

progressively smaller there were no leftover pieces. Variations of this are found around the world, in the Russian nesting dolls, for example, and South American nesting baskets.

Child study (Chapter 15)

A comprehensive narrative of the child is called a child study or case study. It can be used as an end-of-the-year report. It can also be sent with the family as the child moves to another program or as a report to a referral agency, upon the written request of the family. A child study follows much the same format as the Progress Report but amplifies the information given in each area and references comments with the documentation. This referencing is much like the way an author references information from another source. In this way, the reader can go to the source for further information, possibly to examine evidence of what the author said or to learn more about the subject. The reader may then draw a different conclusion from that source. Figure 15-12 is a sample child study of the same child presented in Figure 15-7 at the end of the year.

Block play (Chapter 11): can and should be an integral part of every early childhood classroom to promote spatial literacy.

Block play serves many developmental purposes. The unit blocks promote children's understanding of mathematical relationships and are counted, measured, and described by attributes of shape, number, size, and color. Science concepts of height, gravity, balance, and cause and effect are experienced when blocks are stacked and collapsed. Blocks provide opportunities for using language skills (as children talk about the structures) and social skills (as they work cooperatively, sharing ideas about what they are constructing). They feel emotional satisfaction at the completion of their tower and a powerful release as they knock it down (Tunks, 2013). Spatial literacy is the term used to describe thinking about how items are arranged in relation to one another in a space. Boys have been found to perform better on spatial tasks and more frequently than girls (Pollman, 2010). Spatial development is important in mathematical concepts such as geometry. With the emphasis on STEM (science, technology, engineering, and mathematics), teachers are looking at ways to increase spatial literacy for all children.

Construction materials are open-ended, used in different ways by each child. This type of material, like any creative medium, gives the observer knowledge about many developmental areas. Blocks are varied in type, but all provide this kind of experience. Types of blocks include the following:

- Plastic interlocking blocks - LEGOs or DUPLOs
- Unit blocks - standard units are multiples of each other
- Hollow blocks - standard units are multiples of each other but are large; constructed of many pieces nailed and glued together
- Cardboard blocks - lightweight, often homemade from milk cartons
- Foam blocks - geometric shapes and units; lightweight

The game of peek-a-boo is really the pretend theme of “I’m going away and now I’m back.” The repetition of these adult-child interactions is building the foundation for the later plots of sociodramatic play with peers.

Young Toddlers.

Between 6 and 18 months, the child is exploring the physical world by playing with objects. Close scrutiny of this play illustrates various patterns.

- *Repetition with objects*—Manipulations are repeated with the objects in every conceivable way. The young toddler takes her bottle and shakes it, throws it, chews on it, sucks on all parts of it, licks it, and minutely examines it.
- *Repetition without objects*—The functions she has learned are played out in her imagination without the object. This is the beginning of imaginary play. She puts her fist to her mouth and makes sucking movements and sounds, pretending to suck the bottle.
- *Substitution*—Other objects become stand-ins for the imaginary one. She picks up anything she can handle and puts it to her mouth and pretend (or actually) sucks it like a bottle. She is mentally substituting this object for the bottle.

what the child is playing with and, more importantly, how she is moving her body and hands. The Checklist records milestones in physical development, while other methods are more useful in describing the creeping, crawling, walking, grasping, clutching, letting go, and rolling, stacking, throwing.

For infants, body awareness, learning the names of parts of the body, and naming parts as they are washed and moved are the beginnings of the large muscle curriculum.

Using the Developmental Assessment Checklist, the adult can see what the child has accomplished and continue to give her practice to refine that skill. If she can roll over, then she is frequently placed on the floor and coaxed, called, lured by a toy, or gently rocked to practice the rolling. She will be sitting up soon, so she can be propped in a sitting position several times a day for short periods to give her a new view. Moving to a beat is an important curriculum goal, so music, rhythmic instruments, singing, and dancing are planned daily.

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