

## CHAPTER 2

### The Teacher's Role

#### TEST BANK

#### MULTIPLE CHOICE

- Teachers can determine children's developmental levels by:
  - Having them take achievement tests
  - Interviewing each child
  - Observing their interactions with materials
  - Observing their social interactions
- Children who use materials the same way over and over are at:
  - The mastery level of development
  - The manipulative level of development
  - The meaning level of development
  - The parallel play level of development
- Children at the manipulative level of development:
  - Are exhibiting symbolic play
  - Are exhibiting exploratory play
  - Often build bridges and buildings with blocks
  - Name with structures they are building
- When children spontaneously "practice" a new skill they are exhibiting:
  - The meaning level of development
  - The manipulative level of development
  - The mastery level of development
  - The symbolic play level of development
- Both Montessori and Piaget determined that children's repetitive actions:
  - Are critical for intellectual growth
  - Show they are not developing as swiftly as they should be
  - Are seen mainly in infants, not preschoolers
  - Are part of the meaning level of development
- Children who stack the same kind of blocks on top of one another are exhibiting:
  - The manipulative level of development
  - Symbolic play
  - Exploratory play
  - The mastery level of development

7. Children who play together with the same materials are demonstrating:
  - a) The mastery level of development
  - b) Cooperative play
  - c) Parallel play
  - d) Symbolic play
  
8. Social play categories were observed and described by:
  - a) Piaget
  - b) Montessori
  - c) Vygotsky
  - d) Parten
  
9. What children say as they play can help a teacher decide:
  - a) Whether children need more practice in the activity
  - b) How to tell them what comes next
  - c) If they should start all over with manipulation
  - d) When to stop doing parallel play
  
10. Teachers who make on-the-spot recordings of child observations
  - a) May be spending too much time observing
  - b) Will not be using the Child Interaction Form
  - c) Will be too preoccupied to help many children
  - d) Will be able to tell how the curriculum is working
  
11. The Child Interaction Form can be used:
  - a) Either for individuals or for all of the children at once
  - b) By trained teachers, not other staff members
  - c) In a certain center, not moved to other centers the same day
  - d) Mainly for observing a single child's interactions
  
12. A teacher's comments to the child she is observing should:
  - a) Be sure to give the child praise
  - b) Reflect the child's actions
  - c) Question the child about who taught her
  - d) Make sure the child answers her questions
  
13. To serve as a behavior model a teacher should:
  - a) Be sure to stop children who are out of control
  - b) Set an example of caring for every child
  - c) Let the children take control of activities
  - d) Teach lessons on how to behave

14. To be a facilitator of learning a teacher should:
- Ask questions to see if children can answer correctly
  - Tell the children how the computer operates
  - Let the environment do the teaching
  - Tell teaching assistants what they must do
15. When teachers do not know the answer to a child's questions, they should:
- Tell him to look it up in a book
  - Find the answer in the library
  - Look for the answer together with the child
  - Wait till the next day to find the answer

### **TRUE/FALSE**

- The role of a teacher in a self-directed learning environment is not very different from that of a teacher in a traditional classroom. (T/F)
- Appropriate curriculum activities and materials should be based on children's developmental levels. (T/F)
- How teachers determine the developmental levels of the children should be based mainly on how they interact with one another. (T/F)
- Teacher observations of children can be recorded mainly on file cards. (T/F)
- Most infants eventually progress beyond to the mastery level to the meaning level of development. (T/F)

### **SHORT ANSWER**

- Powerful interactions between teachers and children should be validating, personal, respectful, and \_\_\_\_\_.
- Early childhood educators should prohibit the passive use of television, videos, and DVDs for children under the age of \_\_\_\_\_.
- On the back of the Child Interaction Form, teachers should record a child's accomplishments and \_\_\_\_\_.
- Teachers should avoid comparing one child with another, although they can compare a child's current actions with \_\_\_\_\_.

5. It is not necessary for teachers to respond to a child every time they\_\_\_\_\_.

### **ESSAY**

1. How would you set the stage and lead the way in helping your children:
  - a) To care about themselves
  - b) To care about one another
  - c) To care about their environment

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