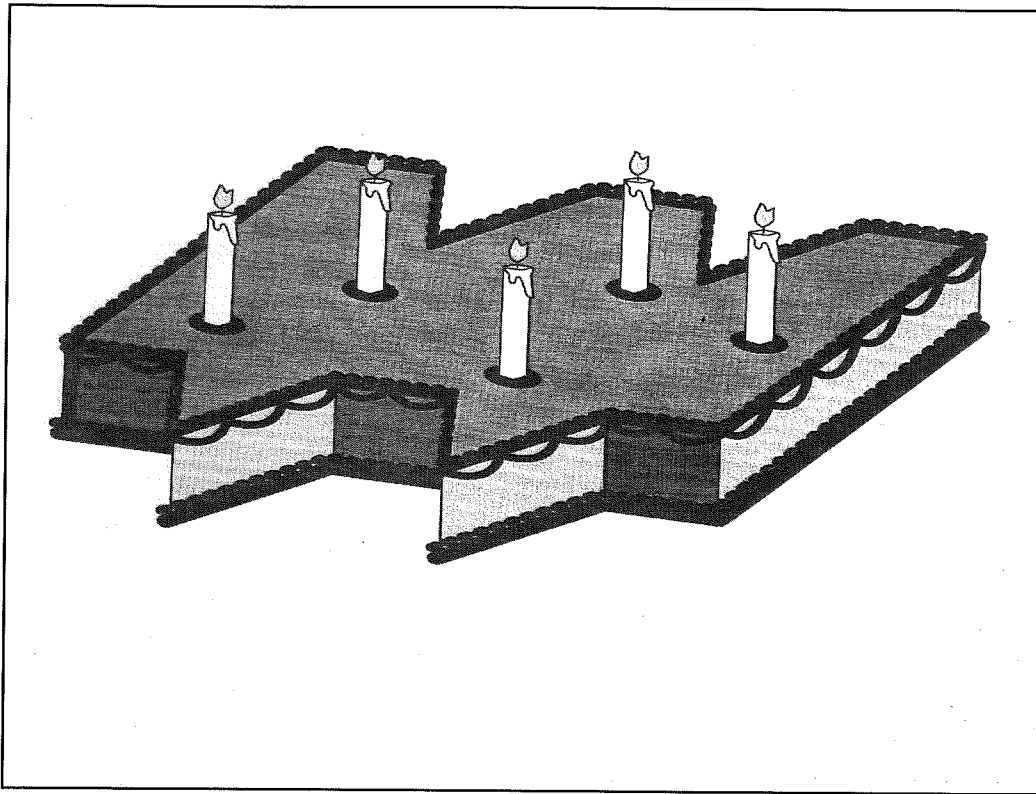




Look What I Can Do! Understanding Preschool Development



Cutting the Cake



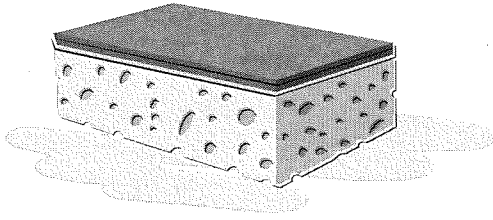
This puzzle shows a piece of cake. Imagine that you must cut the cake into five pieces of identical size and shape. You may use only four cuts. How would you cut this cake?



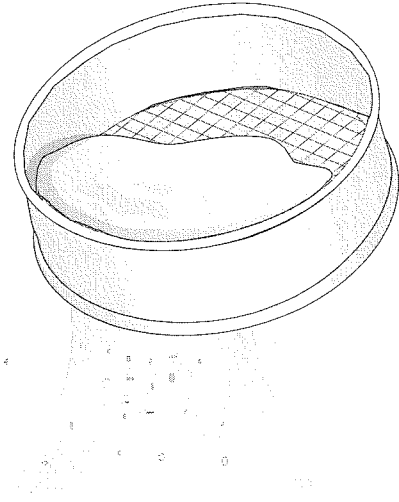
The Process of Learning Something New

- ◆ We have experience cutting round or rectangular cakes.
- ◆ We try to cut this cake based on what we already know.
- ◆ We can't fit these new rules and this odd cake shape into our existing knowledge about cutting cakes.
- ◆ We have to change what we know about cutting cakes (learn a new way) in order to be successful in this challenge.
- ◆ Now that we have had experience cutting an odd-shaped cake into equal pieces, we have this new knowledge to help us if this happens again!

The Brain???




OR






The Importance of Play in Brain Development


Play allows children to

- Create and explore
 - Use their creativity and develop their imaginations
 - Discover their own areas of interest
 - Learn how to work in groups, to share, to negotiate, to resolve conflicts
 - Build active, healthy bodies and brains
- 

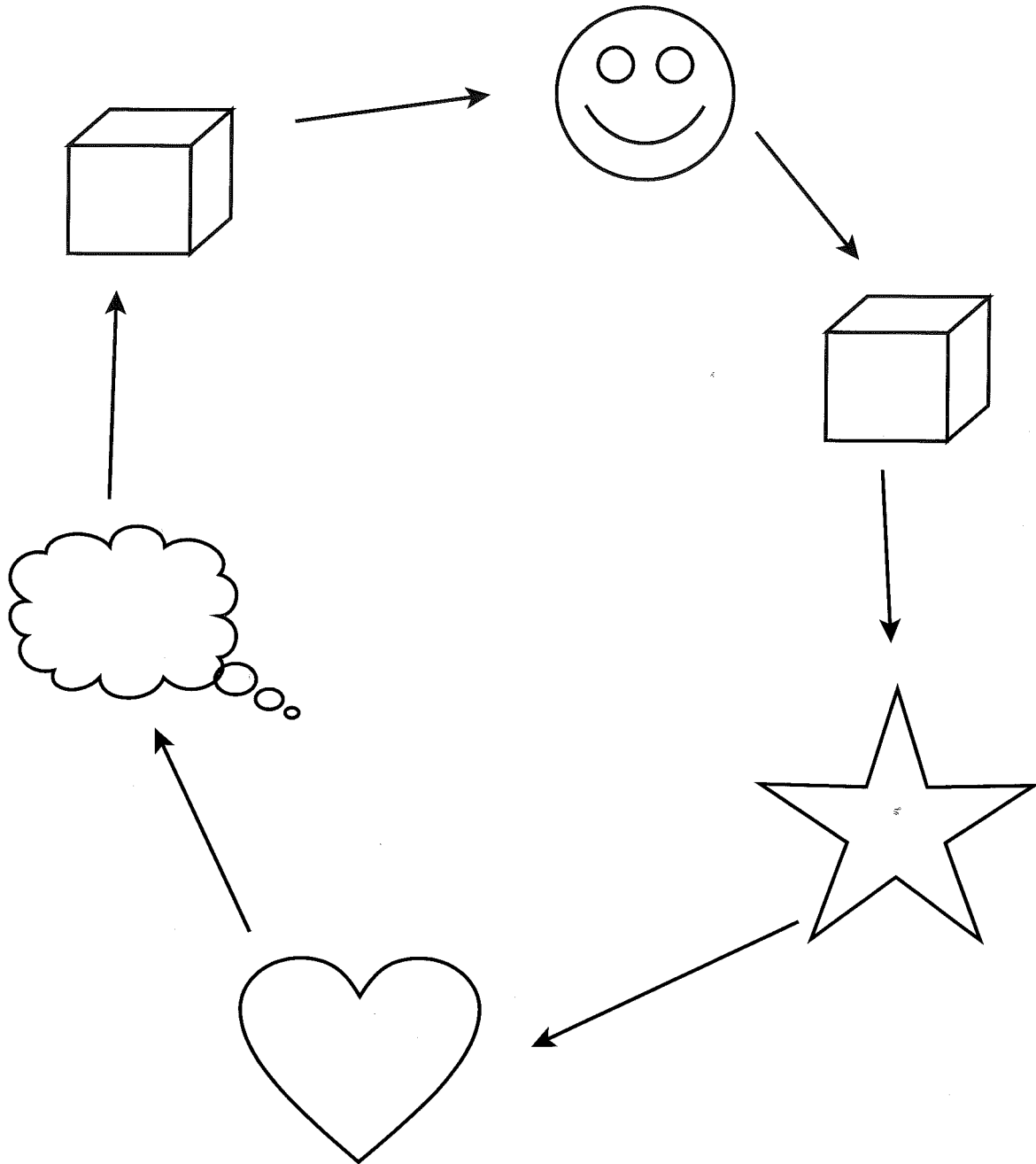


The Importance of Play in Brain Development

Play allows children to

- Create and explore
 - Use their creativity and develop their imaginations
 - Discover their own areas of interest
 - Learn how to work in groups, to share, to negotiate, to resolve conflicts
 - Build active, healthy bodies and brains
- 

The Learning Cycle



Characteristics of Young Children's Thinking

◆ Egocentrism (self-centered thinking)

- Young children see the world only from their own viewpoint.
- *"If I can't see you, you can't see me."*
- *Child thinks, "I want a doll for my birthday so my mom wants one for her birthday too."*

◆ "It's alive!" (animism)

- If something moves (like water or clothes flapping in the breeze) or if it somehow looks alive (like the headlights of a car at night), it must be alive.
- *"Look, the water is running to get in my shoes."*

◆ Concrete definitions (literalness)

- Words have very concrete, literal meanings related to things children have experienced.
- *When a child hears that his birthday is "just around the corner," he may want to look around the corner.*

◆ Judging by appearances

- Children often base judgments about number and amount completely on appearances.
- *Alicia and Monica both took the same-size cracker from the basket, but Alicia broke hers into two pieces and Monica broke hers into many smaller pieces. Alicia is upset because Monica has "more crackers."*

◆ **Focus on the here and now**

- Children cannot see the relationship between the way something was and how it is when transformed — this is sometimes called “slide-show thinking.”
- *A child watches her brother put on a scary mask. The child is then scared of the “monster” because she cannot make a connection between her brother and the monster.*

◆ **Blending instinctive knowledge with scientific thought**

- Children incorporate newly learned scientific information with their own perceptions.
- *Melanie’s mother comes into Melanie’s darkened bedroom and says, “It’s morning.” Melanie replies, “No, it’s still dark, it’s night.” Melanie goes to the window and pulls open the curtain. “Now it’s light. I made it morning.”*