



Module 5

Cognitive Development

Cognitive Terms: Matching Activity

TERMS	ANSWER	DEFINITIONS
<i>Long-term memory</i>	<u>E</u>	A. Infants learn through the use of their five senses and by moving around the environment
<i>Sensory memory</i>	<u>C</u>	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. 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.
<i>Short-term memory</i>	<u>D</u>	D. Limited amounts of information are temporarily held for use in the current activity. Sometimes called working memory.
<i>Preoperational thinking</i>	<u>F</u>	E. Information that has been fully explored and processed is stored relatively permanently.
<i>Problem solving</i>	<u>H</u>	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.
<i>Exploration and discovery</i>	<u>G</u>	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.
<i>Object permanence</i>	<u>B</u>	H. This component includes indicators related to young children’s use of imagination and creativity in approaching problems and tasks.
<i>Sensorimotor</i>	<u>A</u>	