others play. They engage in parallel play, which is play that occurs next to another child instead of with another child. They are just beginning to learn to share toys with others.

Toddlers need toys for both active and quiet play. Their toys should help them develop socially and physically. The toys you choose for toddlers should also help them think and use their imagination. Toddlers like toys that move.

However, save the jack-in-the-box for older children. Toys with too much noise or movement can frighten a toddler. Riding toys and balls help toddlers develop skill and coordination. Toy cars, bulldozers, and airplanes stimulate their imagination.

## Preschooler Playtime

Preschoolers play together with one or two other children and share toys. This is called **cooperative play**. As they get older, they enjoy playing with other children, especially those their own age. The benefits of playtime for preschoolers include learning how to take turns, share with others, and get along with a group. These skills will become more important and necessary as children get older.

As children develop, their interests slowly start to change. New toys help keep pace with their natural development. Preschoolers are increasing their motor skills and using their imaginations. Preschoolers enjoy action toys that encourage physical exercise, such as tricycles and climbing equipment. Toys for pretend play include briefcases, dress-up clothes, and nontoxic art materials.

## Section 9.2 After You Read

### Review What You Have Learned

1. **Explain** why children from the same family have different growth and development patterns.
2. **Describe** ways that children learn.

### Practice Academic Skills

#### English Language Arts


3. Write a one-page "How To" guide for playing and interacting with infants. Include information about activities or toys that support and encourage infant development. Use illustrations to make your guide more interesting.

**NCTE 4** Use written language to communicate effectively.

#### Social Studies

4. Abraham Maslow developed a list of the basic human needs (see Chapter 1, page 14). Review Maslow's list of five human needs. Explain how these needs relate to child development. Summarize your findings in a one-page report.

**NCSS IV D** Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality.

-  **Check Your Answers** Check your answers at this book's Online Learning Center at [glencoe.com](http://glencoe.com).

# Discovering Careers

## Focus on Careers in Child Protection and Development ▼



Do you enjoy being around young children? Do you enjoy doing things to help children? If you answered yes to either of those questions, you might want to consider a future career in child protection and development. The following chart explores several careers in the field of child protection and development.

### Career Activities ▼

#### At School

1 Select three of the careers listed. Research the education, training, and work experience required for each career. Write a summary of your results.

#### At Home

2 Work with your parents to put together a list of toys you played with as an infant, toddler, and preschooler.

#### At Work

3 Make a list of subject areas you would need to study in school in order to find a job in the field of child development.

#### In the Community

4 Contact and interview someone in your community who works in the field of child protection and development. Ask this person to describe what his or her typical work day is like. Share what you learned with your class.

Learn More Online  glencoe.com

**Career Investigations** Go to this book's Online Learning Center for activities and worksheets to help you explore careers.

Job Title	Job Description
<b>School Nurse</b>	Provides health care services to students. Plans school health program. Evaluates health of students and establishes policies for health emergencies.
<b>Pediatrician</b>	Plans medical care program for children. Examines patients to determine presence of disease and to establish preventive health. Prescribes medicine.
<b>Clinical Social Worker</b>	Provides mental health services and counseling to children and families in crisis. May work in hospitals, child welfare agencies, schools, or community organizations.
<b>Child Advocate</b>	Works to represent the best interests of neglected, abused, or abandoned children. Provides suggestions in court cases for resolutions that benefit children in custody battles.
<b>Preschool Teacher</b>	Plans age-appropriate curriculum and activities. Interacts positively with children. Provides safe environment for children to learn and develop.





### Chapter Summary

#### Section 9.1 Responsible Parenting

Parenting is the process of caring for children and helping them to grow and learn. Effective parents must provide love, patience, guidance, and financial resources. Children want to become independent and be able to perform tasks by themselves. Caregivers need to give children guidance, or direction. That is how children learn basic rules for behavior.

#### Section 9.2 Child Development

Developmental tasks are achievements, such as walking and talking that can be expected at various ages and stages of growth. Developmental tasks are useful for explaining what the typical child can do by certain ages. It is important to treat each child as an individual. Young children learn from exploring their environment. Children learn something from everyone and everything around them.

### Words You Learned

1. Use each of these content vocabulary words and academic vocabulary words in a sentence.

#### Content Vocabulary

- parenting (p. 185)
- guidance (p. 188)
- discipline (p. 190)
- child abuse (p. 190)
- child neglect (p. 190)
- developmental task (p. 194)
- attention span (p. 200)
- independent play (p. 200)
- cooperative play (p. 201)

#### Academic Vocabulary

- commitment (p. 185)
- consistent (p. 190)
- sequence (p. 194)
- coordination (p. 199)

### Review Key Concepts

2. **Recognize** that parenting is a lifelong commitment to help children grow and learn.
3. **Explain** the causes of child abuse and neglect how it can be prevented.
4. **Name** the developmental stages between birth and 5 years.
5. **Analyze** the importance of learning through play.

### Critical Thinking

6. **Predict** how parents can raise children to feel good about themselves without making their children self-centered.
7. **Evaluate** how a family who eats meals together can help encourage the physical, intellectual, social, and emotional growth of the child or children in the family.
8. **Analyze** the ways empty threats can result in developmental problems.
9. **Compare and contrast** independent play and cooperative play.

## Real-World Skills and Applications

### Problem-Solving

10. **Communication Skills** Dan thinks his wife, Kelly, is too strict with their daughter, Teri. Dan puts up with some of Teri's behaviors that Kelly will not accept. Dan rarely disciplines or punishes Teri. Kelly thinks Dan is making her look like a mean parent. What should Dan and Kelly do? Create a list of suggestions.

### Interpersonal and Collaborative

11. **Family Dinner** Follow your teacher's directions to form groups. In groups, create an imaginary scene in which several children have dinner with their parents, siblings, and extended family members. Demonstrate ways for family members interact positively with the children. When your group is finished, ask others to explain what was successful about the dinner, and what could be improved.

### Financial Literacy

12. **Planning for College** Paying for a private college can be expensive. Most experts predict that college tuition will increase by 7% a year for the foreseeable future. A child born today would head off to college in about 18 years. If tuition continues to rise at the same rate until then, tuition will cost about 340% more in 18 years than it does today. Research the current annual tuition costs of three different types of schools near you: a four-year private university, a four-year public school, and a two-year public school. How much will it cost to send a child to each of those schools in 18 years? Remember to multiply the annual cost by 4 for the four-year schools and by 2 for the two-year schools.



13. **Sensory Learning** Create musical shakers for children. You will need two sturdy paper plates to make each shaker. Use colored markers to decorate the backside of each paper plate. Fill one plate with dried beans or rice. Use masking tape to attach the two plates together so the food is completely sealed between the two plates. If possible, give your shaker to a child and encourage him or her to use it to keep pace with their favorite music.

14. **Kid Show Analysis** Watch two different television programs made for young children. What do the programs teach? How does the program deliver its message? Would you want your child to watch these shows? Why or why not? Write an analysis of each program to explain your answers.



15. **Research Toys** Choose one development stage to focus on: infant, toddler, or preschool. Then, with permission from your teacher or parents, go online to research a variety of children's toys and games. Put together a list of the ten best educational toys and games for the age group you chose. Write a short description of each toy or game. Describe why it is good for learning. Include the list and descriptions in your Life Skills Binder.

## Academic Skills



### English Language Arts

16. **Interpret** Read an article in a parenting magazine about a problem or challenge in raising children. Summarize the problem or challenge in your own words. What advice does the article recommend? Do you think the advice is realistic? Ask your own parents or guardians what they think about the article. Write one or more paragraphs to explain your answers.

**NCTE 3** Apply strategies to interpret texts.



### Science

17. **Video Games** Learn about the effects of video game playing on early childhood development.

**Procedure** Research what can happen to children who spend too much time playing video games.

**Analysis** Write a paragraph to summarize the results of your research. Using this information, decide how much time you think is acceptable for a child to play video games. How do video games compare with active play?

**NSES F** Develop an understanding of personal and community health.



### Mathematics

18. **Make Estimates** Rosalind has just given birth to a son, Peter, who weighs 6 pounds, 14 ounces. On average, babies weigh twice their birth weight at 5 months, triple their birth weight at 12 months, and quadruple their birth weight at 2 years. Estimate how much Peter will weigh at 5 months, 12 months, and 2 years.

#### Math Concept Using Compatible

**Numbers** When asked to make an estimate, you can perform calculations quickly without using a calculator by replacing any decimals, fractions, or other difficult numbers with their closest compatible numbers. The compatible number should be easy to work with in your head.

**Starting Hint** Since Peter's birth weight of 6 pounds, 14 ounces is close to 7 pounds, use 7 pounds as the compatible number. Calculate  $7 \times 2$ ,  $7 \times 3$ , and  $7 \times 4$  to estimate his weight for the different time periods.

**NCTM Number and Operations** Compute fluently and make reasonable estimates.

## Standardized Test Practice

### True/False

Read each of the statements and determine whether they are true or false.

**Test-Taking Tip** In a true/false test, be sure to budget your time. Go through the questions and statements. Answer the ones you know first. As time allows, reread the ones you are unsure of and try to answer them. Many times your first guess is the correct answer.

19. Parenting ends when children turn 18.  
20. Learning about children before becoming a parent does not help when you have your own children.  
21. Most preschoolers are ready to use tricycles and climbing equipment.