

## **CHAPTER 2**

### **The Teacher's Role**

#### **TEST BANK**

#### **MULTIPLE CHOICE**

1. Teachers can determine children's developmental levels by:
  - a) Having them take achievement tests
  - b) Interviewing each child
  - c) Observing their interactions with materials
  - d) Observing their social interactions
2. Children who use materials the same way over and over are at:
  - a) The mastery level of development
  - b) The manipulative level of development
  - c) The meaning level of development
  - d) The parallel play level of development
3. Children at the manipulative level of development:
  - a) Are exhibiting symbolic play
  - b) Are exhibiting exploratory play
  - c) Often build bridges and buildings with blocks
  - d) Name with structures they are building
4. When children spontaneously "practice" a new skill they are exhibiting:
  - a) The meaning level of development
  - b) The manipulative level of development
  - c) The mastery level of development
  - d) The symbolic play level of development
5. Both Montessori and Piaget determined that children's repetitive actions:
  - a) Are critical for intellectual growth
  - b) Show they are not developing as swiftly as they should be
  - c) Are seen mainly in infants, not preschoolers
  - d) Are part of the meaning level of development
6. Children who stack the same kind of blocks on top of one another are exhibiting:
  - a) The manipulative level of development
  - b) Symbolic play
  - c) Exploratory play
  - d) 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:
  - a) Ask questions to see if children can answer correctly
  - b) Tell the children how the computer operates
  - c) Let the environment do the teaching
  - d) Tell teaching assistants what they must do
15. When teachers do not know the answer to a child's questions, they should:
  - a) Tell him to look it up in a book
  - b) Find the answer in the library
  - c) Look for the answer together with the child
  - d) Wait till the next day to find the answer

### **TRUE/FALSE**

1. 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)
2. Appropriate curriculum activities and materials should be based on children's developmental levels. (T/F)
3. How teachers determine the developmental levels of the children should be based mainly on how they interact with one another. (T/F)
4. Teacher observations of children can be recorded mainly on file cards. (T/F)
5. Most infants eventually progress beyond to the mastery level to the meaning level of development. (T/F)

### **SHORT ANSWER**

1. Powerful interactions between teachers and children should be validating, personal, respectful, and \_\_\_\_\_.
2. Early childhood educators should prohibit the passive use of television, videos, and DVDs for children under the age of \_\_\_\_\_.
3. On the back of the Child Interaction Form, teachers should record a child's accomplishments and \_\_\_\_\_.
4. 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?