2. Arrange to visit two or more primary classrooms. Observe for one hour or more in each class. Take notes on what you see. After you leave, take a copy of your checklist of developmentally appropriate practices. Put a (+) for items observed and a (−) for items not observed. Evaluate the degree of developmental appropriateness of each classroom. Explain where you found positives and on which items improvements could be made. Share your findings with the class.

3. In the library, look through recent issues of journals such as *Young Children*, *Dimensions*, *Childhood Education*, *Science and Children*, *Teaching Children Mathematics*, and *Language Arts*. Select five articles that describe developmentally appropriate instructional practices for primary classrooms. Write a summary of each article. Share what you find out with the class.

4. Assess the cognitive development of a six-, seven-, or eight-year-old using the following list of developmental expectations:

5. Make an entry in your journal.

### Review

1. Look back at the beginning of the unit. Write an analysis of Mr. Marcos’ and Ms. Brown’s classrooms based on how well what is described does or does not fit the developmental characteristics of primary-level students. Compare the two classrooms.

2. Select the items below that describe typical cognitive characteristics for six-through eight-year-old children.
   a. During the primary period, children begin to see good work habits as indications of intelligence.
   b. Being good and following rules are viewed as evidence of being smart.
   c. Primary-level children can usually understand that no matter how hard you work, you are limited by your innate ability.
   d. Young children perform better with constructive criticism than with praise.
   e. Primary children do not weigh praise against task difficulty.
   f. Primary children should receive letter grades because they are meaningful to them.
   g. Comparisons with peers do not take on great importance until between the third and fifth grades.