Dear Child Development Student,

First of all, I MISS YOU SO MUCH!!!!!!! I miss greeting you at the door and seeing your sweet faces. I miss the amazing questions that you have each day. I miss seeing you learning. I just miss everything! I hope that you are being safe and following the governor’s mandates.

Typically each morning, I enter our classroom and spend time praying over each chair. I miss that intentional time asking for God to watch over each student that sits in that particular chair each day. So instead, just know that I am still lifting you up in prayer, just without touching your chair. Please let me know if you have anything specific that you need lifted to the Lord.

Now on to our assignments. The second nine weeks of our class is devoted to learning about the different areas of development for children. I am sending our supplemental book home with you to assist you in completing the work for this class. The first three weeks will have a similar pattern. You will read an information packet, answer questions from the information packet, create sample test questions and answers from the reading packet, complete a project, create, summarize two “articles” from our supplemental book. The final week you will be summarizing your knowledge of the different areas of development into a final project.

Please remember that just because we are not meeting together, my style has not changed. I will try my best to be understanding of things and will grade what you turn in to me in a fair way. People who have access to online information will obviously find more information than those of you who are using the supplemental book. However, I do expect everyone to do their best.

Whether you parent selected online or paper/pencil, all assignments are the same. If your parent selected online - then you will complete the assignments and email them to bbrewer@lanettcityschools.org.

If your parent selected a paper/pencil option, then you will complete the assignments on paper and turn them in sometime in May. You should receive a robo-call telling you the procedure for tuning in assignments at a later date. If you have questions concerning any part of the assignments, please email me at bbrewer@lanettcityschools.com.

Hugs and Kisses,

**NEW CLASS RULES**

1. **Do not get stressed out.**
2. **Do your best**
3. **Remember that Mrs. Brewer loves you.** 

**This packet belongs to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Child Development Week 1**

**Physical Development Reading Packet**

The first area of development to consider is physical development, which occurs in several important ways. Obviously, children grow in size and weight. As time goes on, they also become better able to move themselves around and to manipulate objects. Their senses become more refined. Each of these important types of physical development is covered in the following discussion.

**Physical Development: Sensory Development**

Piaget made infancy his "Sensorimotor" stage because he recognized that infants learn about their world by interacting with it through their senses. They don't understand their environment very well at first, but are born exquisitely prepared to explore and learn. They learn how to make purposeful movements, how to make sense of things, how to speak, and how to perform other skills. All of these developments require babies to use all their senses: touch, taste, smell, hearing, and sight.

Babies can feel and respond to pain and touch from birth, and this is an important first connection between infants and caregivers. They can feel hot and cold, hunger and satisfaction, soft and rough textures, pain and comfort, and cuddling and abandonment. This is why babies can often be soothed at birth by their caregivers' warm hugs or a warm bottle.

As infants grow, they begin to touch objects in their environment with their hands, feet, and mouths to learn about them. When babies put toys and other things in their mouths, they are not trying to taste them as much as they are trying to feel the texture and structure. It is important for caregivers to keep babies' environments clear of dangerous items such as small objects or poisonous substances.

While babies learn about their environment through feeling things with their mouths, they also learn by tasting. The senses of taste and smell senses are intertwined. When infants are born, they have the ability to distinguish sweet, sour, and bitter tastes, but they will prefer sweet tastes and aromas, such as breast milk. In fact, a baby's ability to taste is so specific that he or she can tell the difference between her own mothers' breast milk and that of another woman. As babies start to get older, between ages 1 and 6 months, they begin to have a taste for saltier solutions. This will prepare them to eat solid foods later on. When babies begin to eat solid foods, somewhere around 6 months, they will prefer sweet foods to bitter foods, and fruits to vegetables. As more and more foods are added over the coming weeks, they will begin to develop their own individual taste preferences.

Babies can hear at birth, and doctors can test infants for hearing problems right after birth. As infants grow, their mental ability to process and use information they hear improves. At birth, babies will turn their heads toward sounds in their environment. Research has also shown that babies prefer more complex sounds, such as speech and music, to simple tonal sounds. Furthermore, babies can even begin to distinguish different speech sounds soon after leaving the womb. As babies begin to mature, between ages 1 and 6 months, they are able to locate where sounds come from in their environment and to compile sounds into more complex chunks, such as musical phrases. By age 6 months, babies begin sorting out speech sounds from their own language and ignoring speech sounds that they recognize as not from their own language.

While some senses are fully developed at birth, others require time to mature before they become refined. Unlike their abilities to smell or hear, babies are not able to see as well as adults do. They develop their acuity, color perception, and ability to focus as they mature in the first months. At birth, visual acuity is only 20/600, which means that most objects farther away only look like dark shadowy objects. Newborns can best see objects and faces that are held 8 to 14 inches from their face, which is about how far away a caregiver's face is when holding a baby. Babies' eyes develop quickly, and by age 2 or 3 months they have the ability to see a full spectrum, or range, of colors and can focus on objects just like adults. At this point, they can also recognize their caregiver's face and can tell the difference between other people's faces. By about 6 to 8 months, they develop the visual acuity of that of adults, about 20/20, and can track or follow objects in their line of sight with increasing accuracy. By about 9 months, they also develop depth perception, or the ability to see and understand that different objects are different distances away. They will be able to understand that they are sitting on a couch and will have to climb down to reach the floor.

Babies are not simply passive consumers of sensory information. They actively make sense of the information they take in through their senses. This process has an actual effect on the quality of their brain development. Babies that are properly stimulated, cared for, and loved actually develop better (faster, more robustly, etc.) than babies who are neglected. Babies' senses can be stimulated in many ways: listening to caregivers speaking, looking at different objects and colors, and playing with toys that have different textures. Babies literally need touch and affection from caregivers in order to grow and to thrive properly. Babies who do not receive appropriate touch and affection may ultimately have developmental problems.

**Motor Development**

Infants need to learn how to move and to use their bodies to perform various tasks, a process better known as motor development. Initially, babies' movements are simply the uncontrolled, reflexive movements they are born with. Over time, they learn to move their body parts voluntarily to perform both gross (large) and fine (small) motor skills. In general, babies begin developing motor skills from the center of the body outward and from head to tail. They learn to control their head and neck before they learn to maneuver their arms; they learn to maneuver their arms before they learn to manipulate their fingers. Babies learn to move their torso before they learn how to move their arms and legs.

As babies learn skills and tasks, they will build new skills on top of old skills. It is important to remember that each child is unique. There is a general sequence of milestones or developmental markers that children achieve, but each child will progress through them at different rates, ages, and sequences. This article will often list ages at which children reach certain milestones. It's important to remember that these are only estimates; children attain or achieve them at a wide and healthy range of ages.

When babies are born, they are equipped with a set of reflexes, or automatic actions. Some reflexes help them perform basic tasks, such as breathing freely and drinking milk, while other reflexes seem to have no real purpose. All of these reflexes can help doctors assess babies for any neurological problems at birth and as they grow. As infants mature in the first few months of life and begin developing the ability to voluntarily move and use their bodies, most of these reflexes gradually and naturally fade away. This article will review seven of the most prominent reflexes babies have: sucking, head turning, rooting, grasping, stepping, Moro response, and tonic neck.

The sucking reflex allows babies to drink milk and nourish themselves in the first days of life. This is a permanent ability, but as babies grow, they can control when they drink. Another permanent and life-supporting reflex is head turning. This reflex allows a baby to turn his head if something (a blanket, pillow, or stuffed animal) is blocking his airflow. Another reflex that also helps babies survive is the rooting reflex. When babies root, they may nuzzle their face and mouth into the caregiver's chest or shoulder. This may help them find a food source, such as their mother's breast; this helps the baby communicate to caregivers that they are hungry and ready to eat. Rooting disappears around 3 weeks of age.

The rest of the reflexes have less survival value but are still notable. For the first 3 to 4 months, babies have an amazing grasping ability and reflex. They will grasp anything placed in their palm and hold it with amazing strength for their size; some infants in the first weeks of life can support their entire body weight through that grasp. While this reflex may not have any survival function in modern times, it does help babies bond with caregivers and family in the first weeks of life. Similarly, for the first two months, babies will "step" with their legs if they are held vertically with their feet touching a surface. Even though this reflex disappears months before babies begin walking purposefully, experts believe stepping helps infants learn how their legs work and can be used. The Moro response is another reflex that is present during the first 6 months of life, but doesn't seem to have a purpose in modern life. A baby will arch her back, flail out, and then curl up if she feels as though she is being dropped. The final reflex this article will mention is the tonic neck. During the first 4 months, when babies lie awake on their backs with their heads facing to one side, they will extend the arm on the side of their body that they're facing and flex the other arm at an angle, in a position that resembles a fencing pose. This reflex may help prepare them for voluntary reaching later in their development.

**Gross Motor Skills**

Infant reflexes begin to fade as babies use their senses to learn to interact with the environment around them and as their bodies grow stronger and mature. One way babies learn to use their bodies is by learning to achieve large physical tasks, or gross motor skills, such as crawling and walking. Once again, it's important to remember that while the following section will discuss gross motor development milestones in general terms, every child is unique. Children will develop at their own speed and pace, and there is a wide range of healthy ages at which they can achieve these milestones. Milestones help organize and summarize this information easily and clearly.

Scientists have observed that motor skills generally develop from the center of the body outward and from head to tail. These developments don't just occur by instinct. The more chances babies have to practice these skills, the more they will be able to grow and strengthen. This means babies need time and space to explore and manipulate objects in their environment and use their muscles, having "tummy time." Caregivers can place babies on their belly on the floor so they have an opportunity to use those muscles. By around age 2 months, infants' backs continue to strengthen, and they are able to raise their head and chest up off the ground and rest their body on their elbows when they're lying on their stomachs. Around this time, they will also kick and bend their legs while lying on their stomachs; this helps prepare babies for crawling later. By around 3 months, babies continue to mature as they can hold themselves up for longer periods, up to several minutes, and begin to hold their bodies in symmetry. That means that the tonic neck reflex disappears, and they are able to hold each arm in the same position on both sides of their body while on their backs.

Babies continue to strengthen their muscles and improve control of their body parts as they grow. Around age 4 months, they can maintain control of their head and hold it steady while they're sitting up with help or lying on their belly. They begin to roll their body from their belly to their back on their own. About a month later, they will then be able to roll from their back to their belly. Also around age 5 months, babies will wiggle all their limbs while they lie on their belly; this strengthens their crawling muscles. As with all physical development, skills build one on top of another. Around age 6 months, most infants can sit up by themselves for brief periods and can begin to put some weight on their legs as they're held upright with some support.

As babies enter the second half of their first year, they become more mobile and can move themselves around their environment on their own. Caregivers need to be prepared to be more active as they follow the babies and to [baby proof](https://momlovesbest.com/health/babyproofing) their home so that dangerous situations and substances can be avoided. Babies are eager to explore their newly expanded environment. Babies may begin to crawl around age 7 months. At around 8 months, babies can sit up by themselves for extended periods and can pull themselves to their feet while they hold onto something for leverage and support, such as a table or the edge of a couch. By the next month, at age 9 months, babies can not only sit independently for a long time, but also reach and play with toys while maintaining their balance. At this time, babies can pull themselves up into a stand without support. This is a critical time for exercising these muscle groups. The use of baby walkers, or devices that hold babies upright while they move their legs to move around, can delay this process. Research has found that the use of these devices prevents babies from developing the core torso strength necessary for walking (before developing leg strength), which can then lead to difficulty walking or running in the future. For this reason, walkers and other similar devices should not be used.

Babies continue to build on their physical abilities, and around age 10 months, they can stand on their own for extended periods. They are making progress toward walking, picking up and putting down their feet while they stand. They may make their first hesitant steps as they walk while holding onto something such as a crib rail. The ability to walk improves as infants walk while holding onto caregivers' hands around age 11 months, and begin making their own first toddling steps around age 12 months.

**Fine Motor Skills**

Fine motor skills develop alongside gross motor skills. Beyond just learning how to use and manipulate their bodies in large movements, babies are learning how to use their hands and how to coordinate smaller movements with their senses, such as sight. Like the gross motor skill development, fine motor development comes gradually as infants build one skill on top of previous skills.

From birth to around 2 months, babies are "pre-reaching." They will extend their arm and hand toward an object that interests them, but they will rarely be able to make hand contact with that object. It's important to remember that in those two early months, a baby's vision is beginning to develop the acuity and focus needed to grab an object they see. As their eyesight matures, babies can reach with more accuracy and make contact with objects, usually around age 3 months. Between the ages of 3 and 4 months, babies begin holding objects between their palm and their enclosed fingers in a clumsy ulnar grasp. By age 4 months, they will want to practice that hold, and will reach for anything in their line of sight. In another month or so, babies will be able to transfer objects from one hand to the other, as they are now able to sit up and play. It's important to remember that at this age, 5 months, babies are able to handle and pick up larger objects, but they will still only be able to touch and scratch at smaller objects such as a piece of cereal. By around age 6 months, babies are refining their ability to manipulate objects as they learn by using their hands and mouths.

In the second half of the first year, babies continue to mature in their ability to use their hands and can manipulate even smaller objects. Around age 7 months, they can grasp pellet-sized objects crudely between their thumbs and the side of their forefingers, and between ages 7 to 9 months, most babies can pick up and drink from a cup. By around age 9 months, babies refine their ability to grasp tiny objects as they hold them between their thumb and forefinger in a pincer grasp. Another refinement around age 9 months is that babies can now set down larger objects gently where they want to place them rather than just flinging them down when they're finished with them. Furthermore, by around age 10 or 11 months, they can also place smaller pellet-sized objects, like bite-sized cereal, where they want to, such as in a bowl or cup. By age 12 months, babies can now use their hands independently of one another in play. This will enable them to manipulate tools in the next year.

**Average Growth**

Babies grow at an amazing rate in the first months and years of life as they rapidly reproduce cells and grow in length and weight. In the first 2 years, babies grow to almost half their adult height and can quadruple their birth weight. During this period, it's important for caregivers to take their infants to the pediatrician for well-baby checkups (during which they will be weighed and measured) on a regular schedule to make sure they are growing at the appropriate rate. During the first year, babies will continue to increase their level of body fat. This "baby fat" allows a baby to maintain their body temperature. As babies grow in size and begin to build muscle, this baby fat will begin to disappear.

In the first two years of life, a growing child's bodily proportions also change. When infants are born, most of their body mass is in their head. As they grow older, the rest of their bodies catch up. Just as they develop their motor skills from the center of the body outward and from their head to their feet, they also grow and gain mass in that order. Babies grow first in their chest and trunk and then in their arms and legs. Over the first year of life, babies' bones and skeletons ossify, or harden. When babies are born, their bones are softer and more like cartilage. This allows them to be flexible, fit inside the mother's womb, and pass through the birth canal. However, as their bones harden in the first year, the skeleton is better able to support their weight during activities such as crawling and walking. Babies also have "soft spots" in their skull because some parts of the skull haven't fused together yet. By age 2 years, babies' skulls are as hard as adult skulls, but in the first months, caregivers need to be careful how they handle the baby and protect their heads.

As noted before, infants grow exponentially in the first 2 years. In the first 3 months, they grow up to 2.5 inches and 3 pounds. Between the ages 4 to 6 months, they grow another 2.5 inches and gain an average of 4 pounds. Between 7 and 9 months, they grow an average of 2.5 inches and 4 pounds. Between 10 and 12 months, they grow another 2.5 inches and another 3 pounds.

**Physical Care**

In addition to how the child is growing physically, parents must also take care of the child's physical needs. This includes holding, feeding, sleeping, dressing, bathing, and diapering.

**Physical Development Questions**

Directions: Read the Physical Development Reading Packet first. Then answer the following questions. I will not be with you to locate every answer. Therefore, you will need to use your good reading skills to locate the answers. If you get stuck, go back and read the packet again. All questions are in order. So go back to your last answer and start reading the packet again until you find the answer. You will be graded on both your answers and your independent reading skills. **Place your answers on this paper and please keep the packet information together. When you are told to bring your work back to school in May, I need everything together so you don’t miss any points. Thanks!**

1. What is physical development?
2. How do infants learn about their world?
3. List the five senses.
4. Why are babies often soothed at birth by their caregivers' warm hugs or a warm bottle?
5. Why do babies put things in their mouth?
6. True or false: The senses of taste and smell senses are intertwined.
7. Which sense is not fully developed at birth?
8. Describe what newborns see best?
9. When do babies get 20/20 vision?
10. True or false: Babies that are properly stimulated, cared for, and loved actually develop better (faster, more robustly, etc.) than babies who are neglected.
11. How can a caregiver stimulate a child?

Motor Skills

1. What is another name for large motor skills?
2. What is another name for small motor skills?
3. In general, babies begin developing motor skills from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the body outward and from \_\_\_\_\_\_\_\_\_\_\_\_ to tail. They learn to control their head and neck \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ they learn to maneuver their arms; they learn to maneuver their arms before they learn to manipulate their fingers. Babies learn to move their torso before they learn how to move their \_\_\_\_\_\_\_\_\_\_\_\_\_ and legs.
4. Define reflexes
5. What happens to infant reflexes over time?
6. List and BRIEFLY describe the seven reflexes discussed in this article.

Gross Motor

1. List 2 gross motor skills that babies achieve during the first month.
2. True or false: The more chances babies have to practice these skills, the more they will be able to grow and strengthen.
3. (opinion question) Give three examples of how parents can give the child the time and space to explore and manipulate objects in their environment and use their muscles.
4. True or false: The use of baby walkers, or devices that hold babies upright while they move their legs to move around, can delay the walking process.

Fine Motor Skills

1. What does the term”pre-reaching” mean?
2. Give two examples of fine motor skills.

Average Growth

1. True or False: It's important for caregivers to take their infants to the pediatrician for well-baby checkups (during which they will be weighed and measured) on a regular schedule to make sure they are growing at the appropriate rate.
2. When infants are born, most of their body mass is located where?
3. When babies are born, their bones are softer and more like \_\_\_\_\_\_\_\_\_\_\_\_\_. Why is this important?

Physical Care

1. List 6 physical care responsibilities that parents have.

**Weekly Test Questions and Answers**

Now think back to your reading packet for this week. I need you to create 5 test questions and answers from what you have read. The questions can be true/false, multiple choice, short answer, essay or even matching. **Place your answers on this paper and please keep the packet information together. When you are told to bring your work back to school in May, I need everything together so you don’t miss any points. Thanks!**

**Weekly Project**

**“Take Care of Me, I’m Yours”**

Directions: Take the six physical care responsibilities ( holding, feeding, sleeping, dressing, bathing, and diapering) and create a care booklet instructing parents how to meet the basic physical care needs for their baby. The care booklet should include step-by-step directions for completing the 6 physical care responsibilities as well as some safety considerations. **This will be the only item this week that will be turned in not stapled together with this packet. Therefore, it is very important that you place your name on this project.**

**Weekly Article Summaries**

Directions: For this portion of the packet, you will need to locate the letters found in our supplemental book. If you recall, each chapter contains letters that a parent has written and the expert writes a reply. You will read the letter and answer and then summarize it in your own words. You will do this for two articles.

1. Look in the table of contents and find something that relates to physical development of the baby.
2. Read the letter and answer for that physical development question.
3. Summarize the question and answer below.
4. Do this for two letters relating to the physical development of the infant. Please use the backside of this page for the summary of your second article.