Growing Into Action

How an infant's body, movements, and senses develop together

P.3.2 "Explain the physical, motor, and perceptual development of infants."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two physical changes, circle three motor actions, and number three details about what Nia sees, hears, or feels. Use your marks to explain how these kinds of development work together.

Nia on the Move

1. At a family gathering, three-month-old Nia watches her uncle lean close, then shift to one side. Her eyes follow his face, and she turns her head, but she cannot move across the blanket to reach him. During infancy, the head is large compared with the rest of the body, while muscles and control develop over time. Stronger neck muscles make steady head turns possible. Vision also changes: newborns see best at close range, and tracking moving objects improves during the first months. Her uncle moves a bit farther away and waits to see what she does next.

2. Several months later, Nia sits with support while her uncle places a soft ring just beyond her fingertips. Her torso is steadier, and her arms can reach outward, though her grasp sometimes misses. Looking at the ring helps her judge where to move her hand; touching its edge gives her more information about its position. When the ring bumps a wooden block, Nia looks toward the sound. Growth in muscles and coordination expands the movements she can try, while sight, hearing, and touch supply information. With practice, she may become more accurate at reaching for objects.

3. Near the end of her first year, Nia can sit without support and sometimes crawls to a basket. She uses her thumb and forefinger to pick up a small piece of cereal, a more precise movement than wrapping her whole hand around a ring. As she approaches the edge of a thick play mat, she pauses and looks down. Visual information about a change in surface can influence movement, although not every infant responds the same way. Children reach these abilities at different ages, and some move across a room without crawling. A single observation cannot establish an infant's exact developmental stage.

2 ANSWER WITH EVIDENCE

Use the passage

1. If the uncle had put the ring in front of Nia at three months, why might she have watched it without getting it? Use details from the first two scenes.

2. Suppose the wooden block made a sound while Nia could not see it. How might she respond, and why would that response not show that she could grasp it accurately?

3. How could both perception and motor development affect what Nia does when she reaches the edge of the play mat?

4. Across the three scenes, how does greater body control change what Nia can do in response to something she sees? Give two changes.

3 YOUR TURN

Your own words

Invent a realistic play scene with an infant and a safe toy. In four or five sentences, explain one physical change, one motor action, and one use of sight, hearing, or touch, and show how they affect what the infant does.

Growing Into Action

PART 1 · READ AND MARK

Underline two physical changes, circle three motor actions, and number three details about what Nia sees, hears, or feels. Use your marks to explain how these kinds of development work together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	If the uncle had put the ring in front of Nia at three months, why might she have watched it without getting it? Use details from the first two scenes.	**She could follow a nearby object with her eyes, but at three months she could not move across the blanket. Her later reaching and grasping depended on developing muscle control and coordination.**
2	Suppose the wooden block made a sound while Nia could not see it. How might she respond, and why would that response not show that she could grasp it accurately?	**She might look toward the sound, as she does when the ring bumps the block. Finding its direction by hearing would not show accurate grasping, since her reaching hand sometimes misses.**
3	How could both perception and motor development affect what Nia does when she reaches the edge of the play mat?	**She can see the change in surface and pause. Her ability to crawl lets her approach the edge, while the visual information may affect whether or how she moves farther.**
4	Across the three scenes, how does greater body control change what Nia can do in response to something she sees? Give two changes.	**At first, stronger neck muscles let Nia turn toward her uncle's face, but she cannot cross the blanket. Later, she can reach toward a ring and crawl toward a basket.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

On a blanket, an infant hears a soft bell to her left. As her neck and upper body grow stronger, she can hold herself upright with support and turn toward the sound. She reaches toward the bell, but her hand lands beside it. Feeling the blanket and trying again, she shifts her hand until it touches the bell.

Accept other passage-supported explanations that distinguish sensory information from the physical control needed to act on it. For the open task, look for a plausible connection among a physical change, a motor action, and a sense.