

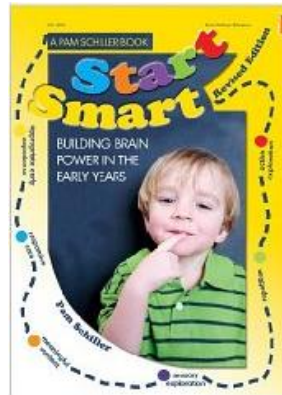
Read ~ A ~ Book

Distance Learning

Option 2: Professional Development Book Report

Start Smart: Building the Brain Power in the Early Years, Revised Ed

By: Pam Schiller



Child Care Aware of Virginia



Option 2: Reading Professional Development Books

For Option 2, you may choose to read ONE of the professional books listed below and then complete the *Professional Development Book Report* developed for each book. Each Virginia public library has at least one copy of these books.

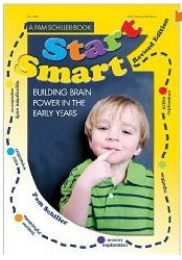
- Please visit your local public library (directory in resource section) and choose one of the *professional books listed below* to read.
- After selecting the book you wish to read (from the list below), please download the *Professional Development Book Report* materials for the professional book you selected at www.va.childcareaware.org.
- Email questions to JodiR@va.childcareaware.org, or call (804) 285-0846.

Professional Development Book Report

After reading the selected book, complete the *Professional Development Book Report* for that book. Each professional development book report includes:

- 10 True/False questions
- 10 Multiple Choice Questions, and
- Five Essay Questions
- Clock hours for reading the professional books and completing a *Professional Development Book Report* are listed below and are based on the length and difficulty of the book you chose to read.
- Clock hours will be awarded based on the following grading scale:
 - 80 - 100 Full credit
 - 60 – 79 Half credit
 - 59 and below No credit

Professional Development Book List		
Title	Author	Credit Hours
A Child's Work: The Importance of Fantasy Play	Vivian Gussin Paley	6 clock hours
A Good Start in Life: Understanding Your Child's Brain and Behavior	N. Herschkowitz, M.D., and E. Herschkowitz (2002)	10 clock hours
Beyond Baby Talk: From Sounds to Sentences	Kenn Apel, Ph.D., and Julie J. Masterson, Ph.D. (2001)	10 clock hours
How To Talk So Kids Can Learn: At Home and In School	Adele Faber and Elaine Mazlish (1995)	6 clock hours
Positive Discipline	Jane Nelsen, Ed.D	10 clock hours
Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever	Mem Fox (2001)	6 clock hours
Starting Out Right: A Guide to Promoting Children's Reading Success	The National Research Council (1999)	6 clock hours
Start Smart: Building the Brain Power in the Early Years Revised Ed	Pam Schiller	6 clock hours
Tumbling Over The Edge	Bev Bos & Jenny Chapman	6 clock hours



Read ~ A ~ Book

Option 2

Professional Development Book Report

First Name		Middle Initial	
Last Name			
Home Street Address			
City			
State		Zip	
Home Phone			
Email Address			
Facility Name			
Facility Address	Facility Phone		
City			
State		Zip	

Provider Type (Please check one)

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Licensed Family Day Home
<input type="checkbox"/> Licensed Child Day Center
<input type="checkbox"/> Camp Program
<input type="checkbox"/> Head Start Program | <input type="checkbox"/> Local DSS Certified Family Day Home
<input type="checkbox"/> Voluntarily Registered Family Day Home
<input type="checkbox"/> Religious Exempt Child Day Center
<input type="checkbox"/> Other (specify) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

IMPORTANT REMINDERS

THIS SHEET MUST BE SUBMITTED ALONG WITH YOUR BOOK REPORT!

- Be sure to include your name on EACH page of the professional development book report!
- Please double-check your work. Make sure you have answered ALL questions. Incomplete materials will be returned to you.
- Complete the report individually and report in your own words.
- Make yourself a copy of the Professional Development Book Report BEFORE mailing.
- Mail Completed Read-A-Book Professional Development Book Report along with **\$20.00** check or money order, payable to Child Care Aware of Virginia at:

Child Care Aware of Virginia
 Read-A-Book Program
 804 Moorefield Park Dr., Ste. 101
 Richmond, Virginia 23236

PLEASE ALLOW FOUR (4) TO SIX (6) WEEKS FOR PROCESSING AND GRADING BOOK REPORTS.

Book Report for:

Print Your Name Here

General Directions:

- Please print the test questions.
- You may write directly on the printed test question sheets.
- Additional pages may be added for “Apply Your Knowledge” answers.

Multiple Choice Questions (20 points)

Choose the correct answer by circling (a), (b), (c) or (d) for each multiple-choice question or statement.

1. The human brain weighs:
A. 2 pounds
B. 3 pounds
C. 4 pounds
D. None of the above
2. Our sense of _____ is the only sense that sends information directly to the brain.
A. Taste
B. Touch
C. Smell
D. Hearing
3. Although offering choices enhances learning, children do not make thoughtful choices when they are presented with more than _____ option(s).
A. One
B. Two
C. Three
D. Four
4. Babies are born only seeing black and white. It takes _____ of visually interacting with the environment before a newborn’s brain can begin to register other colors.
A. Ten weeks
B. Three months
C. Four months
D. Six months
5. Exercise helps to reduce impulsivity and the desire for immediate gratification as it works to wake up the executive function of the _____, which helps us delay gratification, make better choices, and add time to evaluate the consequences of an action. P.50
A. Prefrontal Cortex
B. Frontal Cortex
C. Olfactory Cortex
D. All of the Above

Print Your Name Here

6. The brain is divided into two hemispheres by a thick line of nerve cells called the _____.
- A. Left Hemisphere
 - B. Corpus Callosum
 - C. Right Hemisphere
 - D. Hippocampus
7. Without proper _____, brain cells and other neurons shrink, and biochemical processes involved in cellular communication slow down.
- A. Food
 - B. Vitamins
 - C. Hydration
 - D. Exercise
8. _____ is the rhythmic and intonational aspect of language and changes with emotions.
- A. High Pitch
 - B. Speech
 - C. Parentese
 - D. Prosody
9. According to research, we have only a ____ % chance of remembering something done once in 30 days and a _____ % chance of remembering something done six times in 30 days.
- A. 90, 10
 - B. 20, 80
 - C. 10, 90
 - D. 30, 70
10. When children and adults use their fingers, this action not only stimulates their muscles, it also stimulates their _____.
- A. Body
 - B. Eyes
 - C. Brain
 - D. Memory

Apply Your Knowledge Short Answer Questions (60 points)

(12 points for Excellent, 9 points for Above Average, 6 points for Satisfactory, 0 points for Unsatisfactory)

1. What are the four steps for Winning Cooperation? Think of a challenging behavior you have been dealing with in your classroom with a child. Discuss how you would use these four steps with this child.

Print Your Name Here

2. What are the four goals of misbehavior? Name the two clues for each goal that helps adults identify the goal.

3. Define Encouragement, explain the difference between Encouragement and praise, and discuss how Encouragement helps to develop a child's self-esteem.

Print Your Name Here

4. What are the three R's and an H for focusing on solutions? Explain how you would use this process with your classroom.

5. Explain the benefits of giving choices to children versus making demands on them. Give three examples of choices that you have used with the children in your care and explain the outcomes of the choices.

Application (20 points)

Focusing on 'The Eight Building Blocks for Effective Class Meetings,' plan and hold a class meeting with your students. Explain how you planned the meeting with the students, what happened during the meeting (positive and negative) and the results of the meeting. Please provide pictures of the event.