



# Module 5

## Cognitive Development

### Cognitive Terms: Matching Activity

TERMS	ANSWER	DEFINITIONS
<b>Long-term memory</b> _____		A. Infants learn through the use of their five senses and by moving around the environment
<b>Sensory memory</b> _____		B. When infants begin to understand that objects continue to exist – they are permanent – even when they are no longer visible or otherwise detectable to the senses.
<b>Short-term memory</b> _____		C. The shortest-term element of memory. When a stimulus is noticed, and then briefly available for further processing or storing. Ex: if you are listening for your name to be called in a waiting room and another name is called, it is briefly stored in your sensory memory, determined to be unimportant, and forgotten.
<b>Preoperational thinking</b> _____		D. Limited amounts of information are temporarily held for use in the current activity. Sometimes called working memory.
<b>Problem solving</b> _____		E. Information that has been fully explored and processed is stored relatively permanently.
<b>Exploration and discovery</b> _____		F. The second stage in Piaget’s theory of cognitive development. Toddlers and three-year-olds rely on their own experiences and observations to understand how the world works.
<b>Object permanence</b> _____		G. Indicators of development for how young children explore their environment and demonstrate the building blocks of inquiry and curiosity through playing with cause and effect relationships and understanding patterns.
<b>Sensorimotor</b> _____		H. This component includes indicators related to young children’s use of imagination and creativity in approaching problems and tasks.