

**Young Children's Knowledge Of Relational Terms:
Some Ifs, Ors, And Buts (Springer Series In Language
And Communication) By Lucia A. French**

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Theories accounting for the development of analogical reasoning tend to emphasize either the centrality of relational knowledge Young children s

The importance of being interpreted: grounded

The research in that literature suggests that children s relational reasoning derives that children s knowledge for familiar young children s

Relational concepts: language, thinking and

This monograph focuses on young children's The research findings support the need for teachers to have in-depth knowledge of relational concepts and the

The development of relational aggression: the role

models within the media may influence the development of relational aggression in young children, for relational and physical aggression

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Camp Knowledge Center; Children as young as preschool use relational aggression; the effects of the media on children s sense of reality and developing

Relational language helps children reason

Relational Language Helps Children Reason appears to be present even in very young children. For mixed measures ANOVA over children s relational

Young children s performance on the balance

Young children s of knowledge about balance ability to perform relational reasoning. Children s development of

The influence of relational knowledge and

6 theories that account for the development of relational knowledge in young children are the Relational Primacy, Relational Shift, and Relational Complexity theories.

Children's relational knowledge of addition and

Children's Relational Knowledge sort to response biases probably accounts for Siegler's observation that even young children correctly state the answer to

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similarity is sensitive to changes in the child's knowledge base. Labels did improve young children's ability to make relational comparisons, even in the face

More evidence for a relational shift in the

performance on the analogues was positively related to children's knowledge young children can respond to relational Gentner, D. (1977a). Children's

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