

TEACHING

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Question: 1

Which of the following is true regarding children's development of number sense?

- A. Children must learn all number names before they learn to count.
- B. Children learn to count before learning all the names of numbers.
- C. Children's number sense is equal to, and a synonym for, counting.
- D. Children's number sense is that numbers only describe quantities.

Answer: B

Explanation:

Young children learn to count to three before they have learned all of the numbers' names; then they learn to count to five, etc. Thus, they do not know all number names before learning to count (A). Children's number sense does not equate to counting alone (C). It also includes understanding various applications of numbers—not only for describing quantities (D), but also for expressing and manipulating information, and for depicting relationships among things. Children who have developed good number sense can understand these functions as well as count, and they can count forward and backward, dismantle and reassemble numbers, and add and subtract them. These abilities facilitate their developing all other math skills.

Question: 2

A teacher wants his students to become familiar with a wide range of genres and text structures. Which of the following options would best help him achieve this goal?

- A. Displaying posters describing different genres and text structures in the classroom
- B. Rewarding students who choose to read a variety of different types of books during independent reading time
- C. Selecting books from different genres and with different text structures for read-aloud and shared reading activities
- D. Sending home a list of varied books and encouraging students to check them out from their local libraries

Answer: C

Explanation:

By using varied books for read-aloud and shared reading activities, the teacher can ensure that students are exposed to a variety of genres and text structures. During these activities, the teacher can also help students explore the features of these texts. Choice A can be used to support this instruction, but the posters alone are not as likely to be effective as actually exploring varied types of books. Choices B and D do not ensure that all students will actually explore different types of texts.

Question: 3

What statement accurately reflects expert guidelines for arranging indoor and outdoor spaces in early childhood learning environments?

- A. When there is not enough outdoor space, large indoor yards will not suffice.
- B. Outdoor locations and times for the youngest children should be separated.
- C. Scheduling of outdoor activities can put different age groups close together.
- D. Staff personnel should access spaces at the same times that the children do.

Answer: B

Explanation:

For the youngest children in early childhood learning environments, providers should arrange separate places and times. If some learning environments lack sufficient outdoor space, educators can use gyms or other larger indoor spaces (A). EC educators should schedule outdoor activities so that different age groups are not too close together (C) so that each group has enough space, and altercations and/or competitions among groups do not develop. Personnel should have access to indoor and outdoor spaces before children do (D) in order to prepare the spaces for the children.

Question: 4

Giving preschool children an activity using different body postures and movements to portray different emotions can accomplish which of these?

- A. Children understand their own emotions but not others'.
- B. Children understand emotions, but do not express them.
- C. Children participate in physical exercise while having fun.
- D. Children use creative thinking without emotional benefit.

Answer: C

Explanation:

Giving preschoolers an activity wherein the teacher prompts them to use different body postures and movements to depict different emotions helps them to understand their own and others' emotions (A); express them as well as understand them (B), get physical exercise and have fun (C), and use creative thinking.

Question: 5

A kindergarten student has difficulty arranging numbers in ascending order. Which of the following strategies would likely best support development of this skill?

- A. Leading the class in counting songs, rhymes, and chants
- B. Encouraging rote memorization using flash cards
- C. Having the student practice representing numbers using a number chart and counting chips
- D. Incorporating counting activities into unstructured playtime

Answer: C

Explanation:

Ordering refers to the ability to correctly arrange a series of numbers, either by ones or by periodic intervals, in ascending or descending order. This pre-numeracy skill is necessary for developing understanding of a range of foundational mathematical concepts, so it must be addressed when a student is having difficulty. Having students who struggle in this area practice representing numbers using a chart and counting chips provides a hands-on opportunity to physically manipulate and visualize the difference between numbers. This strategy supports the development of understanding of cardinality and ultimately, how to correctly order numbers.

Question: 6

What statement is most appropriate regarding how teachers can help preschoolers learn to use scientific inquiry and discovery?

- A. Children learn best from age-appropriate science textbooks.
- B. Teachers can find materials in their everyday environments.
- C. Found objects from the natural world are not good materials.
- D. Teachers should not obtain materials from local businesses.

Answer: B

Explanation:

EC experts advise that teachers can and should find science teaching materials in their everyday environments, which cost nothing and appeal to children's natural curiosity and interests. Preschool children do not learn best from textbooks even age-appropriate books; they enjoy learning with real-world materials. For example, found objects from nature like rocks, loose bird feathers, fallen leaves, etc, make good science materials (C). Teachers can also obtain animal fur from local groomers and turtle shells, snake skins, etc. from local pet stores (D) are useful teaching materials.

Question: 7

A prekindergarten teacher provides each student with a set of counting chips as they practice learning to count to ten. As students count each number aloud, the teacher instructs them to move a chip from one side of their desk to the other. This strategy is likely intended to help students do which of the following as they develop this pre-numeracy skill?

- A. Name numerals up to ten
- B. Compare numbers between one and ten
- C. Recognize and identify numerals
- D. Keep track of counting

Answer: D

Explanation:

Learning to keep track while counting is an important pre-numeracy skill that supports the ability to understand such concepts as ascending and descending order, cardinality, and one-to-one correspondence. When teaching prekindergarten children to count to ten. Providing manipulative such as counting chips creates an active hands-on learning experience to support students in developing this skill. This strategy provides a kinesthetic element to learning by allowing students to physically move individual chips as they learn to count to ten, as well as a visual aid to help them keep track of how far they have counted.

Question: 8

Among instructional techniques to develop oral communication skills, which one would incorporate "CROWD" and "PEER" prompts?

- A. Dialogic Reading
- B. Think-Pair-Share
- C. Choral Response
- D. Inside/Outside Circle

Answer: A

Explanation:

In Dialogic Reading, the teacher reads books with individual students/small groups, incorporating "CROWD" prompts for sentence Completion: text Recall questions: Open-ended text picture questions; Wh-picture questions; and Distancing text/pictures to student experiences. In Dialogic Reading, the teacher also uses "PEER" prompts, Prompting student text discussion; Evaluating responses; Expanding responses; and Repeating prompts on higher levels. Think-Pair-Share (b) lets students rehearse responses with partners who help with corrective feedback and elaboration to prepare for whole-class interaction. Choral response (c) involves unison student responses upon teacher cues after teacher questions, signals, and wait time. Inside/Outside Circle (d) involves students pairing up, conversing, and rotating partners.

Question: 9

At the beginning of the school year, a third-grade teacher asks students to complete an interest inventory. Which of the following is the likely intended purpose for implementing this strategy?

- A. To build a positive classroom community through icebreaker activities
- B. To communicate high academic expectations for the school year
- C. To familiarize students with the teachers instructional style
- D. To gain understanding into students' strengths, needs, and preferred modes of learning

Answer: D

Explanation:

Learning about students as unique individuals is an essential component to creating a positive, productive, and engaging environment. Understanding the diverse range of skills, abilities, and needs that exist within the same classroom allows teachers to differentiate and modify instruction in such a way that promotes

learning and development for all students. Interest inventories refer to activities in which students are prompted to complete a variety of questions related to their personal strengths, interests, and learning styles. Implementing this activity at the beginning of the school year provides teachers with early insight into students' preferred modes of learning that can be used to guide instructional planning throughout the year.

Question: 10

Which of the following teacher actions is most effective for fostering greater depth of preschoolers' comprehension of word meanings?

- A. Focusing on one definition for a new vocabulary word
- B. Introducing new concepts separately from new words
- C. Limiting added information to simplify comprehension
- D. Giving multiple definitions and examples of new words

Answer: D

Explanation:

To deepen young children's comprehension of word meanings, teachers should provide them with multiple definitions and examples for each word rather than only one (A). They should introduce new concepts together with new vocabulary words (B) associated with the concepts. They should provide additional information to give children's comprehension of meanings more depth (C).

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