Its two parts First part Introduction Infants are born with billions of neurons needed for survival and adaptation to their new environment. In this module, you learned about the brain. Use this knowledge to answer the prompt. The Assignment Respond to the following prompt(s) for this module. What does it mean that "brains are built, not born”? Give examples of how caregivers can build a child’s brain development through the Five R’s. Grading Criteria: See attached rubric for grading criteria Resources Baby’s brain begins now: conception to age 3. (2018). The Urban Child Institute (opens in a new window) http://www.urbanchildinstitute.org/why-0-3/baby-and-brain Bucharest Early Intervention Project (2017) (opens in a new window) http://www.bucharestearlyinterventionproject.org/About-Us.html “Building a Healthy Brain.” (2016, April 16). Zero to Three. Washington, DC: Zero to Three Press. Graham, Judith & Forstadt, Leslie A. University of Maine (2001, 2011). Children and Brain Development: What We Know About How Children Learn (opesn in a new window) https://extension.umaine.edu/publications/4356e/ Second part: Introduction In early childhood classrooms, it is imperative that teachers create classrooms where young children thrive . For children to thrive, intentional teachers strive to meet the goals of all students. Whitmire (2010), author of Why Boys Fail, urges educators to take particular care to help young boys verbalize and receive skilled adult verbal feedback. He believes some boys fail elementary and high school and avoid college for diverse reasons. Among these are their verbal and vocabulary skill development and their inability to express themselves. The largest gender gap involves boys’ writing skills. Teachers, especially early childhood ones, need to find books of interest to young boys, which might include ridiculous or goofy ones. Listening and watching closely for boys’ enjoyment and engagement during teacher-chosen readings is important. Minority and low-income boys seem to struggle the most with academics (Marklein, 2010). Zambo (2007) suggests boys may need special teacher attention and guidance. She recommends using stories and literacy activities to increase skills. The Assignment In our text, after reading Chapter 14: Choose a book or story that introduces boys in your classroom to a responsible male character. Discuss with your peers the following: How will the book/story you selected help improve a boy's vocabulary? Select an activity from chapter 14 that you can connect with your selected book that will enhance vocabulary development. Please reference your text. Select an activity from chapter 14 that you can connect with your selected book that will help development a young boy's writing skills? Please reference your text. How will the book/story you selected teach boys how responsibility looks, sounds, and feels? Resources Text, Chapter 14 and https://www.readingrockets.org/article/boys-and-books