Chapter 9 Vocab

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| **Across****1.** an inability to mentally go through a series of steps in a problem and then reverse direction**6.** connect new works with their underlying concepts after only a brief encounter**7.** deliberate mental activities that improve our chances of remembering **10.** observing how words are used in syntax, of the structure of sentences**11.** order relationships between quanities**13.** the make-believe with others that is under way by the end of the second year and that increases rapidly in complexity during eatly childhood**15.** process by which two participants who begin a task with different inderstandings arrive at a shared understanding**17.** viewing a symbolic object as both an object in its own right and symbol**18.** once children acquire these markets, they sometimes overextend the rules to words that are exceptions**19.** a broader concept than scaffolding, it refers to shared endeavors between more expert and less expert participants**20.** The breif that inanimate objects have lifelike qualities, such as thoughts, wishes, feelings, and intentions**21.** the assumpition that words refer to entirely seperate catigories**22.** childs self-directed speech **23.** adjusting the support offered during a teaching session to fit the childs urrent level of performance**24.** failure to distinguish the symbolic viewpoints of others from ones own**25.** they focus one aspect of a cituation, neglecting other important features | **Down****2.** thinking out a sequence of acts ahead of time and allocating attention accordingly to reach a goal**3.** refers to the idea that certain physical characteristics of objects remain the same, even when their outward appearence changes**4.** your memory for everyday experiences**5.** the organization of objects into classes and subclasses on the basis of similarities and differences**8.** teachers provide activities from which children select, and much learning takes place through play**9.** teachers structure childrens learning, teaching letters, colors, shapes, and other skills through formal lessons, often using repetition and drill**12.** spans the years 2 t 7, the most obvious change is an extraordinary increase in representational, or symbolic, activity**14.** the belief that inanimate objects have lifelike qualities, such as thoughts, wishes, feelings, and intentions**16.** That the last number in a counting sequence indicates the quanity of items in the set |