Connect, apply, and reflect

Activity #4

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Author Note

My response to learning activity #4

Connect: Describe the development of preschoolers' memory, theory of mind, executive function, and literacy and mathematical understanding that is consistent with Vygotsky's sociocultural theory.

Vygotsky had two developmental stages proximal and thinking and speech for literacy learning. For preschoolers the part of thinking was thought to be something they did out loud until they evolved the inner thinking patterns as they learned new information. The development of these are independent to the child and how the process new information. This will develop immensely with parent's guidance and the socialization with adults in a learning capacity. [CITATION Cha03 \l 1033]

Apply**:** Lena wonders why her 4-year-old son Gregor's teacher provides extensive playtime in learning centers during each preschool day. Explain to Lena how adult-supported play can promote literacy and math skills essential for academic success.

When using play for early development it allows the children to use peer activities for recognition. The teachers usually use structured activities that repeat for repetition to help them understand and hear the information more than once. Repetition is more likely to create understanding. The numbers they use in activities even if it is counting and visualization will help the mathematical prospect of math later in their development. [CITATION Ber17 \l 1033]

Reflect**:** Describe informal experiences important for literacy and math development that you experienced while growing up.

I think for me as a child one of the important literacies was my mother reading to me. When we would sit and read together, she would point to the words she was saying for a visual as well as me hearing the words. I have always struggled with math and honestly can't remember anything that I did to understand it. I guess learning time as a preschooler was a way of learning numbers.

References

Berk, E. L. (2017). *Development Through the Lifespan.* Pearson.

Chaiklin, S. (2003). *The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction*. Retrieved 1 31, 2020, from http://blogs.ubc.ca/vygotsky/files/2013/11/chaiklin.zpd_.pdf