**Cognitive Development of a**

 **Preschooler Study Guide**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Period:\_\_\_\_\_**

**Piaget’s Preoperational Stage**

1. Preschool children are in Piaget’s *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* of cognitive development.
2. Toddlers and preschoolers form *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* that can last a lifetime.
3. Children learn from *\_\_\_\_\_\_\_\_\_\_\_*(hands-on and tangible) *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.

**Egocentric**

1. Still think in terms of their own *\_\_\_\_\_\_\_\_\_\_\_\_\_*and their *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* at the moment.
2. Struggle with *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
3. Continue to learn through *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
4. Learning that objects and words can be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* an idea.
5. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* on ideas because these are based on the child’s perceptions.

**How Preschoolers Learn**

1. Children are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*and ask many questions because they are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*and want to understand the world around them.
2. Preschoolers learn by *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* in everyday experiences.

**Four and Five Year Olds**

1. Four Year Olds
	1. Learn *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* the differences between objects
	3. Have an expanded *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
2. Five Year Olds
	1. Begin *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Reality and Fantasy**

1. Preschoolers can differentiate between *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* or make-believe.
2. The imaginary life of kids is *\_\_\_\_\_\_\_\_\_\_\_\_\_\_*and sways their *\_\_\_\_\_\_\_\_\_\_*of the real world until they master *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* and logic.
3. Jean Piaget said that kids in the preoperational stage of cognitive growth use *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* until they learn the properties of *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Cognitive Development Terms**

1. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Even though one property of an object *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, the other properties *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
	2. Examples:
		1. A ball of play-dough smashed into a pancake is still the same even though it looks different
		2. Liquid is the same amount even though it is poured into differently shaped glasses.
2. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Putting objects into *\_\_\_\_\_\_\_\_*based on *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
	2. Examples:
		1. Cats and dogs
		2. Toy blocks and toy trucks
3. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Placing classified objects into smaller *\_\_\_\_\_\_\_\_\_\_\_*based on how they are *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
	2. Examples:
		1. Sorting cats by color
		2. Sorting blocks by size or shape
4. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. Putting objects in a *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* based on size, weight, etc.
	2. Example: Lining crayons up in order from shortest to longest.
5. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. The change of an object from *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
	2. Examples:
		1. Popcorn kernel to popcorn
		2. Bread dough to bread
		3. Jell-O powder to Jell-O
6. *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
	1. What can be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* can also be *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*.
	2. Examples:
		1. A sand castle can be built and knocked down
		2. A jacket can be zipped up and unzipped
		3. A mistake can be made and fixed