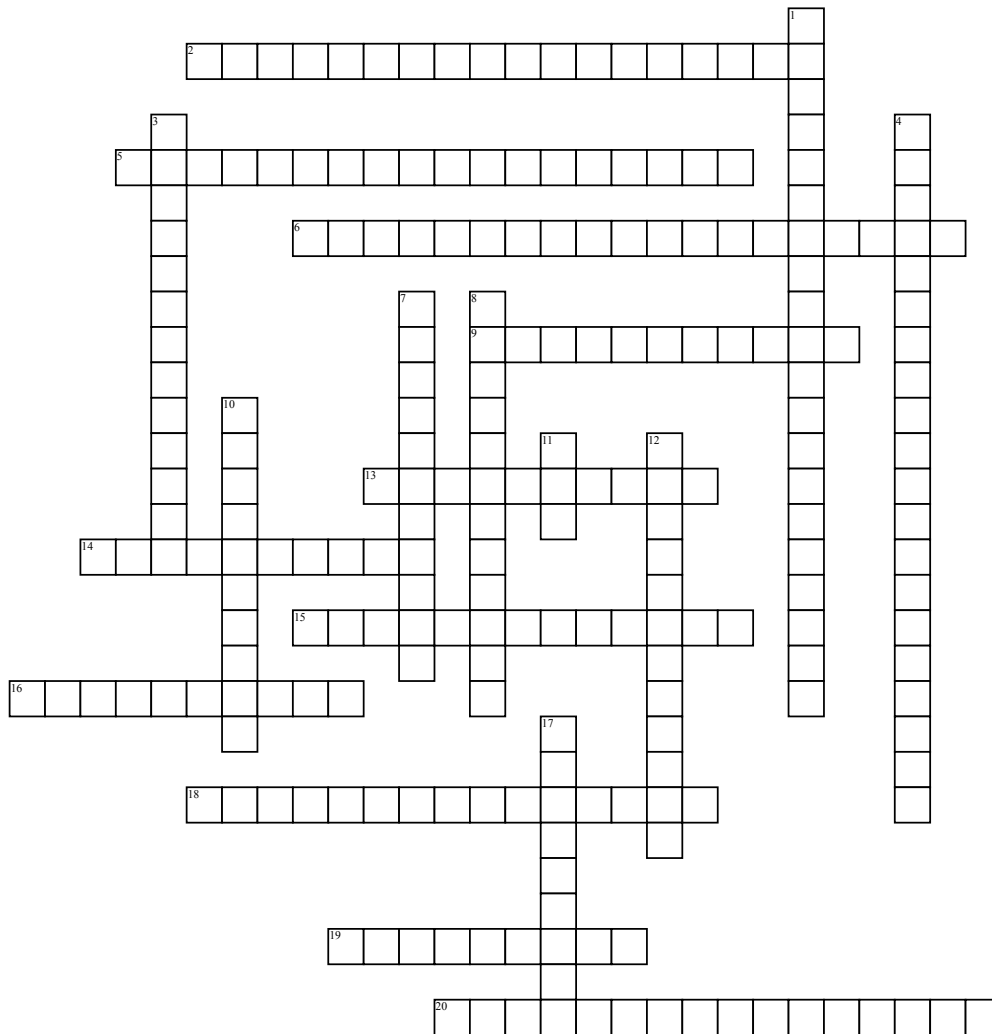


Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

# ECE



- Across**
- 2. the active process of thinking before teaching, during, and after teaching in order to make decisions about how to plan, assess, and teach
  - 5. Refers to places the child would typically be, such as home, the child care program, school, a place of worship, or the homes of family and friends rather than a director's office, doctor/therapist's office, or similar places
  - 6. A variety of developmentally appropriate equipment, learning experiences and teaching strategies to promote the physical development of all children
  - 9. refers to a situation in which a parent, guardian, or caregiver has made no provisions for the child's support and does not maintain a "substantial and positive relationship" with the child
  - 13. a process that determines a child's eligibility for federal, state, and local programs and services Natural Environment, Refers to places the child would typically be, such as home, the child care program, school, a place
  - 14. the process of collecting information about children's development, learning, behavior, academic progress, need for special services, and achievement in order to make decisions
- Down**
- 1. Categorize children's skills and abilities. They include Physical Development, Cognitive Development and General Knowledge, Language and Communication, Social and Emotional, and Approaches to Learning
  - 3. Materials that allow children to interact with concepts by using their hands and other tools to explore, experiment, and discover meaning; materials that develop understanding.
  - 4. A variety of developmentally appropriate learning experiences and teaching strategies to promote curiosity, reasoning, and problem solving and to lay the foundation for all later learning. While implementing curriculum that promotes children's learning of important math, science, technology, social studies and other content goals
  - 7. An ongoing process in which child care professionals recognize and document identifiable developmental milestones as they appear, using tools such as checklists, anecdotal records, and running records
  - 8. activity in which children play side by side
  - 10. Children are finishing one activity and moving to the next one
  - 11. Set of guidelines that focus on the outcomes of learning activities
  - 12. Play that occurs alone
  - 17. a form of assessment designed to record the presence or absence of a specific trait or behavior
- Across**
- 15. Care for school-age children may take place in child-care homes, child-care centers, or spaces intended solely for before- and after-school care, often in the school itself
  - 16. having to do with movement of the big muscles in your arms, legs, and torso
  - 18. Playing with another child including interaction and cooperation
  - 19. Is an ongoing process in which child care professionals use specialized observation and documentation tools to identify, document, and monitor typical development or possible developmental delay
  - 20. a school providing children freedom within limits by a rather structured approach, and a fixed method in which materials are presented

**Word Bank**

- |                       |                  |                       |                      |
|-----------------------|------------------|-----------------------|----------------------|
| DAP                   | Solitary play    | Abandonment           | Assessment           |
| Transition            | Cooperative play | Montessori School     | Large motor          |
| Observation           | Evaluation       | Checklist             | Physical Development |
| Developmental Domains | Parallel play    | Cognitive Development | Reflective Practice  |
| Manipulatives         | School-Age Care  | Natural Environment   | Screening            |