
UNIT: Growth and Development

LESSON: Infants--Cognitive

COMPETENCIES:

1. Describe signs of cognitive development in infants. (Options 2, 6, 7, and 8)
 2. Develop an age appropriate activity to stimulate cognitive development. (Options 3, 4, 5, and 6)
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OVERVIEW/SUMMARY:

It is exciting to watch the cognitive development of infants. They are fascinated with everything they see and hear. Their drive to learn new things seems endless.

MOTIVATOR:

Show the class a pencil and ask "If I were to give this pencil to you, what would you do with it?" Allow them to respond. Then ask, "If I were to give this pencil to an infant, what would he/she do with it?" They would most likely put it in their mouth. They would use their mouth as the sense to learn and discover more about the object. On the other hand, you have LEARNED what a pencil is for, and you would sharpen the pencil and write with it.

LESSON OPTIONS/SUPPLIES:

OPTION 1

BOOK: The Very Quiet Cricket

OPTION 2--Competency 1--CDA VI, Professionalism

DISCUSSION: Ask the students to recall Piaget's first stage of development--the sensorimotor stage--and review with them its meaning. Use the transparency "Sensorimotor Stage" to discuss his sensorimotor stage more in-depth. According to Piaget, infants learn by using their senses and their motor skills. The term cognitive refers to intellectual learning. Infants learn by using their sensorimotor skills.

OPTION 3--Competency 2--CDA II, 5-Cognitive

INFANT STIMULATION: Divide the class into four groups. Assign each group one of the following age groups: birth to three months, three months to six months, six months to nine months, and nine months to twelve months. Have them brainstorm as many activities as possible that stimulate and assist to develop an infants cognitive skills. Share their ideas and activities with the class and have them take notes so they have a master list of activities to stimulate infants. Some suggestions are in the teacher notes "Activities to Stimulate Infants."

OPTION 4--Competency 2

ACTIVITY: Have class members develop age-appropriate activities for the infant's cognitive development.

OPTION 5--Competency 2--CDA II, 5-Cognitive and CDA VII, Observation

BODY AWARENESS: Discuss the sensorimotor stage, including the infant's discovery and repetition of primary and secondary objects. Identify eye-hand coordination and how it is enhanced during this stage of learning. After discussing language development, complete the "BODY AWARENESS" activity.

OPTION 6--Competencies 1 and 2--CDA VIII, ECD and CDA VII, Observation
OBJECT PERMANENCE: Discuss object permanence (knowing that an object exists even when it is out of sight) as a milestone in cognitive development. Complete the **OBJECT PERMANENCE** activity.

OPTION 7--Competency 1--CDA VIII, ECD

SLEEP: After discussing object permanence, explain separation anxiety, sleeping problems, and stranger anxiety and how they are related to the concept of object permanence. Show the 15-minute video segment concerning sleeping from the ABC news special "What's A Parent to Do?" While students watch this video, they should complete the worksheet "INFANT'S AND SLEEPING."

OPTION 8--Competency 1--CDA VIII, ECD

LANGUAGE DEVELOPMENT: Use the teacher information "Language Development" to discuss how an infant's communication and language develops, referring to the transparency "Baby Talk/Better Talk." Have students complete the "INFANT'S LANGUAGE AND COMMUNICATION STUDY GUIDE."